



Executive Director Update

Washington State Board of Education
January 9, 2019



Conversation Today

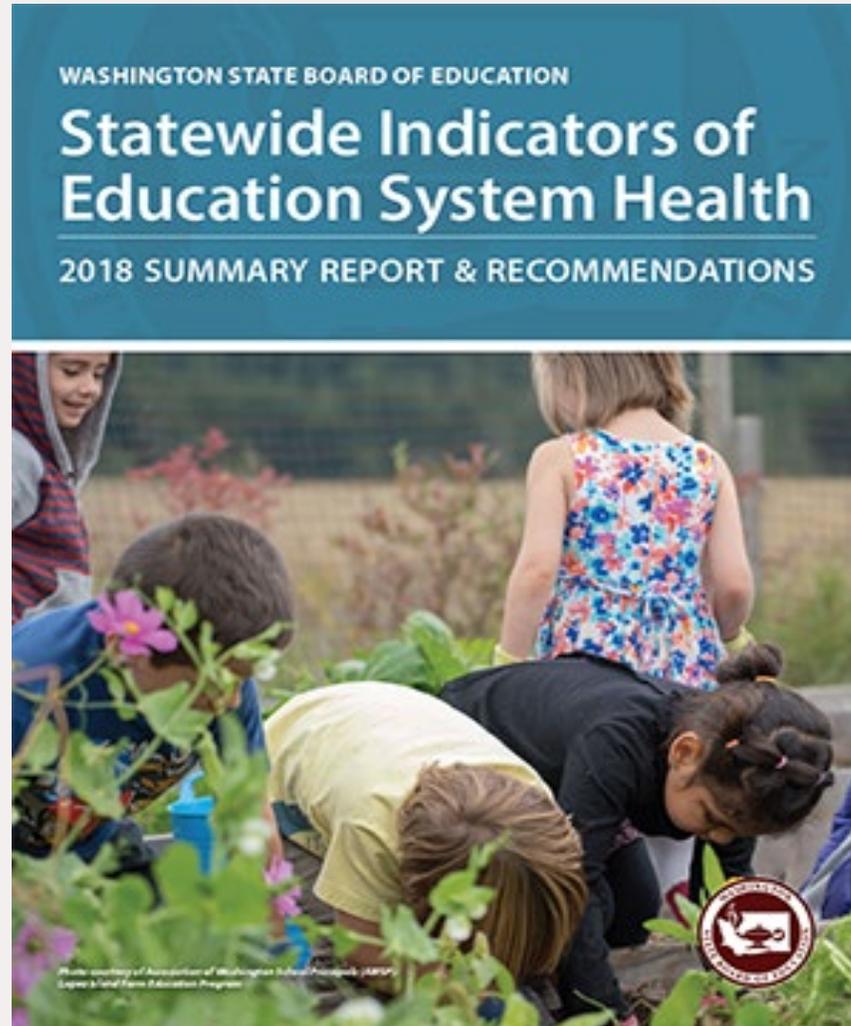
Updates

- New Publications
- Recognition Workgroup Update
- Basic Education Compliance
- Open Public Meetings Act Refresher

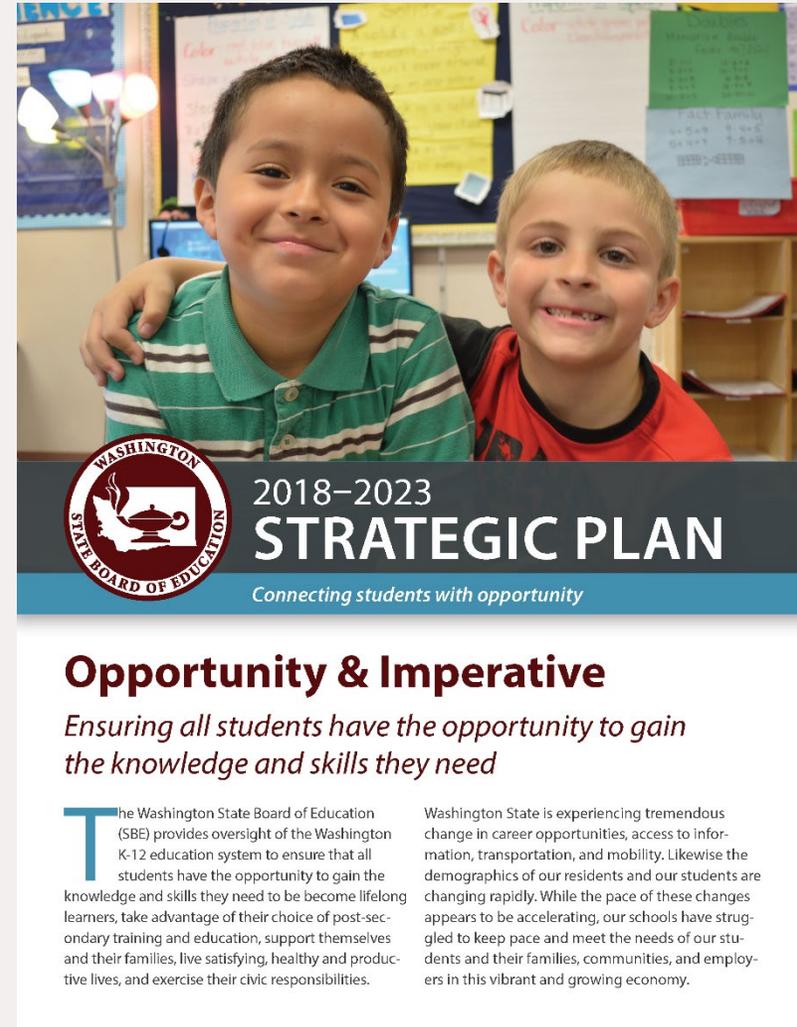
Business Items

- Proposed Rules for Required Action Districts
- Approval of Annual Charter School Report
- Approval of Revised Equity Statement*
- Temporary Waiver of the Career- and College-Ready Graduation Requirements*
- Basic Education Compliance

Materials Available on the SBE Website



<https://sbe.wa.gov/education-system-health>



WASHINGTON STATE BOARD OF EDUCATION
2018-2023
STRATEGIC PLAN
Connecting students with opportunity

Opportunity & Imperative

Ensuring all students have the opportunity to gain the knowledge and skills they need

The Washington State Board of Education (SBE) provides oversight of the Washington K-12 education system to ensure that all students have the opportunity to gain the knowledge and skills they need to become lifelong learners, take advantage of their choice of post-secondary training and education, support themselves and their families, live satisfying, healthy and productive lives, and exercise their civic responsibilities.

Washington State is experiencing tremendous change in career opportunities, access to information, transportation, and mobility. Likewise the demographics of our residents and our students are changing rapidly. While the pace of these changes appears to be accelerating, our schools have struggled to keep pace and meet the needs of our students and their families, communities, and employers in this vibrant and growing economy.

<https://sbe.wa.gov/strategic-plan>

Strategic Plan and System Health Highlights



2019-2023 STRATEGIC PLAN

sbe.wa.gov/strategic-plan



The Washington State Board of Education (SBE) envisions an education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning. The strategic plan also lays out a set of goals and priorities to realize this vision.

- All students feel safe at school, and have the supports necessary to thrive.
- All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.
- School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.
- Students successfully transition into, through, and out of the P-12 system.
- Students graduate from Washington State high schools ready for civic engagement, careers, post-secondary education, and lifelong learning.
- Equitable funding across the state to ensure that all students have the funding and opportunities they need, regardless of their geographical location or other needs.

This strategic plan serves as a foundation for Board actions and efforts for the period of 2019 through 2023. During this time period, progress will be measured on an annual basis using the Indicators of system health.

BOARD MEMBERS

- Kevin Laverly, Chair
- Peter Maler J.D., Vice Chair
- MU Belt
- Jeff Estes
- Patty Wood
- Ryan Brault
- Dr. Alan Burkhardt
- Connie Fletcher
- Holly Koon
- Hankum Martin-Morris
- Dr. Paul Pitts
- Ricardo Sanchez
- Chris Bayeada, Supt. of Public Instruction
- Aidy Jennings, Private Schools Rep.
- Joe Hoffman, Student (Cascade HS)
- Aurymn Wilkie, Student (Cascadia Valley HS)

The strategic plan actions broadly fall into the following 5 categories:

- STUDENT WELL-BEING
- LEARNING ENVIRONMENTS
- SYSTEM DESIGN
- STUDENT TRANSITIONS & DIPLOMA
- FUNDING & ACCOUNTABILITY

The strategic plan is intended to highlight not just initiatives led by the Board but also that of partner agencies and organizations that are working to improve our education system, advance equity, and respond to the needs of students and communities. The development of the plan relied on the work of the EOGOAC, ELOC, Career Connect Washington, OSPI, PESB, CISL, WSAC, WSSDA, DCYF, WTECB, and others. In addition, we received input through regional community forums, outreach at partner meetings, presentations to the State Board, and a public survey that reached 2,690 participants.

The Board is comprised of sixteen members, including two student members, the Superintendent of Public Instruction, one member elected by the private schools, five members elected by local school boards, and seven members appointed by the Governor.



STATEWIDE INDICATORS OF EDUCATION SYSTEM HEALTH

2018 SUMMARY REPORT & RECOMMENDATIONS

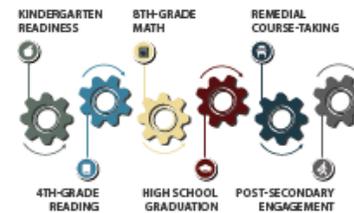
sbe.wa.gov/education-system-health



Washington faces a real opportunity to address persistent challenges in our education system. There is a great deal of alignment and energy among partners in the Washington state education system. Many of our partners have established goals and initiated actions that align with the SBE vision of an education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning. The State Board of Education is committed to working with partners in education to attain our common goals.

Statewide Indicators of the Educational System Health are centered on three primary framing questions:

- Are young children prepared to learn as they transition into the K-12 system?
- Do students have access to quality schools and programs?
- Are students provided an opportunity to develop the skills and knowledge to be prepared for civic engagement, careers, postsecondary education, and lifelong learning?



The six primary indicators (Kindergarten Readiness, 4th-Grade Reading, 8th-Grade Math, High School Graduation, Remedial Course-taking, and Post-secondary Engagement) provide an annual snapshot of the Washington education system beginning in Kindergarten and extending into higher education and work. The Indicators are intended to provide a state level look at key trends; however, they are not comprehensive.

Washington is improving on most key education performance indicators, however, the rate of improvement is not enough to achieve the long term goals the state has set for its students. Detailed analysis of the results may be found in the Indicators of Educational System Health Report and the [data supplement](#).

MOST RECENT PERFORMANCE FOR THE "ALL STUDENTS" GROUP ON STATEWIDE INDICATORS

Indicator	3-Year Trend	2018 Actual	2018 Target
Kindergarten Readiness	IMPROVING	46.7%	51.7%
4th-Grade Reading	UNCHANGED	57.3%	58.7%
8th-Grade Math	UNCHANGED	47.5%	50.0%
High School Graduation	IMPROVING	70.3%*	80.4%
Readiness for College Coursework	IMPROVING & TO BE UPDATED	73.0%*	75.5%
Post-secondary Attainment & Workforce	IMPROVING & TO BE UPDATED	42%*	44%

*Represents the most recent year of data.

High School Diploma One Pager



WASHINGTON STATE
HIGH SCHOOL DIPLOMA

FLEXIBLE. MEANINGFUL. ACHIEVABLE.

At every stage of their education, students are exposed to academically and personally relevant classes that will help prepare them for life after high school.

Whether deciding to pursue a career as a doctor or a machinist, serve in the military or enter the technology sector, Washington State students have numerous career choices post-high school. The Washington State High School Diploma provides students with the skills and knowledge needed to pursue their dreams and demonstrate that no matter what path they pursue after high school, they are ready for work, continued education, and other opportunities.

Students take 17 foundational credits in math, English, science, social studies, arts, physical education, and career and technical education. They also take seven elective credits including three personalized pathway credits, which are aligned to the student's career goals and their High School and Beyond Plan.

HIGH SCHOOL AND BEYOND PLAN

As part of their graduation requirements, all Washington State students develop a High School and Beyond Plan. Students outline how they will meet the high school graduation requirements and what they want to do after graduation. Students begin developing their plan in middle school. A student then adjusts their plan throughout their high school journey, based on changing interests and goals.

RESOURCES FOR PLANNING A STUDENT'S FUTURE AFTER GRADUATION INCLUDE:

- **Career Bridge**, a searchable database of career educational requirements and anticipated salaries: www.careerbridge.wa.gov
- **Ready Set Grad**: Higher education and planning resources for grades 6-12: readyssetgrad.wa.gov
- Washington's Labor & Industries' apprenticeship program tool: www.ini.wa.gov

Graduation Requirements Infographic

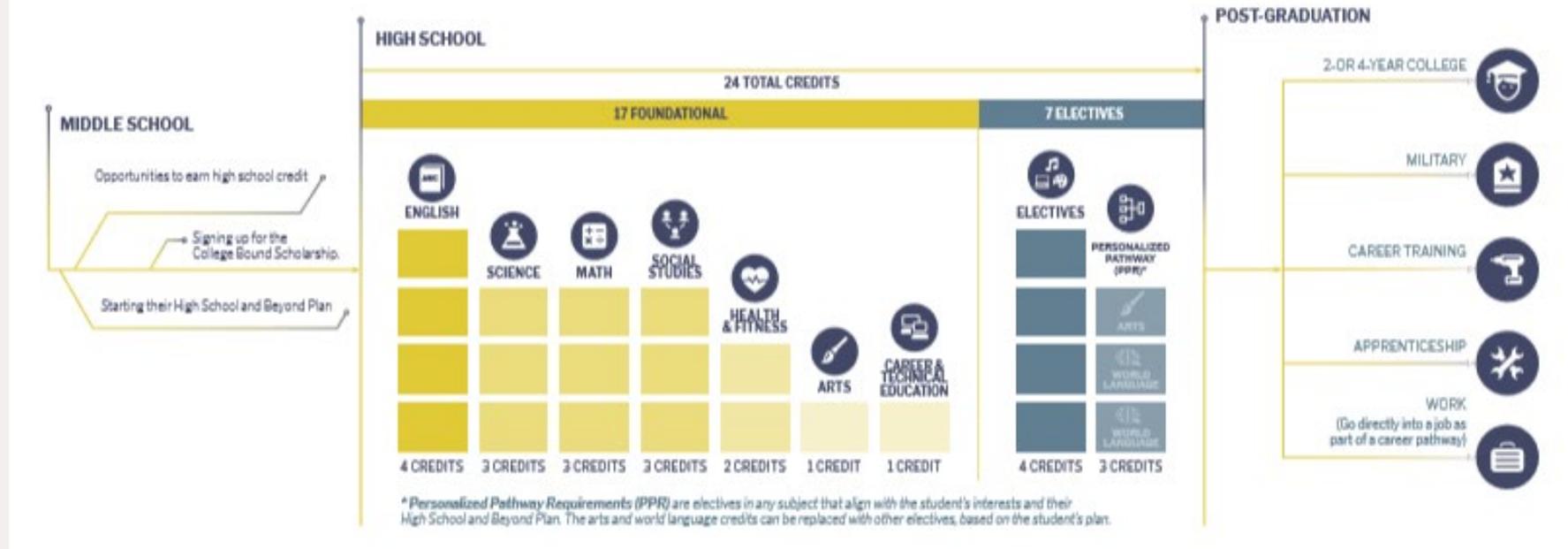
WASHINGTON STATE HIGH SCHOOL DIPLOMA

Whether deciding to pursue a career as a doctor or a machinist, serve in the military or enter the technology sector, Washington State students have numerous career choices post-high school. The Washington State High School Diploma provides students with the skills and knowledge needed to pursue their dreams and demonstrate that no matter what path they pursue after high school, they are ready for work, continued education, and other opportunities.

FLEXIBLE.
The Washington State High School diploma offers flexible credit requirements that ensure students achieve the skills and knowledge necessary to enter work or continued education – such as apprenticeships, certificate, and degree programs – and have the opportunity to explore their personal interests and courses aligned with their career goals.

MEANINGFUL.
At every stage of their education, students are exposed to academically rigorous and personally relevant classes that will help prepare them for life after high school.

ACHIEVABLE.
The High School and Beyond Plan that students start in middle school establishes a blueprint that builds toward the Washington State High School Diploma and their long-term goals.



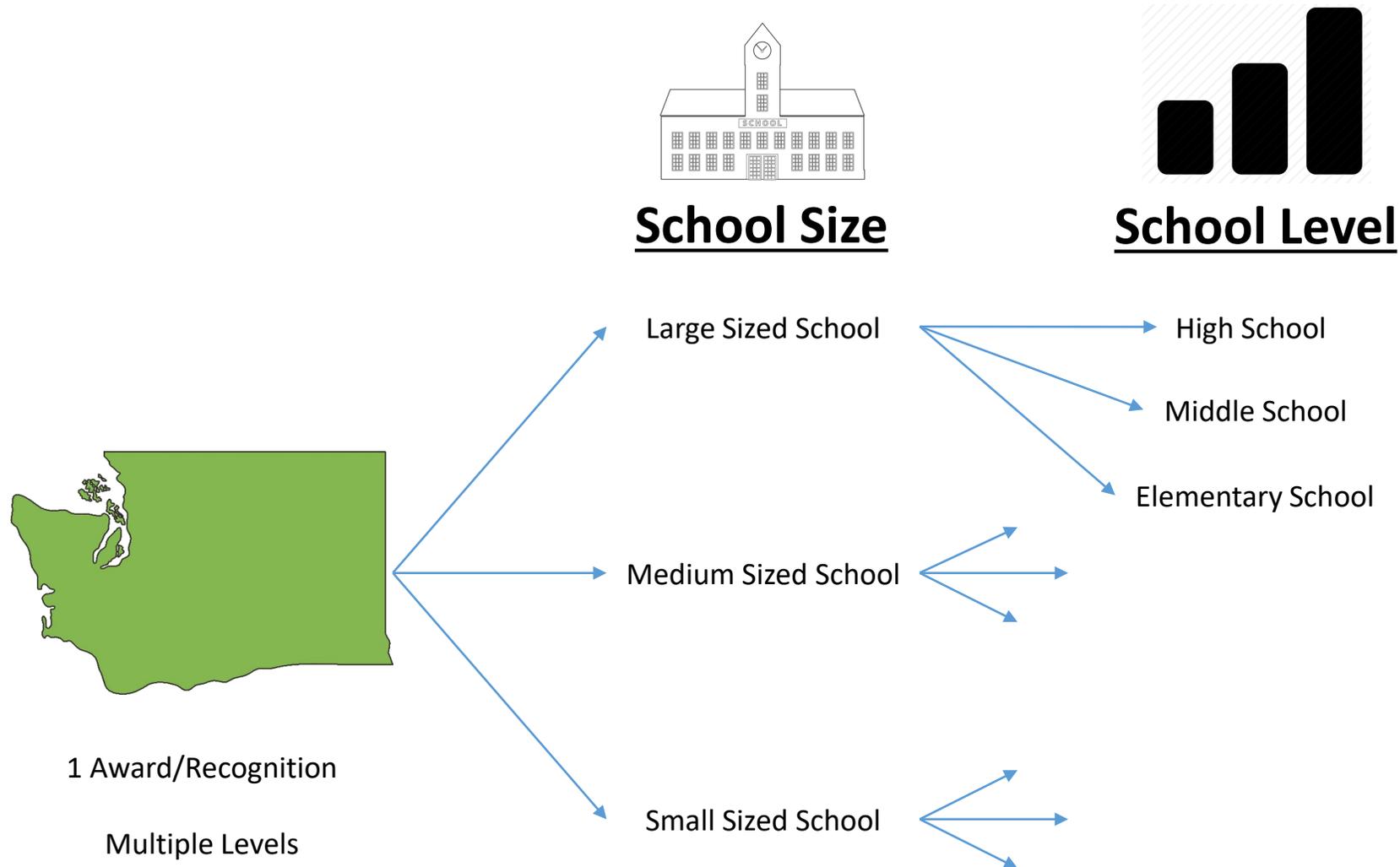


Recognition System Update

- To date the committee has discussed common values, data elements for consideration in the model, and structure or model for recognition
- EOGOAC Proposal for Recognition Structure / Recipient Selection
- Staff are working on data analysis to support the workgroup deliberations
- The next meetings are currently being scheduled to focus on steps in the structure
 - Gain consensus on framework
 - Identification of quantitative indicators
 - Process for qualitative indicators
 - Finalize framework for initial implementation in the spring

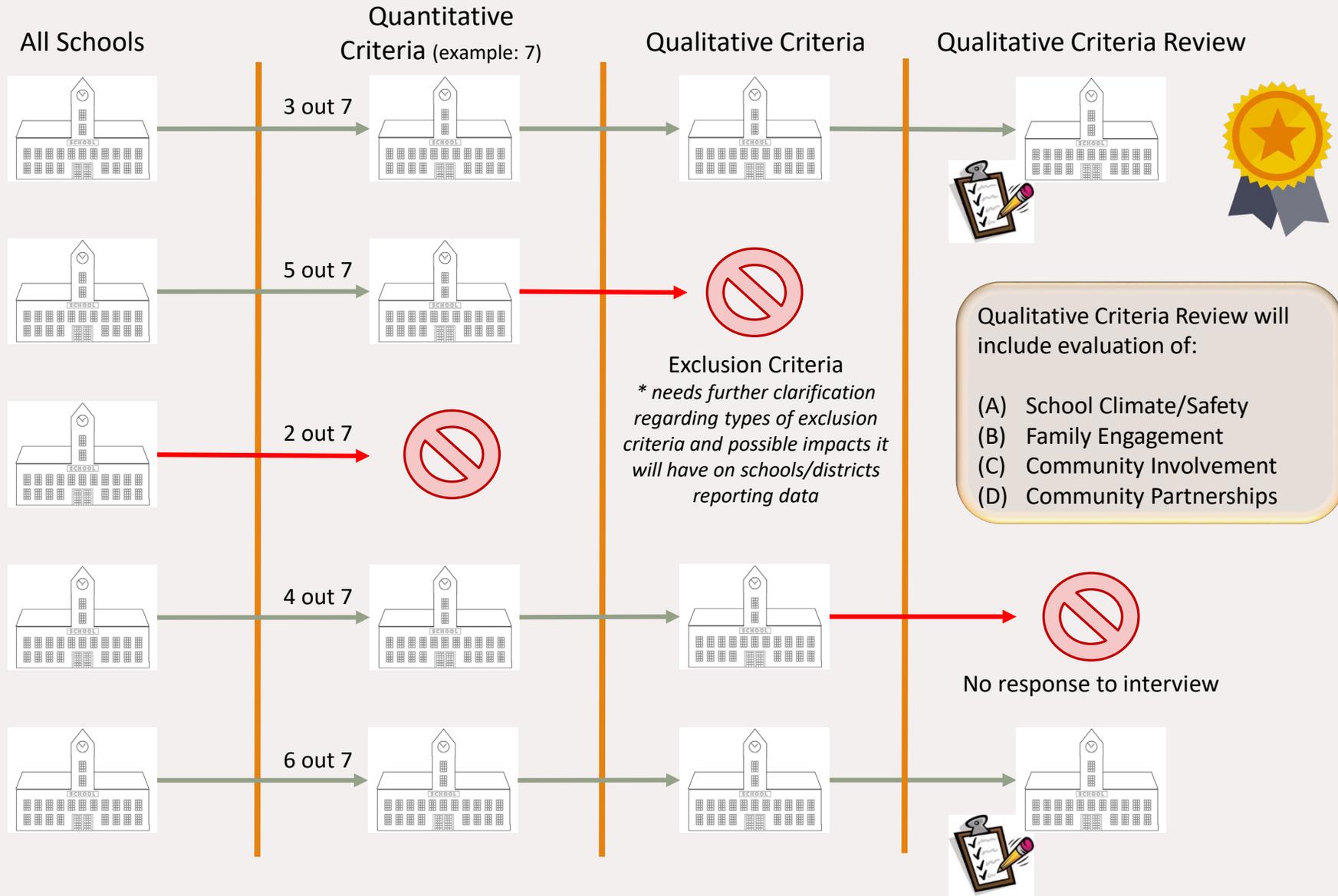
DRAFT – EOGOAC WA Achievement Award & Recognition Proposal

Recognition Layout



DRAFT – EOGOAC WA Achievement Award & Recognition Proposal

Recipient Selection





Basic Education Compliance Data



Basic Education Compliance

Annually, basic education compliance is conducted between the end of July and November.

It is the only survey of districts that receives a 100% response rate and is the only source of this information on local school district graduation requirements.

The process involves self-certification of minimum requirements and a staff review for incorrect or non-compliant information, followed by Board action and data analysis of the results.

All districts are recommended as “in compliance” with minimum requirements of the program of basic education.

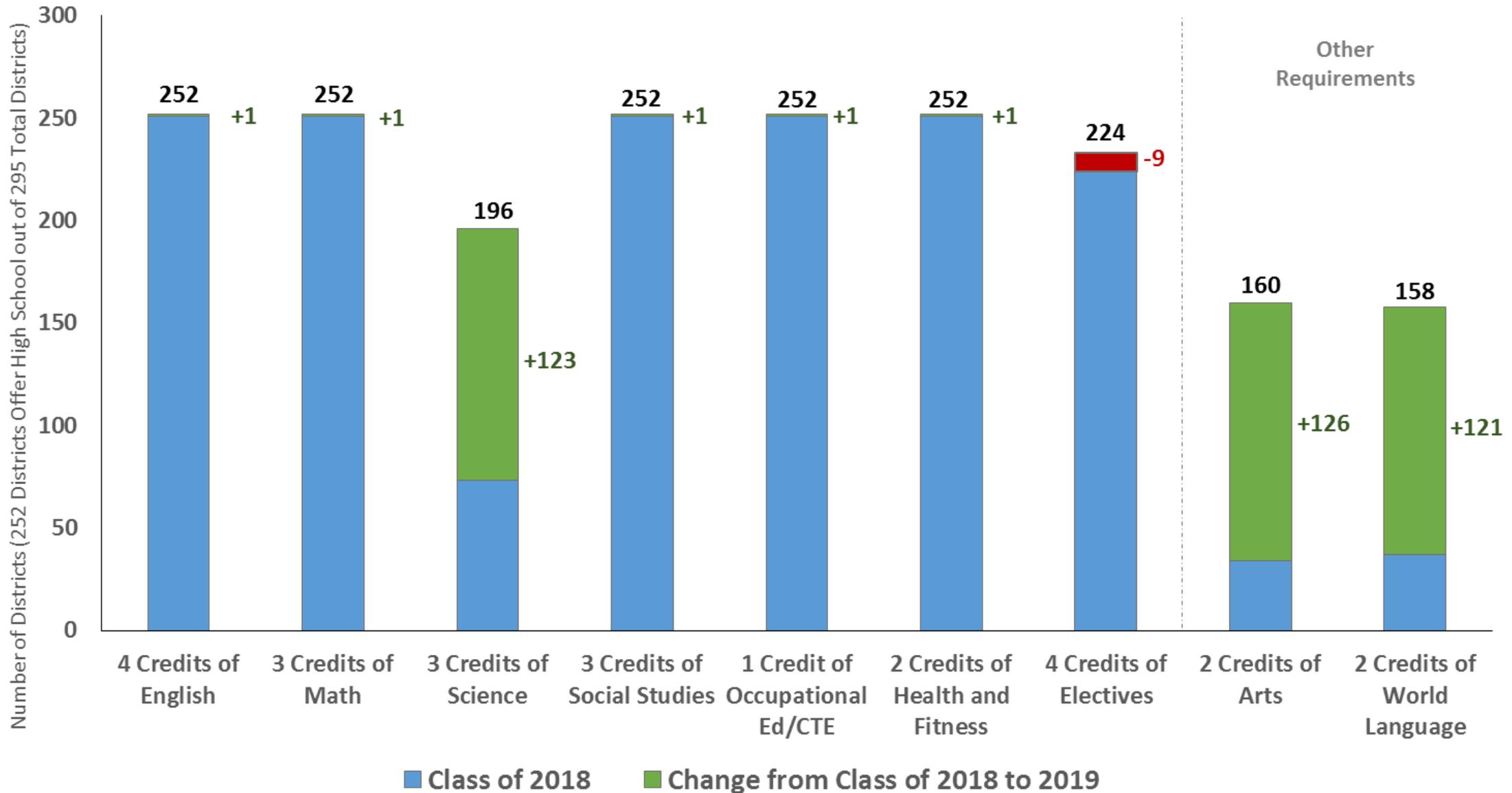
Bell Schedules and How They Have Changed

Type of Schedule	Percent in 2006*	Percent in 2018**	Difference
Seven-period day	21.6	36.1	14.5
Six-period day	41.2	38.0	-3.2
4X4 Block	14.2	2.7	-11.5
A/B Block	7.1	6.3	.08
Modified or other	15.9	17.0	1.3

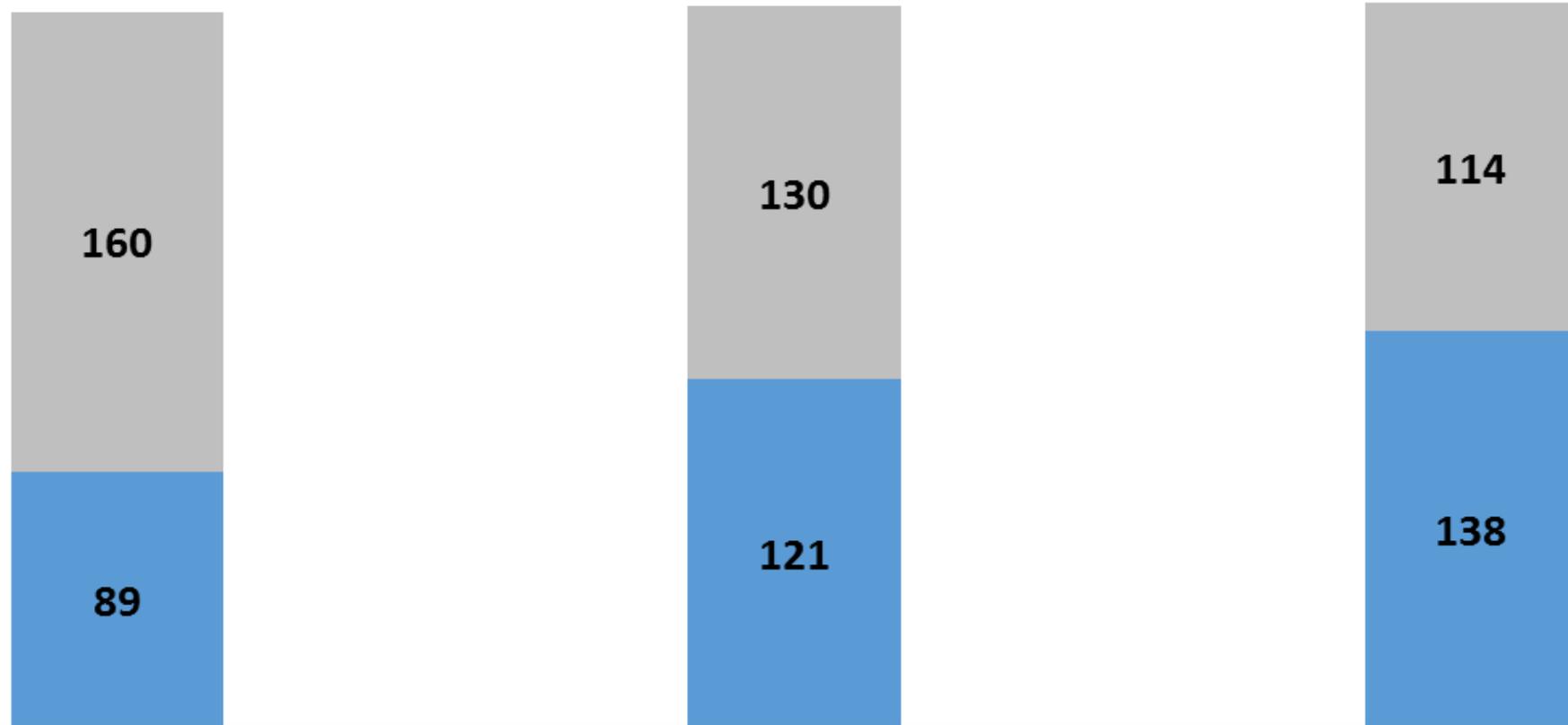
* Baker, D, Joireman, J., Clay, J, & Abbot, M. (2006). *Schedule matters: The relationship between high schools schedule and student academic achievement*. Washington School Research Center, Seattle, WA.

** Basic Education Compliance Survey results, November 2018.

2019 District Graduation Requirements Compared to the 24-Credit Graduation Framework



Number of High School Districts that Allow Competency-Based Crediting



Class of 2017

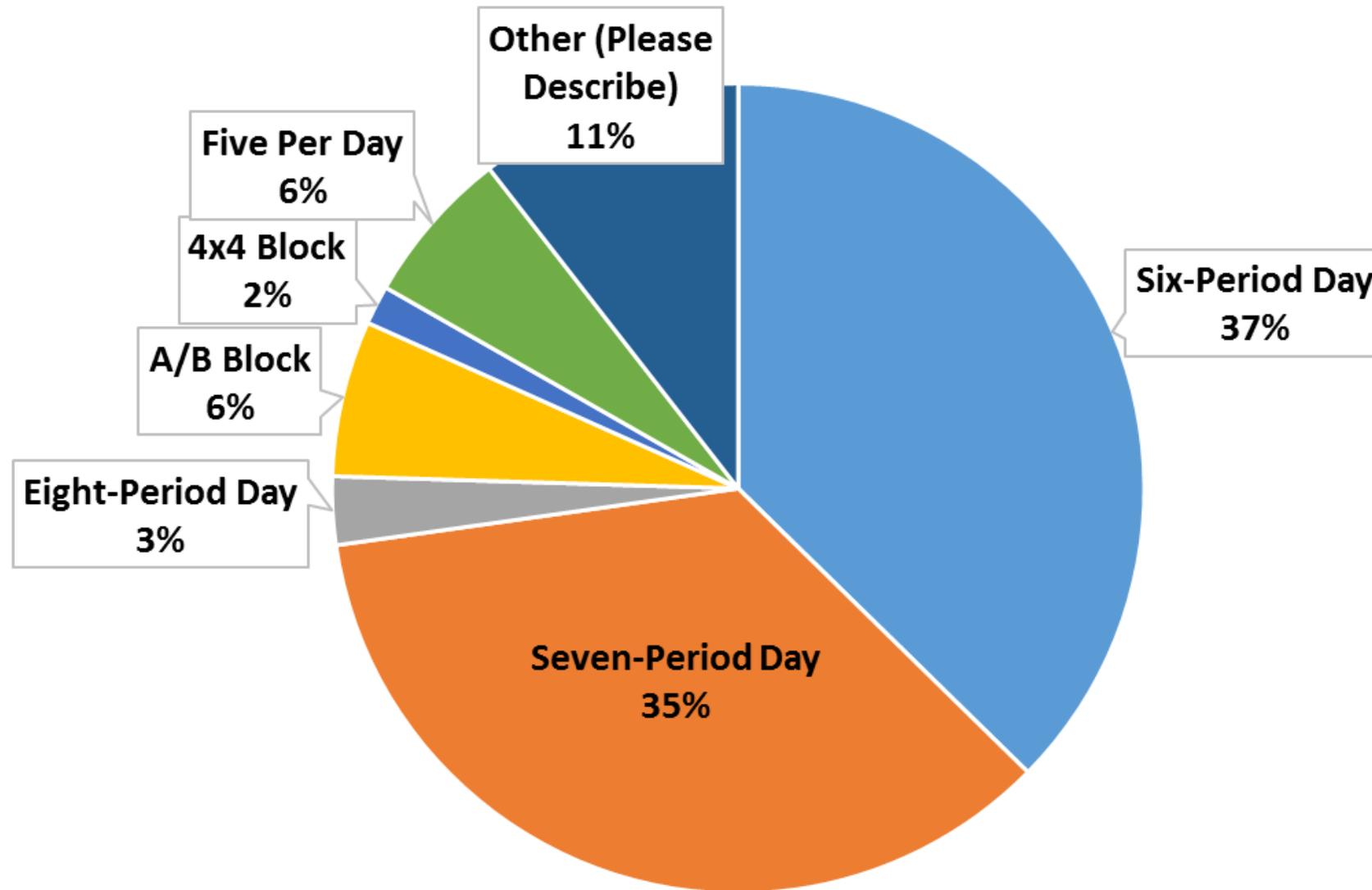
Class of 2018

Class of 2019

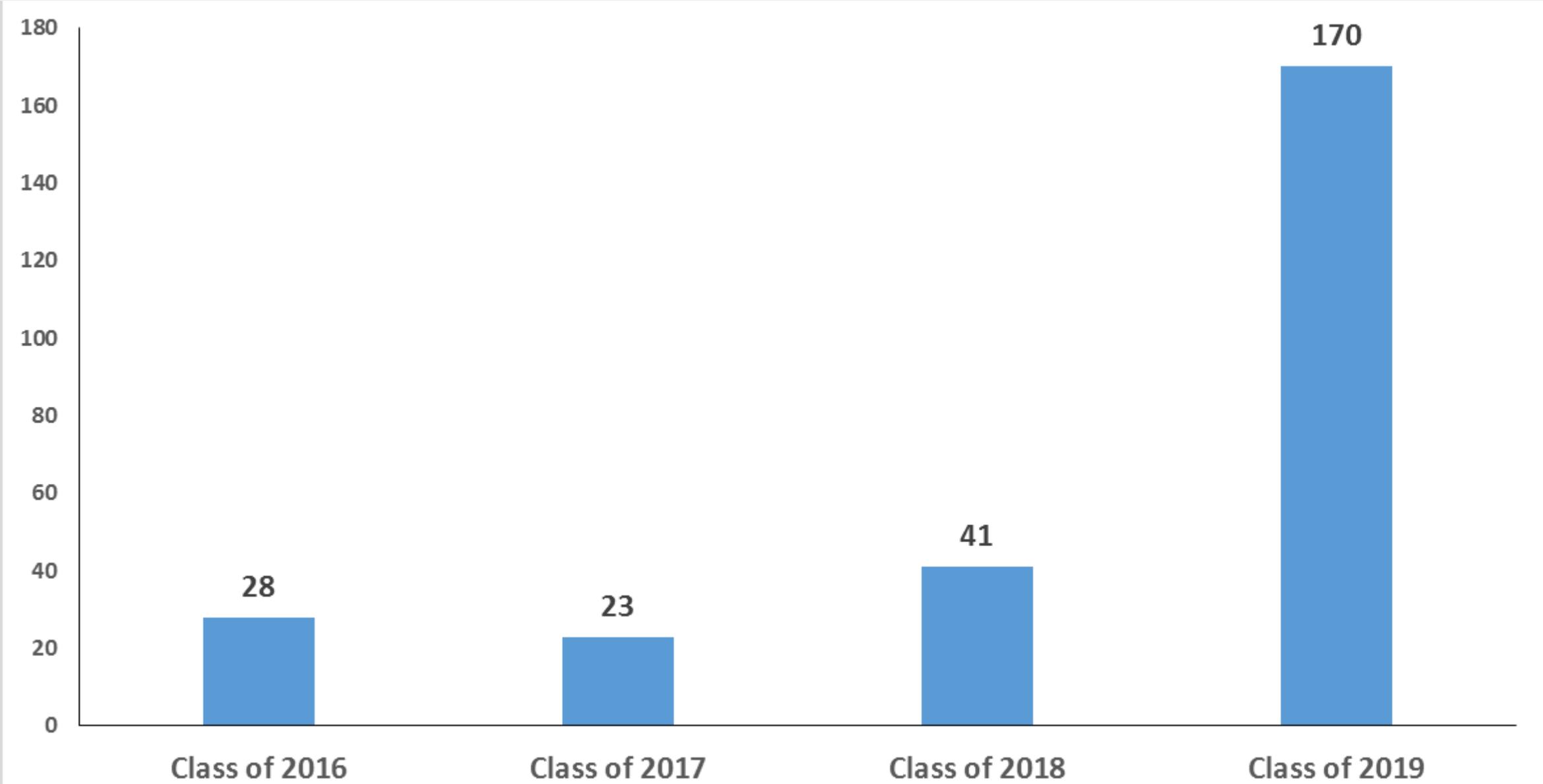
■ Allows Competency-Based Crediting

■ Doesn't Allow Competency-Based Crediting

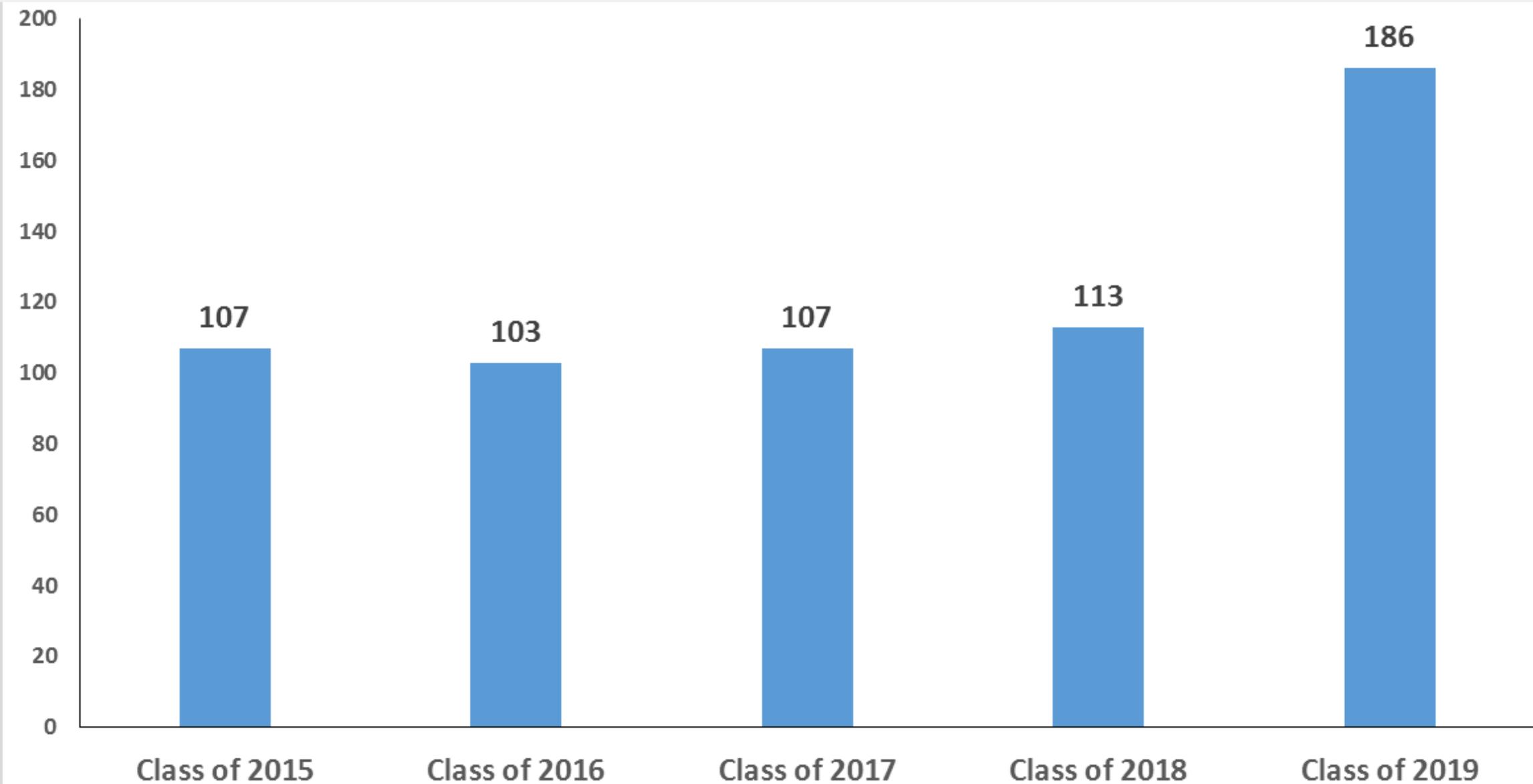
Of the 252 High School Districts, What Types of Bell Schedules do they Use?



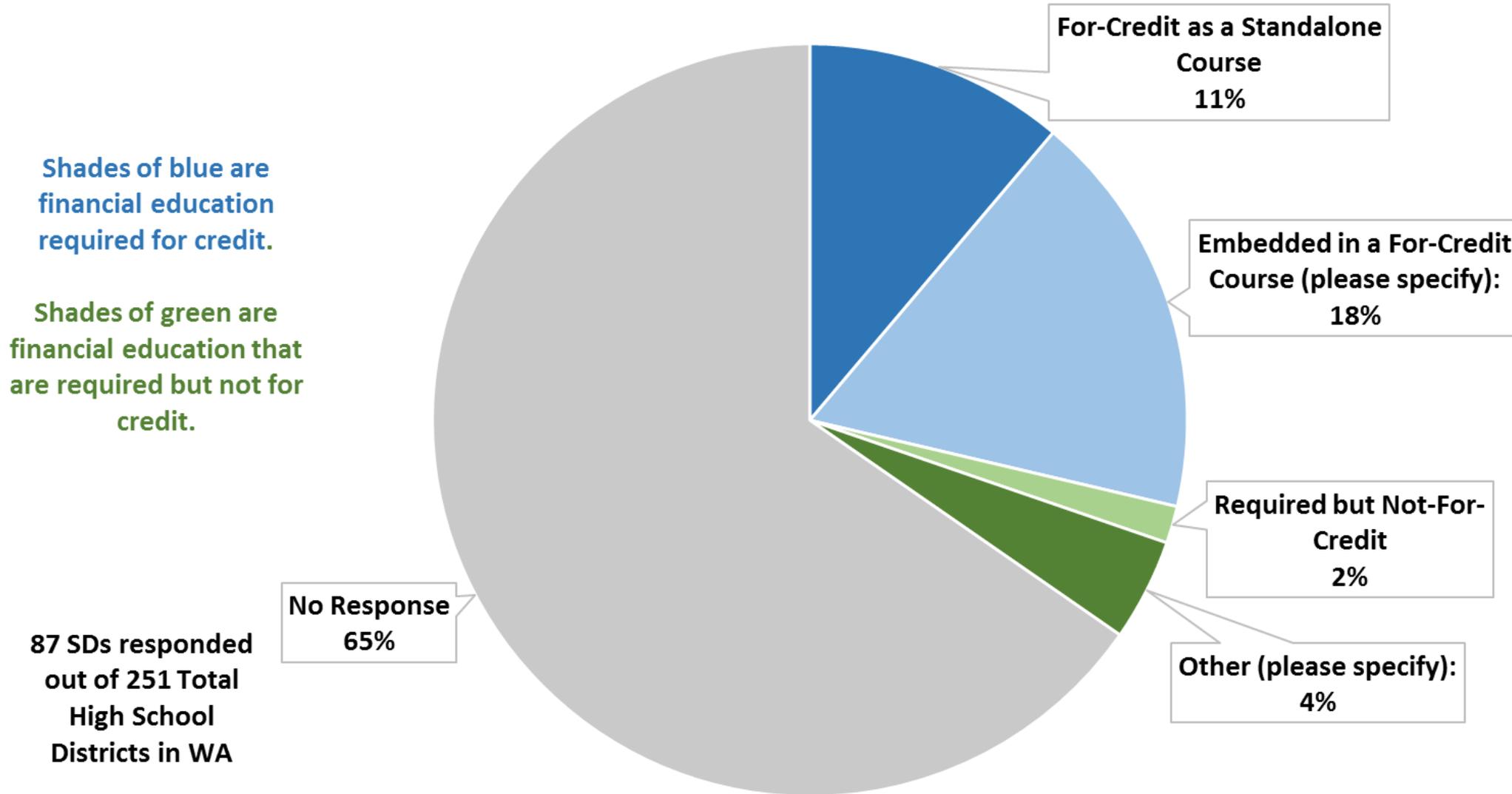
Number of districts reporting that they require all the credit components of the 24-credit framework, by year



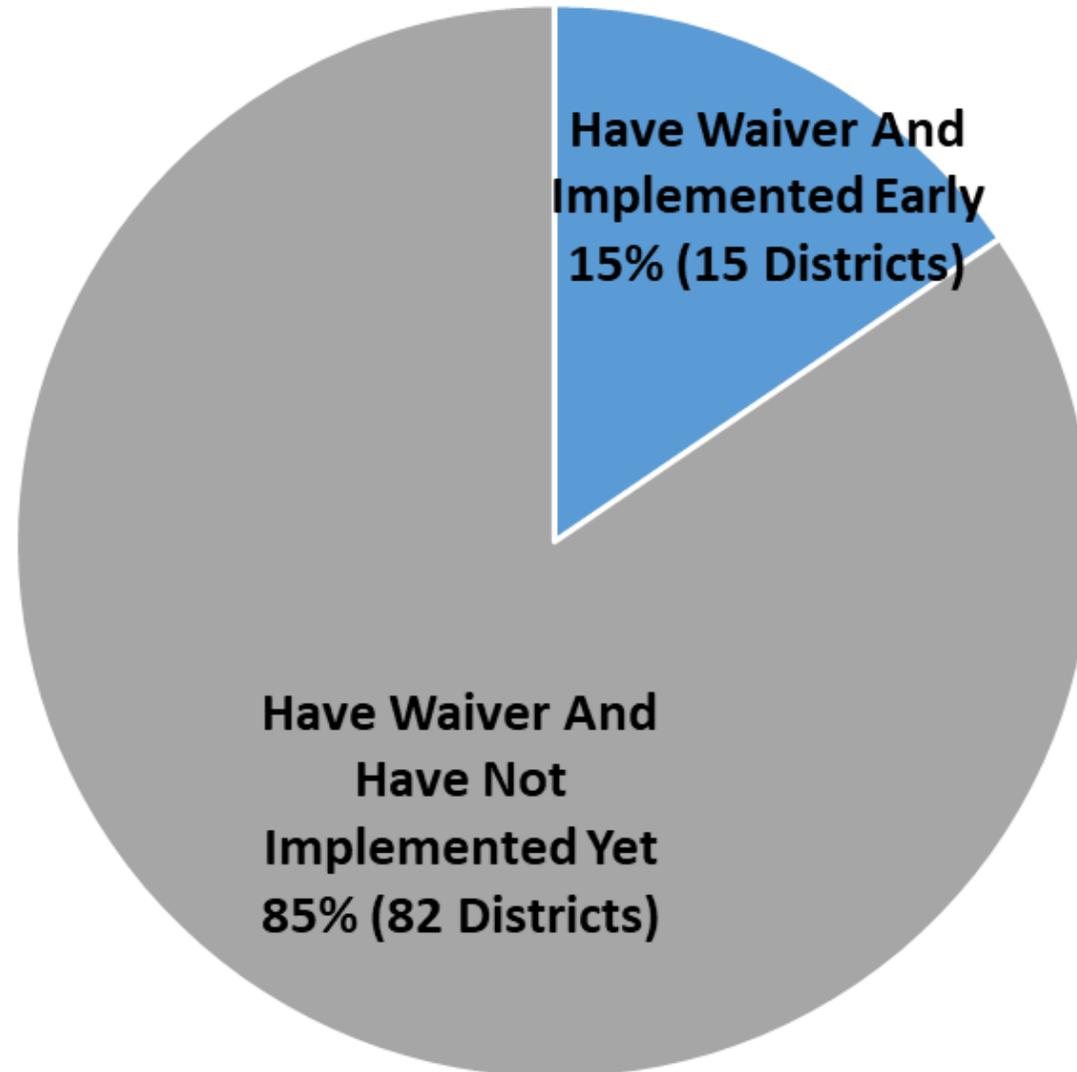
Number of districts reporting that they require 24 or more credits, regardless of combination, by year



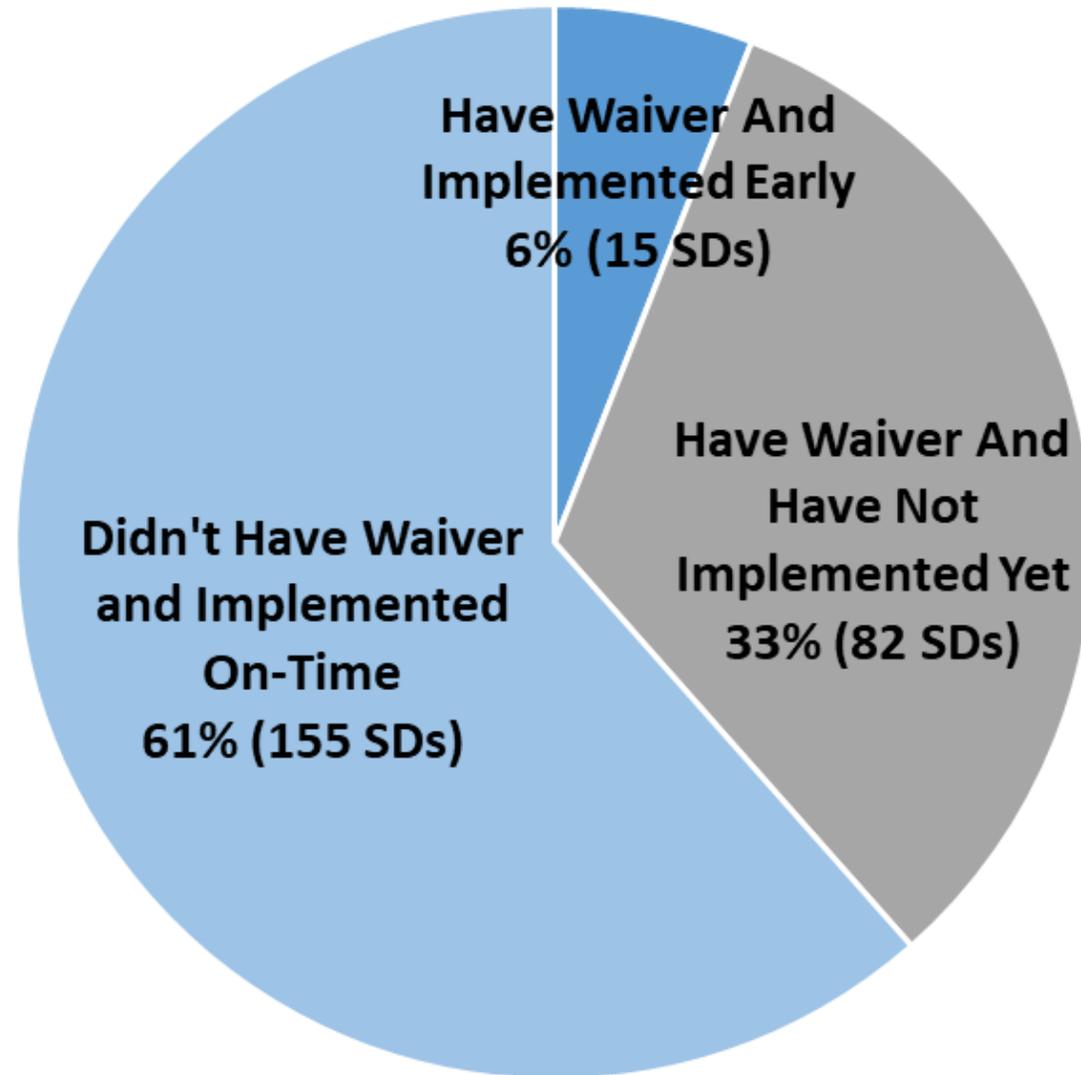
How do Districts Deliver a Financial Education Requirement for the Class of 2019?



Of districts that have the waiver, how many appear to have implemented the requirements early?



Of districts that have the waiver, how many appear to have implemented the requirements early?





Open Public Meetings Act

Open Public Meetings Act
Quick Refresher

STATE BOARD OF EDUCATION

JANUARY 9, 2019

**LINDA SULLIVAN-COLGLAZIER,
ASSISTANT ATTORNEY GENERAL**

Open Public Meetings Act (OPMA)

23

RCW 42.30

What this training will cover

24

- ◆ When does the OPMA apply
- ◆ What is a “meeting”
- ◆ What is “action”
- ◆ What about email and texts
- ◆ What are the penalties for violations

Declaration of Purpose

25

- ◆ Actions are to be taken openly; and
- ◆ Deliberations conducted openly.

Meetings Declared Open and Public

26

- ◆ All *meetings* of the ***governing body*** of a public agency shall be open and public
- ◆ **Open and Public:** the public and all persons must be permitted to attend

What Is a Governing Body?

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“All meetings of a ***governing body*** of a public agency shall be open and public”

- ◆ Multi-member governing bodies of state and local agencies (like this board)
- ◆ ***Subcommittee***, if quorum
- ◆ ***Subcommittee***, if delegated final decision-making authority, conducting hearings, or taking public comment or testimony

What Constitutes a Meeting ?

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“All *meetings* of a governing body of a public agency shall be open and public”

◆ A meeting is where “*action*” is taken.

What Constitutes Action?

29

- ◆ “Action” means “the ***transaction of the official business*** of a public agency by a governing body”

Transaction of official business:

30

Includes (but is not limited to):

- ◆ Receiving public testimony
- ◆ ***All deliberations***
- ◆ ***Discussions / Considerations***
- ◆ Reviews / Evaluations
- ◆ and
- ◆ ***Final action*** – collective decision (positive or negative) or actual vote by a majority sitting as a body

What About Emails & Texts?

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- ◆ **Caution:** An exchange of emails or text messages among board members *about board business* CAN constitute a deliberation or discussion and become a “meeting” subject to the OPMA requirements if a quorum is originally or later included
- ◆ **Beware of string email/text conversations!**
 - ◆ Do not “reply all” or forward messages among board members

What about phone calls, social media, or chats?

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- ◆ Phone discussions, social media communications, and even casual in-person conversations between members may become a meeting if:
 - ◆ They concern board business, and
 - ◆ A quorum of members are included
- ◆ **Beware of *serial* and *hub* discussions!**

Warning: If these communications = “meetings” and are not public, they violate the law!

Travel and Gathering

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- ◆ Not a violation of OPMA for a majority of the members of a governing body to travel together or gather for purposes other than a regular meeting or special meeting
- ◆ PROVIDED, that no action is taken
- OK to discuss your kids, the weather, sports – but **not board business**

Penalties for Violating Open Public Meetings Act

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- ◆ Personal civil liability (\$500 or \$1,000) per member per violation
- ◆ + Attorneys' fees and costs
- ◆ + Action taken is null and void
- ◆ + Media attention (of the bad kind)

The End



ANY
QUESTIONS
?



Contact Information

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