



THE WASHINGTON STATE BOARD OF EDUCATION

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

Educational Service District 112, Clark/Pacific Room
2500 N. 65th Avenue, Vancouver, WA 98661

November 8-9, 2017 MEETING AGENDA

*The SBE will hold a community forum at 5:30 p.m. on November 7 at Kelso High School. If a quorum of members are present, the forum will become a public meeting per RCW 42.30.030. **Goal 1.A.7***

Wednesday, November 8

8:30-8:45 a.m.

Call to Order

- Pledge of Allegiance
- Welcome from Mr. Tom Hagley, Chief of Staff, Vancouver Public Schools

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 may request that any item on the Consent Agenda be removed and inserted at an appropriate place on the regular agenda. Items on the Consent Agenda for this meeting include:

- Approval of Minutes from the September 12-14, 2017 Meeting
- Approval of Minutes from the September 26, 2017 Special Board Meeting
- Approval of Minutes from the October 18, 2017 Special Board Meeting

8:45-9:30

School District Impacts of House Bill 2242 (McCleary)

Ms. Cynthia Hollimon, Budget Assistant to the Governor for K-12 Education, Office of Financial Management

9:30-10:15

Update on Required Action Districts

Dr. Andrew Parr, Data and Research Manager
Ms. Tennille Jeffries-Simmons, Assistant Superintendent, OSPI

10:15-10:30

Break

10:30-11:30	Achievement Index and Report Card Display Dr. Michaela Miller, Deputy Superintendent, OSPI Dr. Andrew Parr, Data and Research Manager
11:30-12:30 p.m.	Stakeholder Panel: 2018 Legislative Priorities Ms. Lorrell Noahr, Funding Lobbyist, Washington Education Association Ms. Georgia Spurrier, Chair, Legislative Youth Action Council Mr. Dan Steele, Assistant Executive Director, Washington Association of School Administrators Ms. Marie Sullivan, Lobbyist, Washington State Parent Teacher Association Ms. Roz Thompson, Director of Government Relations and Advocacy, Association of Washington School Principals Ms. Jessica Vavrus, Director of Governmental Relations, Washington State School Directors' Association
12:30-1:15	Lunch
1:15-2:15	Legislative Update and SBE Priorities Ms. Patty Wood, Board Member Ms. Kaaren Heikes, Director of Policy and Partnerships
2:15-3:00	Update on High School Assessments—10th Grade Career- and College-ready Level and 2017 Participation Information Ms. Linda Drake, Director of Career- and College-ready Initiatives Dr. Deb Came, Assistant Superintendent, OSPI
3:00-3:45	Retreat Follow-Up: Foundations I (Long-Term Visioning) and Foundations II (Planning Our Work Ahead) Ms. Kaaren Heikes, Director of Policy and Partnerships Ms. Linda Drake, Director of Career- and College-ready Initiatives
3:45-4:00	Break
4:00-4:15	Update from Roles and Responsibilities Task Force Mr. Chris Reykdal, State Superintendent of Public Instruction Mr. Peter Maier J.D., Board Member
4:15-5:15	Board Discussion <ul style="list-style-type: none"> • Potential Location Change for March 2018 Board Meeting • Winter 2018 Three-Meeting Arc • Potential Agenda Items for January and March Board Meetings • Potential Discussion Items for November 9 Board Discussion Section
5:15-5:30	Public Comment
5:30	Adjourn

Thursday, November 9

- 8:00-8:30** **Executive Session: Executive Director Search**
- 8:30-9:30** **Board Definition of Educational Equity and Equity Lens**
Ms. Kaaren Heikes, Director of Policy and Partnerships
- 9:30-10:30** **Executive Director Updates**
Ms. Deb Merle, Interim Executive Director
- School Improvement Goals and Accountability
 - SBE Annual (2016-2017) Charter Schools Report
 - Board Member Onboarding and Training
 - SBE Travel Policy
 - SBE Light Refreshments Policy
 - Option One BEA Waiver Request from Lopez Island School District
 - Basic Education Compliance Report
- 10:30-10:45** **Break**
- 10:45-11:45** **24-Credit Graduation Requirement Implementation Update**
Ms. Linda Drake, Director of Career- and College-Readiness Initiatives
Mr. Scott Seaman, Deputy Executive Director and Director of High School Programs, Association of Washington School Principals
Mr. Parker Teed, Data Analyst
- 11:45-12:00 p.m.** **Public Comment**
- 12:00-1:00** **Lunch**
- 1:00-2:00** **Board Discussion**
- 2:00-3:00** **Business Items (Action Required)**
1. Adoption of 2017 School District Basic Education Compliance Report
 2. Approval of Option One BEA Waiver Request from Lopez Island School District
 3. Approval of Board Meeting Location and Date Change for the March 2018 Board Meeting
 4. Approval of Filing the CR-102 for WAC 180-105 (School Improvement Goals)
 5. Adoption of SBE Travel Policy
 6. Adoption of SBE Light Refreshments Policy
 7. Adoption of SBE's Equity Lens
 8. Adoption of 2018 SBE Legislative Priorities
- 3:00** **Adjourn**



THE WASHINGTON STATE BOARD OF EDUCATION

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September 12-14, 2017
Sun Mountain Lodge
604 Patterson Lake Rd
Winthrop, WA 98862

Meeting Minutes for the Washington State Board of Education (SBE)

Tuesday, September 12

Members Attending: Acting Chair Kevin Lavery, Ms. Connie Fletcher, Mr. Peter Maier J.D., Mr. Jeff Estes, Mr. Chris Reykdal, Ms. Holly Koon, Ms. MJ Bolt, Mr. Joe Hofman, Ms. Janis Avery, Mr. Ricardo Sanchez, Mr. Ryan Brault, Dr. Alan Burke, and Ms. Patty Wood (13)

Members Absent: Ms. Judy Jennings, Ms. Mona Bailey and Ms. Lindsey Salinas (3)

Staff Attending: Mr. Ben Rarick, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Tamara Jensen, Ms. Alissa Muller, Ms. Kaaren Heikes and Ms. Denise Ross (8)

RETREAT ORIENTATION

Mr. Rarick called the members to begin the Retreat Orientation at 8:30 a.m. and summarized the agenda for the school site visit.

SCHOOL SITE VISIT

Members visited Liberty Bell High School and Methow Valley Elementary School in Winthrop. Members engaged with school and district staff, local board members, and parents and staff from the Independent Learning Center. Activities included touring classrooms and hearing from students about their project-based learning experiences.

STRENGTHSFINDER

Mr. Ryan Brault, Board Member

Member Brault presented an introduction to the StrengthsFinder 2.0 assessment and its purpose. Board members and staff gathered in small groups to review their compiled StrengthsFinder 2.0 results. Member Brault led the board and staff in team-building activities and conversations related to personal strengths, addressing the following:

- Each person's top strengths and how understanding and utilizing individual strengths benefit the Board's work together;

- The domains in which the Board has many strengths and which strengths are less represented;
- How to leverage each other's strengths; and
- How to encourage an environment that leverages each other's strengths.

DATA PRESENTATION – SYSTEM OUTCOMES FOR K12

Dr. Andrew Parr, Research & Data Manager

Mr. Kevin Laverty, Acting Chair

Acting Chair Laverty presented on the Board's role in monitoring and supporting the K-12 education system.

Dr. Parr presented on the following education milestones from kindergarten to postsecondary:

- The percentage of children meeting the standards of the Washington Kindergarten Inventory of Developing Skills (WAKIDS) assessment continues to increase for the All Students group. The Hispanic student group and English Language Learners showed good improvements.
- The Kindergarten Readiness performance gap between Hispanic and White student groups is decreasing.
- Washington is one of the highest performing of the Smarter Balanced Assessment Consortium (SBAC) states on the 2015-16 ELA and math assessments.
- The performance on the third grade literacy measure improved slightly in 2016 but declined slightly in 2017.
- For 8th grade high school readiness, the performance of most student groups improved in 2016.
- The high school graduation number of concentrators (CTE) is increasing. SAT participation and advanced placement increased over the most recent years.
- Success in dual credit programs contribute to below average student loan debt carried by Washington students upon graduation.
- The White-Hispanic graduation gap has been decreasing over the last few years.
- High school reengagement programs are proving successful for students who have dropped out.

SBE FOUNDATIONAL DISCUSSIONS – PART ONE

Ms. Janis Avery, Board Member

Ms. Kaaren Heikes, Director of Policy and Partnerships

Member Avery led the Board in the foundational segment discussion related to the Board's future purpose. In small groups, members discussed what they felt needs to be accomplished in order for the Board to be successful. Members divided the Board's statutory duties into categories, the appropriate categories for the desired accomplishments, and how the Board can move toward the desired accomplishments.

Member Avery led the Board in the foundational segment discussion related to the optimal State Board of Education (SBE) and the Office of Superintendent of Public Instruction (OSPI) relationship. Members and staff shared their vision for the ideal relationship between SBE and OSPI. Members and staff divided into small groups and discussed roles and responsibilities for both entities.

Superintendent Reykdal presented his legal and structural logic model of SBE and OSPI. He expressed the importance of both agencies having similar legislative agendas and his vision of the most effective relationship when authority for execution is handled by OSPI and SBE creates the policies.

The Board considered commissioning a subcommittee of members to meet with Superintendent Reykdal to pursue agreement on any shift of roles or responsibilities between OSPI and SBE.

The Board adjourned at 6:31 p.m.

Wednesday, September 13

Members Attending: Acting Chair Kevin Lavery, Ms. Connie Fletcher, Mr. Peter Maier J.D., Mr. Jeff Estes, Mr. Chris Reykdal, Ms. Holly Koon, Ms. MJ Bolt, Mr. Joe Hofman, Ms. Janis Avery, Mr. Ricardo Sanchez, Mr. Ryan Brault, Dr. Alan Burke, and Ms. Patty Wood (13)

Members Absent: Ms. Judy Jennings, Ms. Mona Bailey and Ms. Lindsey Salinas (3)

Staff Attending: Mr. Ben Rarick, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Tamara Jensen, Ms. Alissa Muller, Ms. Linda Sullivan-Colglazier, Ms. Kaaren Heikes and Ms. Denise Ross (9)

Member Avery called the members to begin the first session of Developing and Using an Equity Lens in Policy Decision-making at 8:30 a.m.

DEVELOPING AND USING AN EQUITY LENS IN POLICY DECISION-MAKING

Ms. Melia LaCour, Executive Director – Excellence in Education, Puget Sound Education Service District (PSESD)

Ms. Janis Avery, Board Member

Ms. LaCour introduced the topic by highlighting the racial equity work of the PSESD, why the work began and how racial equity impacts closing opportunity gaps for students. Members discussed the difference between the opportunity gap and achievement gap, and the importance of focusing on racial equity rather than merely poverty. Members reviewed several definitions of racial equity and educational equity that Ms. LaCour presented from the field, and then discussed their thoughts on each definition in small groups, culminating in a working definition for the Board.

Members discussed the following:

- Various processes the Board could take in creating a definition for racial equity
- Draft definition language of racial equity
- How to use an equity lens
- How cultural filters impact judgment and decision-making
- Educational equity and racial equity

In small groups, the members shared personal experiences that have shaped their perspective of racial equity. The Board discussed its collective “why” for leading with equity and confirmed commitment to do so.

SBE FOUNDATIONAL DISCUSSIONS – PART TWO

Mr. Peter Maier, Board Member

Superintendent Reykdal summarized OSPI's intended legislative agenda for the next session and how he'd like to see OSPI and SBE collaborate more in having similar agendas. The Board considered creating a subcommittee of members to continue exploring what duties of both OSPI and SBE are administrative in nature and what is considered policy decisions.

Member Maier led the Board in discussions regarding the following:

- The Board's key initiatives of career readiness and student transitions;
- Potential opportunities to execute the initiatives;
- Long term planning about future initiatives, which could inform the next Strategic Plan.

Members discussed potential short-term initiatives, such as implementation of 24-credit framework, school accountability systems and analytics, examining changing demographics, and the workforce needs of K-12. In addition, members discussed how they will continue their work with creating an equity lens over the next year.

BOARD NORMS, BYLAWS & ROBERT'S RULES OF ORDER

Ms. Kaaren Heikes, Director of Policy and Partnerships

Ms. Linda Sullivan-Colglazier, Assistant Attorney General, Office of the Attorney General

Ms. Sullivan-Colglazier presented an overview of Robert's Rules of Order, which included the following:

- Meeting basics and authorities governing an assembly's meetings;
- Motions, debates, amendments and voting;
- Reports and public comment;
- Suspending the rules; and
- Informal procedures in small boards.

Ms. Heikes presented an overview of the definition of bylaws and the purpose of bylaws, followed by a summary of SBE's bylaws and the proposed amendment to Article VI, Section 6 relating to the subject relevance of public comment.

Ms. Heikes presented on the purpose of board norms and the proposed amendments.

Board members voiced concern about the lack of consistency in how the norms are followed. Members determined that these topics warrant a longer segment of time to address, so decided to continue the conversation on bylaws and norms the following day or during the November meeting.

The meeting adjourned at 5:19 p.m.

Thursday, September 14

Members Attending:

Acting Chair Kevin Lavery, Ms. Connie Fletcher, Mr. Peter Maier J.D.,
Mr. Jeff Estes, Ms. Holly Koon, Ms. MJ Bolt (8 a.m. -10:30 a.m.), Mr. Joe

Hofman, Ms. Janis Avery, Mr. Ricardo Sanchez, Mr. Ryan Brault, and Ms. Patty Wood (11)

Members Absent: Ms. Judy Jennings, Ms. Mona Bailey, Dr. Alan Burke, Mr. Chris Reykdal and Ms. Lindsey Salinas (5)

Staff Attending: Mr. Ben Rarick, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Linda Sullivan-Colglazier, Ms. Alissa Muller and Ms. Denise Ross (9)

EXECUTIVE SESSION

Acting Chair Laverty adjourned the open session at 8:00 a.m. for the purpose of reviewing the performance of a public employee. He reconvened the Board meeting from Executive Session at 9:50 a.m.

CALL TO ORDER

Acting Chair Laverty called the regular bi-monthly meeting of the Washington State Board of Education to order at 9:50 a.m. Board members took a moment of silence to honor the victims of the school shooting in Freemont, Washington.

EXECUTIVE COMMITTEE NOMINATIONS

Members were given an opportunity to make additional nominations. Ms. Ross reported the following changes to the nominations:

- Member Bolt withdrew from the Vice Chair election.
- Mr. Estes withdrew from the Member At-Large election.
- Ms. Wood was nominated for the Member At-large election.
- Ms. Bolt was nominated for the Member At-large election.

EXECUTIVE COMMITTEE ELECTIONS

Member Laverty was the only nomination for the Chair ballot. He was elected to the position with 10 votes.

Member Maier, Member Jennings and Member Avery were the nominations for the Vice Chair ballot. Member Maier was elected as the Vice Chair.
(Jennings: 0, Avery: 4, Maier: 6)

Member Avery, Member Fletcher, Member Koon, Member Wood and Member Bolt were the nominations for the Member At-large ballot. Members Avery, Member Wood and Member Bolt were elected as the three Members At-large.

Members were asked to select three nominations for their vote.
(Avery: 10, Fletcher: 4, Koon: 3, Wood: 6, Bolt: 7)

IMPORTANT LESSONS FROM K-12 EDUCATION & THEIR INFLUENCE ON A STUDENT'S PERSPECTIVE

Mr. Joe Hofman, Student Board Member

Mr. Hofman began his presentation with a student update about his upcoming school year, his goals for the future, and the importance of making connections. He has started a feminine hygiene care product drive project because of the price discrepancy between female and male hygiene products. His plan is to

collect an assortment of care products and donate to people in need within his community. Mr. Hofman plans to partner with others to create the packaging and funding for the project.

CONSENT AGENDA

Consent Agenda was adopted through unanimous consent.

HOUSE BILL 2224 UPDATE AND NEXT STEPS

Dr. Deb Came, Assistant Superintendent, Assessment and Learning, OSPI (via telephone)

Dr. Michaela Miller, Deputy Superintendent, OSPI (via telephone)

Mr. Tom Hirsch, Consultant to OSPI, Assessment and Evaluation Services (via telephone)

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

Ms. Drake summarized how the state assessment system has evolved over the past years, the intent of House Bill 2224, and the implications for the work of the Board. She presented the threshold scores and graduation scores previously approved by the Board. The Board, in consultation with OSPI, will need to identify the score a tenth grader would need to achieve to be on-track for college and career readiness by the time they graduate.

Dr. Came summarized the legislative charge from ESHB 2224 and the timeline of steps for the coming months. Other states are offering their assessments at tenth grade as well, and are in the process of determining appropriate cut scores for those tests. Dr. Came presented the options for what a proposed cut score may look like for a tenth grade assessment and how it could be used as a starting point.

Members requested that OSPI return to the Board at the November meeting and provide a more detailed presentation on the achievement level standards, participation rates, and the most appropriate time to review the scores. Members were concerned about having a career- and college-ready score and a graduation score and how the scores might be used for federal accountability.

DISCUSSION OF THE EDUCATIONAL OPPORTUNITY GAP OVERSIGHT AND ACCOUNTABILITY COMMITTEE'S RECOMMENDATIONS FROM JULY

Ms. Kaaren Heikes, Director of Policy and Partnerships

Ms. Heikes summarized the statutory charge of the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) and emphasized the requirements to make recommendations to and collaborate with SBE, as well as the overlap between the two entities. Members reviewed the recommendations from the EOGOAC provided to the Board at the SBE July meeting.

Members discussed the following:

- Importance of collaborating
- Providing work updates at each other's meetings
- Responding quickly to all correspondence from the EOGOAC
- Benefits of a joint meeting
- Opportunity for cross-over in trainings and professional development

PUBLIC COMMENT

Having no person signed up for public comment, the Chair moved forward with the agenda.

SBE LEGISLATIVE ADVOCACY

Ms. Karen Heikes, Director of Policy and Partnerships

Ms. Heikes presented on the legislative advocacy strategies utilized by the Board during the 2017 session and their effectiveness, and on the status of the Board's 2017 legislative priorities. She summarized the results of the legislative priorities survey that members were asked to complete prior to the meeting. Ms. Heikes reported that she anticipates nominal K-12 policy work to take place during the interim session. She recommended the Board use the upcoming year to strengthen relationships with legislators.

She proposed the Board create a legislative committee with the following roles:

- Reviewing all potential legislative priorities post-September retreat, then recommending legislative priorities to the full board for November consideration/adoption.
- Assisting in creation of a year-round legislative advocacy plan.
- Galvanizing the fellow board members as needed to maximize collective and individual relationships and expertise.
- Advising Executive Director and Director of Policy and Partnerships during legislative sessions, as necessary, to support nimble and strategic advocacy.

Members discussed the merits of having a legislative committee, the need for it to be small, and reiterated the need for all members to participate actively in legislative advocacy according to individual relationships and expertise. Members discussed potential legislative priorities for 2018 Interim Session.

The Board confirmed its intent to create a task force of members who will meet and dialogue with Superintendent Reykdal and help the Board as a whole to craft a recommendation to the legislature regarding SBE and OSPI roles and responsibilities. The Board requested Ms. Sullivan-Colglazier provide a formal written memo of her legal opinion regarding the statutory duties of SBE in comparison to OSPI's duties.

Staff will present proposed 2018 legislative recommendations, based on the legislative committee's work, to the Board for adoption at the November meeting.

EXECUTIVE DIRECTOR UPDATE

Mr. Ben Rarick, Executive Director

Mr. Parker Teed, Data Analyst

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

Ms. Kaaren Heikes, Director of Policy and Partnerships

Mr. Rarick presented an overview of the business items on the agenda.

Mr. Teed reported that the SBE received an Option One Waiver renewal request from Onion Creek School District for three days for 2017-18, 2018-19, and 2019-20. The purpose of the waiver is for professional development.

Ms. Drake reported that SBE received an application from Olympic Christian Private School for approval for the 2017-2018 school year.

Ms. Heikes summarized the action item related to approving the expiration of the charter school contract transfer authorization the Board granted to Spokane International Academy at its March meeting. The Spokane International Academy has since withdrawn its request for a transfer. Both Member Maier and Ms. Heikes articulated that since the Board made the approval sans expiration date, formal action to rescind the approval of the transfer is advised. Ms. Heikes noted that the school is welcome to reapply for a transfer at a later date, if it wishes.

Ms. Heikes presented a Member Liaison list for SBE's partner entities. Members discussed the role of the liaison and potential organizations to add to the list.

Chair Laverty expressed that he would like the Board to conduct a self-assessment annually.

Acting Chair Laverty announced the business item to approve the process for the tenth grade Smarter Balanced Assessment standard-setting Report to the legislature will be removed.

Mr. Rarick summarized the memo outlining an overview of the strategic plan activities from the past year. He presented the SBE 2017-19 core budget in broad categories, the manner in which funds were spent last year, and how funds are anticipated to be spent next year. He proposed budget adjustments for board member travel and proposed increases to certain expenses.

EXECUTIVE SESSION

Acting Chair Laverty adjourned the open session at 2:45 p.m. for the purpose of discussing a personnel matter. He reconvened the Board meeting from Executive Session at 3:01 p.m.

BUSINESS ITEMS

Motion made by Member Wood to approve SBE 2017-2018 Core Budget, as shown in Exhibit A.

Motion seconded.

Motion carried.

Motion made by Member Koon to approve Onion Creek School District's waiver request from the 180-day school year requirement for three school days for the 2017-18, 2018-19, and 2019-20 school years, for the reasons requested in its application to the Board.

Motion seconded.

Motion carried.

Motion made by Member Avery to rescind the charter school contract transfer for the Spokane International Academy.

Motion seconded.

Member Maier moved to add the text "approval" after the text "transfer."

Motion seconded.

Amendment carried.

Motion carried.

Motion made by Member Brault to approve Olympic Christian Private School for the 2017-18 school year as recommended by the Office of Superintendent of Public Instruction.

Motion seconded.

Motion carried.

Motion made by Member Avery to approve sending the letter of condolence to Freeman School District, as shown in exhibit E.

Motion seconded.

Motion carried.

Members made edits to the resolution proposed by Member Sanchez regarding Deferred Action for Children Arrivals (DACA) recipients.

Motion made by Member Sanchez to approve a resolution on the status of DACA, as shown in exhibit F.

Motion Seconded.

Motion carried.

Acting Chair Laverty adjourned the meeting at 3:26 p.m.

Minutes prepared by: Ms. Denise Ross, Executive Assistant to the Board

*Complete meeting packets are available online at www.sbe.wa.gov
For questions about agendas or meeting materials, you may call 360.725.6027.*



THE WASHINGTON STATE BOARD OF EDUCATION

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

September 26, 2017

Office of Superintendent of Public Instruction
600 Washington Street SE
Olympia, WA 98501

Special Board Meeting Minutes for the Washington State Board of Education (SBE)

Tuesday, September 26

Members Attending: Chair Kevin Laverty (via ZOOM), Ms. Connie Fletcher (Via ZOOM), Mr. Peter Maier J.D. (via ZOOM), Mr. Jeff Estes (via ZOOM), Mr. Chris Reykdal, Ms. Holly Koon (via ZOOM), Ms. MJ Bolt (via ZOOM), Ms. Judy Jennings (via ZOOM), Ms. Janis Avery (via ZOOM), Mr. Ricardo Sanchez (via ZOOM), Mr. Ryan Brault (via ZOOM), Ms. Mona Bailey (via ZOOM) and Dr. Alan Burke (via ZOOM) (13)

Members Absent: Ms. Patty Wood, Mr. Joe Hofman, Ms. Lindsey Salinas (3)

Staff Attending: Mr. Parker Teed, Dr. Andrew Parr, Ms. Tamara Jensen, Ms. Alissa Muller, Ms. Linda Drake, Ms. Linda Sullivan-Colglazier, Ms. Carole Lynch (via ZOOM) and Ms. Denise Ross (8)

CALL TO ORDER

Chair Laverty called the special board meeting of the Washington State Board of Education to order at 3:00 p.m. Ms. Jensen conducted a roll call of board members. Members Fletcher, Koon, Avery, Estes, Jennings, Laverty, Bolt, Maier, Brault, Sanchez, and Burke were confirmed as participating.

Members Reykdal and Bailey joined the meeting at 3:15 p.m.

DISCUSSION OF SELECTION PROCESS FOR INTERIM EXECUTIVE DIRECTOR POSITION

Members discussed the proposed selection process for selecting an interim executive director. Members were asked to review the executive director recruitment description last used by the Board in 2011 as criteria for selecting an interim executive director. Chair Laverty stated the term of the interim executive director will be a baseline of three months, but the Board may choose to extend the time period if needed.

EXECUTIVE SESSION

Chair Laverty adjourned the open session at 3:03 p.m. for the purpose of evaluating the qualifications of an applicant for public employment. He reconvened the Board meeting from Executive Session at 3:46 p.m.

Ms. Jensen read into record a message to the Board from Member Wood.

DISCUSSION OF SELECTION PROCESS FOR PERMANENT EXECUTIVE DIRECTOR POSITION

Chair Laverty reported that he had recently consulted with emeritus board member, Dr. Kris Mayer, who had previously assisted in the hiring of two executive directors for the Board. In both selection processes, there were limitations around the type of person that could potentially be attracted to the position. Chair Laverty spoke of the challenges of selecting out-of-state candidates.

Members reviewed Chair Laverty's proposed timeline for the recruitment and selection of the permanent executive director. Members agreed with the steps in the process, but favored having a longer timeline in order to achieve a larger pool of diverse candidate and allow members to network with partners about potential recommendations. Members discussed possible recruiting mechanisms, such as utilizing an executive search service or external contractors.

Members discussed creating a subcommittee of members to work with the Interim Executive Director and OSPI's Human Resource Department in creating a recruitment process proposal for the Board to consider. Members felt all board members should provide input in the qualities, skills, and abilities for the position description.

Member Reykdal left the meeting at 3:59 p.m.

Member Fletcher left the meeting at 4:15 p.m.

BUSINESS ITEMS

Motion made by Member Maier to delegate the Selection Process for Permanent Executive Director Position to a Board search committee, to be designated by the Chair, the search to be in consultation with OSPI's Human Resource and with input from board members.

Motion seconded by Member Avery.

Motion carried on a roll call. (11 yes/0 no). Members voting yes: Sanchez, Jennings, Laverty, Avery, Bolt, Estes, Bailey, Brault, Burke, Maier, and Koon.

Motion made by Member Maier to hire Deb Merle as Interim Executive Director on terms and conditions to be negotiated by the Board Chair in consultation with OSPI Human Resource. The hiring of Deb Merle shall be for a specific period of time that may be extended without further board action if the Executive Committee approves the extension. The rate of pay shall not exceed the rate of pay of the present Executive Director.

Motion seconded by Member Koon.

Motion carried.

Motion carried on a roll call. (11 yes/0 no). Members voting yes: Sanchez, Jennings, Laverty, Avery, Bolt, Estes, Bailey, Brault, Burke, Maier, and Koon.

Ms. Merle's temporary employment as interim executive director will become effective October 1, 2017.

Chair Laverty adjourned the meeting at 4:35 p.m.

Minutes prepared by: Ms. Denise Ross, Executive Assistant to the Board



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October 18, 2017

Office of Superintendent of Public Instruction
600 Washington Street SE
Olympia, WA 98501

Special Board Meeting Minutes for the Washington State Board of Education (SBE)

Wednesday October 18

Members Attending: Chair Kevin Laverty (via ZOOM), Ms. Connie Fletcher (Via ZOOM), Mr. Peter Maier J.D. (via ZOOM), Mr. Jeff Estes (via ZOOM), Mr. Chris Reykdal, Ms. Holly Koon (via ZOOM), Ms. MJ Bolt (via ZOOM), Ms. Judy Jennings (via ZOOM), Ms. Janis Avery (via ZOOM), Mr. Ricardo Sanchez (via ZOOM), Mr. Ryan Brault (via ZOOM), Dr. Alan Burke (via ZOOM), Ms. Patty Wood (13)

Members Absent: Ms. Mona Bailey, Mr. Joe Hofman, Ms. Lindsey Salinas (3)

Staff Attending: Mr. Parker Teed, Dr. Andrew Parr, Ms. Tamara Jensen, Ms. Alissa Muller, Ms. Linda Drake, Ms. Linda Sullivan-Colglazier, Ms. Carole Lynch, Ms. Deb Merle (8)

CALL TO ORDER

Chair Laverty called the special board meeting to order at 10:00 a.m. Ms. Jensen conducted a roll call of board members.

NEXT STEPS FOR OSPI/SBE ROLES AND RESPONSIBILITIES TASKFORCE

Members discussed the process moving forward with facilitator Gavin Payne. The contract is currently at DES for final approval. Gavin's earliest start date is October 31, 2017.

SBE EXECUTIVE DIRECTOR JOB DESCRIPTION/ANNOUNCEMENT

Members discussed the process of developing the job description with Board member input. Peter suggested an edit to indicate that, while the position will remain open until filled, the first review of applicants will occur on Nov. 7, 2017.

SBE EXECUTIVE DIRECTOR HIRING PROCESS

Members discussed the pros and cons of using an outside search firm vs. having OSPI and Board staff manage the process internally. A "hybrid" process was also discussed which could involve an external consultant to provide some services and assistance to the internal process. Contracting alternatives were discussed. One option is a competitively bid process for contracts under \$20,000 that allows a short (3 week) posting period. There would need to be work done on the front end for RFP development and on the back end for evaluation of respondents.

COMMUNITY FORUM/DOCUMENTARY

Patty discussed the screening of "I'm not racist...Am I?" at Kelso High during the SBE Community Forum on November 7. She confirmed that, having viewed the film in its entirety, it is appropriate

for students. The Association of Washington State Principals and possibly other stakeholders will attend the screening and may screen the film themselves during the five days the Board has access to the film.

THREE BUSINESS ITEMS

Motion made by Member Wood and seconded by Member Jennings to approve the proposal from Gavin Payne for facilitation services and direct staff to develop and execute a contract based on the terms of the proposal.

Motion carried on a roll call. (12 yes/0 no). Members voting yes: Lavery, Reykdal, Avery, Bolt, Maier, Wood, Koon, Sanchez, Fletcher, Brault, Estes, Jennings.

Motion made by Member Jennings to approve the job description and requirements for applicants for the Executive Director of the Washington State Board of Education and direct staff to use the same to finalize the Position Announcement.

Member Maier offered an amendment to the motion at the end to include, "... with any minor changes deemed necessary by the Executive Director".

Motion seconded by Member Brault.

Motion carried on a roll call. (11 yes/0 no, one abstain). Members voting yes: Lavery, Avery, Bolt, Maier, Wood, Koon, Sanchez, Fletcher, Brault, Estes, Jennings. Member voting to abstain: Reykdal

Motion made by Member Avery and seconded by Member Jennings to approve the hiring process for the Executive Director of the Washington State Board of Education, and direct staff to commence with the recruitment.

Motion carried on a roll call. (12 yes/0 no). Members voting yes: Lavery, Reykdal, Avery, Bolt, Maier, Wood, Koon, Sanchez, Fletcher, Brault, Estes, Jennings.

Chair Lavery adjourned the meeting at 12:00 p.m.

Minutes prepared by: Ms. Tamara Jensen, Executive Assistant to the Board



THE WASHINGTON STATE BOARD OF EDUCATION

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Title: School District Impacts of House Bill 2242 (McCleary)	
As related to:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant to Board roles:	<input type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input checked="" type="checkbox"/> Advocacy <input type="checkbox"/> Communication <input type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	This is an update on <i>McCleary</i> and there is no board action associated with this section at this meeting.
Relevant to business item:	None
Materials included in packet:	This section includes a PowerPoint from Office of Financial Management staff.
Synopsis:	Board members will be updated on an Office of Financial Management analysis of the school district financial impacts of House Bill 2242 (<i>McCleary</i>).



School District Impacts of HB 2242

Kate Davis & Cynthia Hollimon

November 8, 2017

Property taxes increase in 2018 and more than 40% remain higher in 2019

2018



State Property Tax	\$ 0.87 ↑
Local School Levy	no change
<hr/>	
Net Change	\$ 0.87 ↑

2019



State Property Tax	\$ 0.91 ↑
Local School Levy	\$ -0.94 ↓
<hr/>	
Net Change	\$ -0.03 ↓

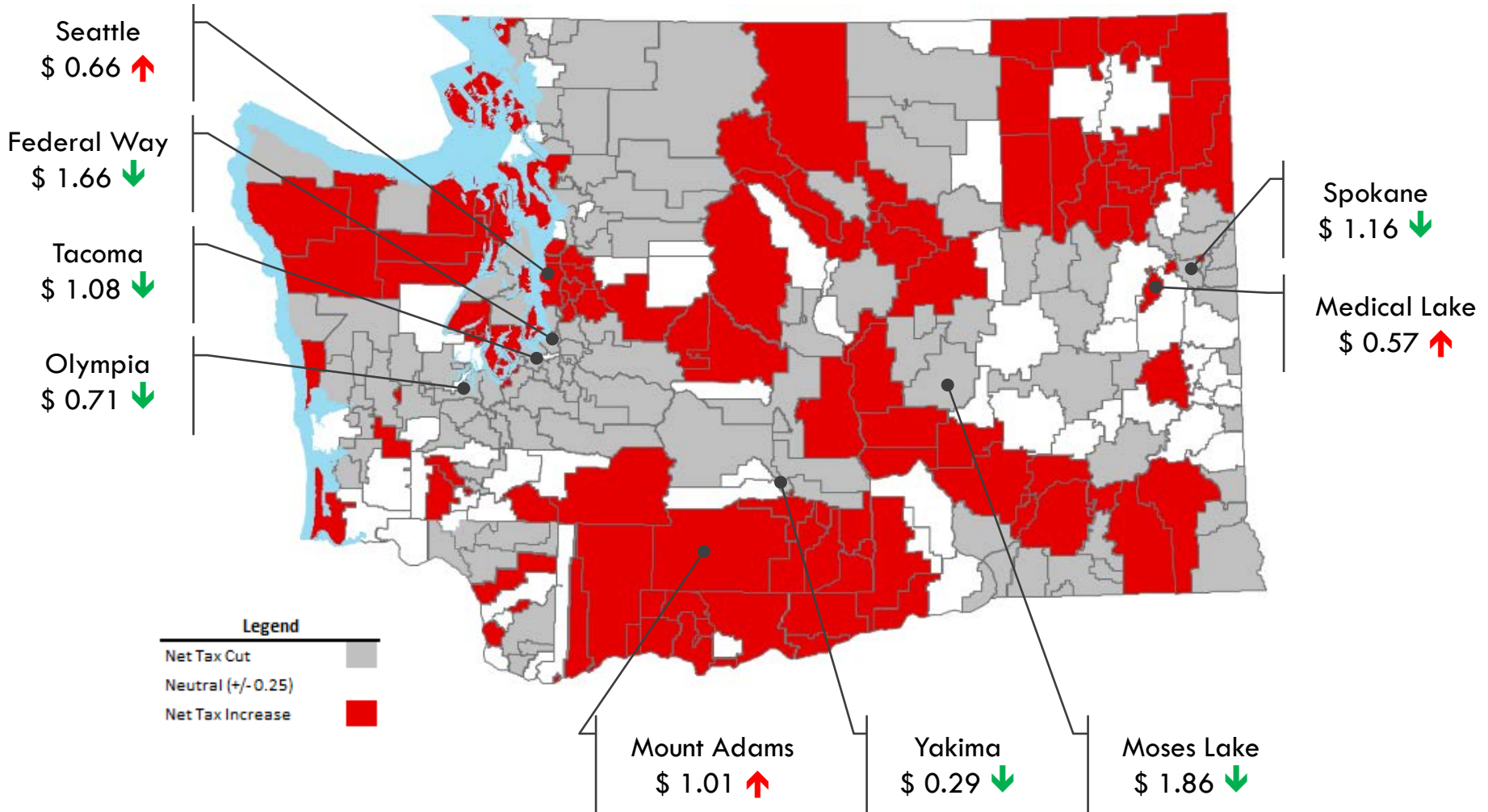
2020



State Property Tax	\$ 0.95 ↑
Local School Levy	\$ -0.84 ↓
<hr/>	
Net Change	\$ 0.11 ↑

Estimates are statewide average rate changes

Tax changes vary widely across the state



What is the impact for school districts?

School Year 2019-20	<u>Net New Funding</u>		<u>Unrestricted New Funding</u>	
	Dollars (millions)	Percent	Dollars (millions)	Percent
Seattle	\$ 82.8	12%	\$ 47.1	8%
Federal Way	\$ 36.3	14%	\$ 13.4	6%
Tacoma	\$ 20.6	6%	\$ (4.0)	-1%
Olympia	\$ 2.4	2%	\$ (2.1)	-2%
Mount Adams	\$ 2.2	23%	\$ 1.2	17%
Yakima	\$ 24.1	13%	\$ 9.8	7%
Moses Lake	\$ 9.4	9%	\$ 2.1	3%
Spokane	\$ 24.3	7%	\$ 1.7	1%
Medical Lake	\$ 3.2	17%	\$ 2.0	14%

Common Concerns Among School Districts

» Compensation

- ✗ Regional factor
- ✗ Staff mix eliminated
- ✗ Expectations of staff and community

» School Levy

- ✗ Not enough capacity
- ✗ The term “Enrichment”

Two Major Changes to How the State Funds Staff Salaries

✗ Regional factor

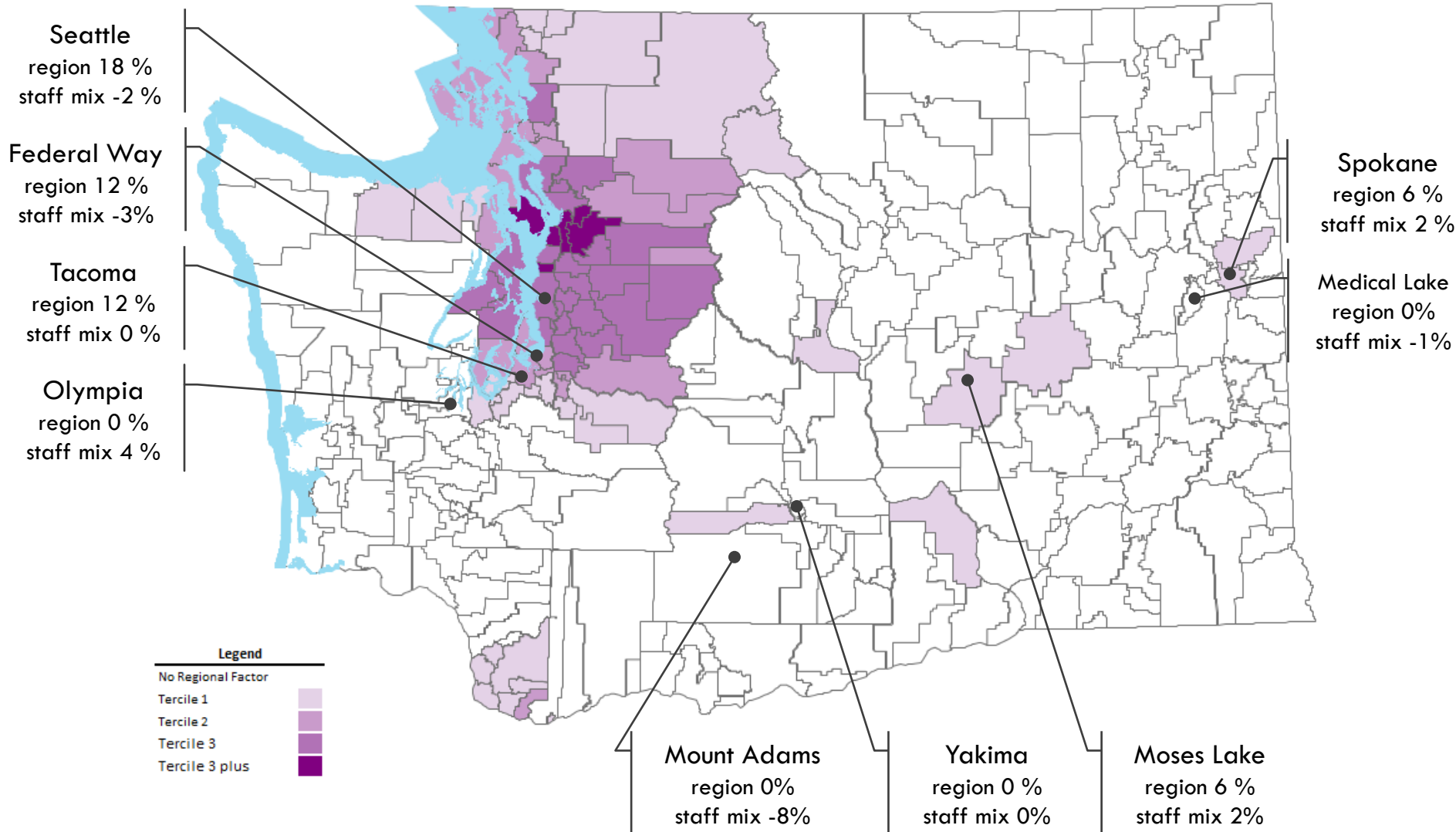
- ✗ Hard boundaries create difficulties for districts on the breaking point
- ✗ Tied to property value rather than prevailing wages
- ✗ Methodology is not transparent and cannot be replicated
- ✗ Overburdens remaining levy capacity

✗ Staff mix eliminated

- ✗ Financial disincentive to hire experienced staff
- ✗ Combined with new maximums, places extra burden on levies

✗ Staff Mix and Regional Factor DO NOT align

Regional Compensation Factor



“Allowable” expenses create unfunded expectations of staff and community

Minimum Salary

\$40,000



Creates a ripple effect for all other salaries

Maximum Salary

\$90,000



The most experienced person in each district expects the new maximum salary

Assignment Pay

10 %



Counselors, Librarians, Nurses, and Teachers in STEM, bilingual, and special education expect 10% higher salaries

Supplemental

Contracts



Districts still have supplemental contracts for additional time, responsibilities, and incentives

What happened to school levy capacity?

	Current Levy & LEA	New Levy & LEA	Percent Change
Seattle	\$ 200	\$ 135	-33 %
Federal Way	\$ 65	\$ 35	-47 %
Tacoma	\$ 96	\$ 43	-55 %
Olympia	\$ 25	\$ 15	-40 %
Mount Adams	\$ 1.0	\$ 0.9	-8 %
Yakima	\$ 32	\$ 24	-24 %
Moses Lake	\$ 23	\$ 13	-43 %
Spokane	\$ 85	\$ 45	-47 %
Medical Lake	\$ 2.9	\$ 2.8	-3 %

dollars in millions

School Enrichment Levy

- » The word “Enrichment”
 - › to supply with riches, wealth, abundant or valuable possessions
- » Enrichment levies may be used to supplement basic education
 - › Prototypical school staffing
 - › Special education
- » Examples of programs funded through enrichment levies
 - › Pre-School for all 4 year olds
 - › After-school and Saturday programs for credit retrieval
 - › PSAT/SAT for all students
 - › Specialty course offerings
 - › Assessment of students’ abilities in early grades

Budget Proposals from Last Session

	Governor	Senate	House	Final
New State Funding	\$ 9.5 billion	\$ 7.7 billion	\$ 7.1 billion	\$ 7.0 billion
Change in Local M&O Levy	\$ -820 million	\$ -3.2 billion	\$ -850 million	\$ -1.4 billion
Net change in school funding	\$ 8.7 billion	\$ 4.5 billion	\$ 8.0 billion	\$ 5.6 billion
Average change per student per school year	\$ 2,092	\$ 1,194	\$ 2,028	\$ 1,257

Change in Local M&O Levy (NO levy after 2019)	\$ 5.1 billion
Net change in school funding	\$ 2.6 billion
Average change per student per school year	\$ 765



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Title:	<u>Update on Required Action Districts (RAD)</u>	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Key Questions <ol style="list-style-type: none"> Under current state law, what are the challenged schools in need of improvement and what defines a persistently lowest-achieving school? How will the definitions of challenged schools in need of improvement and the PLAs change under the ESSA? What exactly is RAD and how is a district released from RAD status? 	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The memo provides links to statutes and rules that contain definitions for schools identified for support as challenged schools in need of improvement, persistently lowest-achieving schools, and for required action. The ESSA requires the identification of certain schools for comprehensive or targeted support (in place of the currently required priority and focus schools), which will require changes to RCW, WAC, or both. The ESSA and Washington’s ESSA Plan signal a paradigm shift from “shame and blame” under ESEA to “identify and support” under the ESSA. With this new mindset, the Superintendent is expected to start a discussion of his vision on school improvement, including the role of required action.</p>	



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REQUIRED ACTION UPDATE AND OTHER SCHOOLS IDENTIFIED FOR SUPPORT

Policy Considerations

In the coming months, the Office of the Superintendent of Public Instruction (OSPI) will be identifying schools for comprehensive support and targeted support as required under the Every Student Succeeds Act (ESSA). The OSPI is also expected to consider the recommendation to release all or some of the districts currently designated for required action (RAD) and is not expected to recommend other districts for RAD.

If the OSPI recommends to the State Board of Education (SBE) districts for designation as RAD as specified, the SBE shall designate those districts as RAD. The OSPI shall recommend and the SBE must release a district from RAD upon confirmation that exit requirements are met. The requirements of the SBE and Superintendent are specified in RCW 28A.657.

While the OSPI is solely responsible for the identification and designation of schools for comprehensive and targeted support, the OSPI and SBE share in the responsibilities of recommending, designating, and releasing districts from RAD. In the next two SBE meetings, the Board is expected to hear about and discuss proposed changes to required action from the Superintendent that are meant to fully align state and federal accountability.

Key Questions

1. Under current state law, what are the challenged schools in need of improvement and what defines a persistently lowest-achieving (PLA) school?
2. How will the definitions of challenged schools in need of improvement and the PLAs change under the ESSA?
3. What exactly is RAD and how is a district released from RAD status?

Identified Schools

Challenged Schools in Need of Improvement: In [WAC 392-510-715 and 720](#), the challenged schools in need of improvement are described as the lowest achieving schools within the state. Challenged schools in need of improvement include (but may not be limited to) Priority schools and Focus schools.

Persistently Lowest Achieving (PLA) Schools: Per WAC 392-510-720, Priority schools are the persistently lowest-achieving schools in the state

Required Action (RAD): a district/school improvement process that creates a partnership between the state and school district to target funds and assistance to turn around the identified PLA schools in the district (RCW 28A.657).

Under the ESEA, the U.S. Department of Education (USED) granted Washington the authority to [identify Priority and Focus schools](#) from the time the state was provided with an ESEA Flexibility Waiver. The OSPI website indicates that there were 117 [Priority](#) schools and 112 [Focus](#) schools at the beginning of

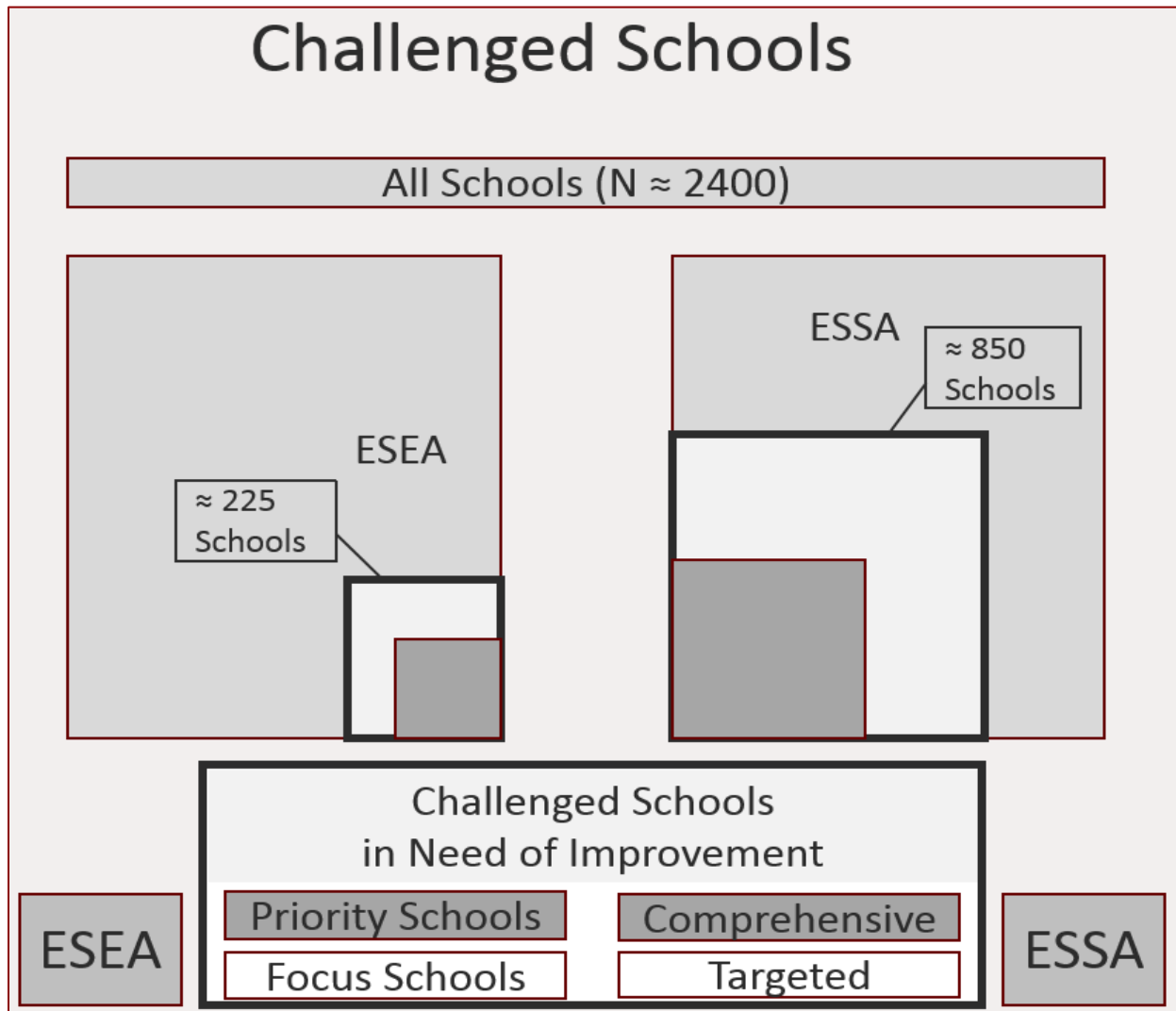
the 2017-18 school year. The identified schools are provided with varying technical and or monetary support from federal and state sources depending on the specific identification of the school.

Beginning in the winter 2018 and as described in the [ESSA Consolidated Plan](#), the OSPI will identify schools for Comprehensive support and Targeted support following a methodology that is currently under review by the USED. The methodology described in the ESSA plan is expected to result in the identification of many more schools for support than are identified under the ESEA (Figure 1). At the August 2017 SBE meeting, the Board was provided with the results of simulation study showing that over 850 schools might be identified for support.

- 277 Comprehensive support schools (199 schools for a low graduation rate)
- 256 schools for Additional Targeted support (two or more low performing student groups)
- 331 schools for Targeted support (one low performing student group)

Similar results came about from a later analysis conducted by the SBE that followed, as closely as possible, the methodology and parameters described in the state plan submitted to the USED.

Figure 1: shows how the approximate number of Challenged Schools in Need of Improvement could increase under the ESSA. In the future, the definition of challenged schools in need of improvement might be updated to include all schools identified for Comprehensive or Targeted support.



Districts designated as RAD have at least one PLA school that has not made notable progress while implementing a schoolwide improvement plan under SIG or Priority School status over multiple years. The identification process is fully described in [WAC 392-501-730](#). If the OSPI recommends to the State Board of Education districts for designation as RAD, the SBE shall designate those districts as RAD. The OSPI shall recommend that the SBE release a district from RAD after the following exit requirements are met.

1. The district implemented a required action plan for a period of three years.
2. The district has made progress in achievement, including progress in closing the educational opportunity gap.
3. The district no longer has a school identified as persistently lowest-achieving.

Action

The Board is expected to hear about the Superintendent's vision for further alignment of state and federal accountability systems, regarding school identification and support.

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

Our body of work...

Stakeholders inform and inspire local and system capacity building.

Incubation Specialists spark ideas and provide innovative solutions to challenges within the evidence-based framework.

Educator Retention and Support efforts by mentor teachers and a cadre of NBCT fellows build talent and support new teachers who revitalize and nourish the system.



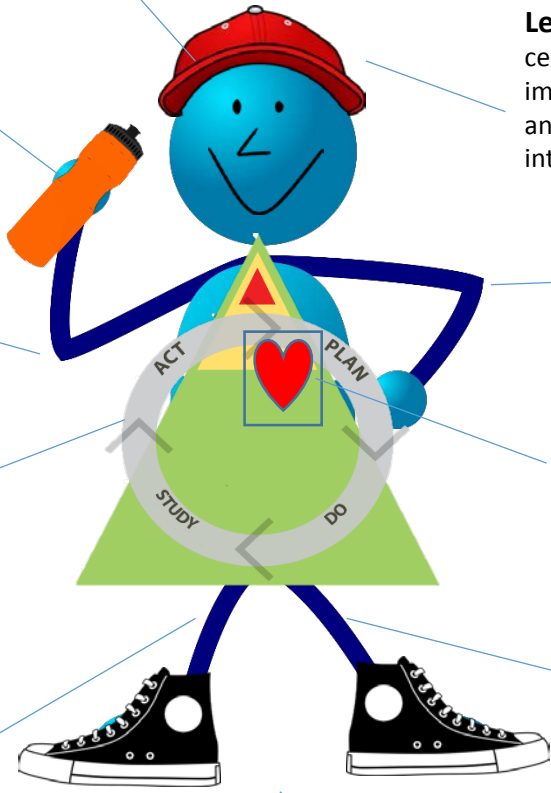
Leadership and Support acts as the nerve center that keeps us focused on priorities, implementing with fidelity, broadcasting trends, and informing research partnerships to feed back into the system.

School Improvement provides the coaching and infrastructure for a tactical, tiered, and diverse approach to improvement that adapts with need.

K-12 System Supports provides tools to integrate the multi-tiered system of supports for academic and nonacademic needs of students.

A strong, collaborative core of districts, ESDs, and OSPI aligns and integrates functions across the agencies. Communities of practice bring expertise to the table for network improvement. The collaborative core is **ready for action!**

Students at the heart... and the **Schools** that serve them.



ESDs use regional knowledge, relationships, and experience to optimize access to resources, services, and support.

Data Coaching builds effective and intentional use of data for informed decision making and evaluation of outcomes through a cycle of inquiry.

Families and Communities at the base of support for our students and schools.

...design and implement a multi-tiered system of supports for 900 schools by January 2018

We believe we can dismantle structures of inequity and better serve every child.

The team...

The new

Office of System and School Improvement

School Improvement

- OSSI Team
- Coaches
- Harvard Research Team
- Information Exchange

K-12 System Supports

- Academic, Social Emotional, Career College Readiness Services
- Graduation
- Absenteeism
- 9th Grade on Track
- Advanced course-taking (Dual Credit)

Leadership and Support

- Implementation Management
- Research coordination
- Professional Learning Equity Alliance

Improvement Network

Incubation Specialists

- Dual language/English Learner
- Dual Credit
- Apprenticeship
- Equity and Inclusion
- Special Education
- Family Engagement

Data-informed Inquiry

- Regional Coaching Network
- Equity & Measures Collaboration
- Technical Assistance
- Professional Development
- Access to tools

Stakeholder Leadership

- Residents
- Superintendent/District Leadership
- Principal
- Teacher
- Paraeducator
- Researcher

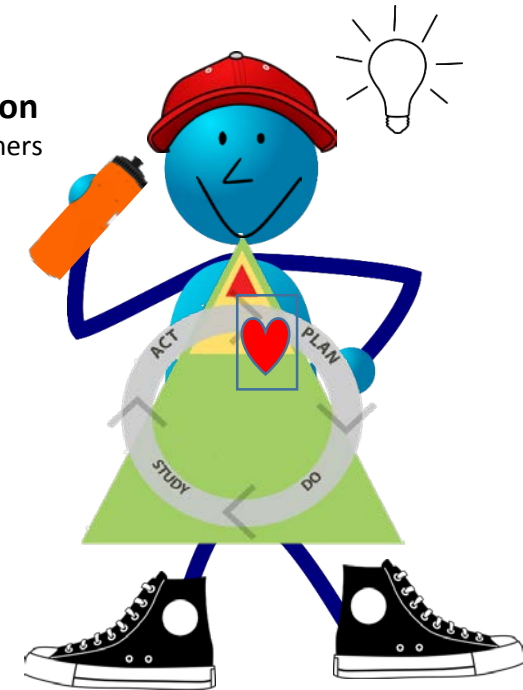
System Coordination and Integration

- Districts, ESDs, OSPI, Other Educational Partners
- Student Engagement
- Assessment/Student Information
- Federal/Special Programs
- Educator Growth
- Learning & Teaching
- Special Education

Educator Retention and Support

- Diverse, Qualified, Culturally Responsive
- District Human Resources
- NBCT Fellows
- Mentor Teachers
- PESB and CSTP

Design and implement a multi-tiered system of supports for 900 schools by January 2018 with **students** at the heart and the **schools** that serve them.





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Title:	Achievement Index	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.
	<input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system.
		<input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership	<input type="checkbox"/> Communication
	<input checked="" type="checkbox"/> System Oversight	<input type="checkbox"/> Convening and Facilitating
	<input type="checkbox"/> Advocacy	
Policy Considerations / Key Questions:	<ol style="list-style-type: none">1. How is development of the winter 2018 Achievement Index moving forward after the submission of the plan to the U.S. Department of Education (USED) in September?2. How are the new Index calculations and information being communicated to school district personnel to enhance their understanding of the new Index?	
Possible Board Action:	<input checked="" type="checkbox"/> Review	<input type="checkbox"/> Adopt
	<input type="checkbox"/> Approve	<input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo	
	<input type="checkbox"/> Graphs / Graphics	
	<input checked="" type="checkbox"/> Third-Party Materials	
	<input type="checkbox"/> PowerPoint	
Synopsis:	The memo provides an brief update on the work of the OSPI and the SBE on the tasks necessary to publish the Index in the winter 2018.	



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ACHIEVEMENT INDEX

Policy Considerations

Among the many duties specified in [28A.657.110](#), Sections (2) (3) and (4) authorize the State Board of Education (SBE) to develop the Washington Achievement Index to identify schools and school districts for recognition, for continuous improvement, and for additional state support. In cooperation with the Office of the Superintendent of Public Instruction (OSPI), the SBE shall annually recognize schools for exemplary performance as measured on the Washington Achievement Index. In cooperation with the OSPI, the SBE shall seek approval from the United States Department of Education (USED) for use of the Washington Achievement Index and the state system of differentiated support, assistance, and intervention to replace the federal accountability system.

The new Index was submitted to the U.S. Department of Education in September 2017 as part of the Every Student Succeeds Act (ESSA) [Consolidated Plan](#). While USED feedback and approvals are pending, the SBE and OSPI are moving forward with the necessary tasks to ensure the Index is published in the winter 2018.

Key Questions

1. How is development of the winter 2018 Achievement Index moving forward after the submission of the plan to the U.S. Department of Education in September?
2. How are the new Index calculations and information being communicated to school district personnel to enhance their understanding of the new Index?

Summary of the Work Plan for the Index Release

The OSPI is well into the process of implementing the changes necessary to produce new Index ratings for the winter 2018 based on student data from 2014-15, 2015-16, and 2016-17. The tasks and timeframes described below are generalized approximations, as many of the tasks are inter-related and interdependent. The SBE anticipates that the work tasks might follow the approximate timeline described below.

- *Technical Assistance Committee (TAC):* Consider reconvening the TAC in November 2017 to advise on technical issues, calculations, business rules, and the SQSS measures.
- *Outreach and Communication:* Beginning in November 2017, the OSPI Student Information team proposed and the OSPI leadership is considering conducting a series of informational webinars for school district personnel on the Index in general, and details about the SQSS measures.
- *Data Review:* Also beginning as early as November 2017, the OSPI Student Information proposal anticipates providing school district personnel with an internal viewing of the Index simulation using data through 2016. Then in December and January, the OSPI anticipates a series of other confidential data releases for live data (2015, 2016, and 2017) to be included in the new Index.

- *Index Review:* After district review of data, the OSPI Student Information proposal anticipates a confidential school district review of the new Index in February 2018. When this review is deemed complete, the OSPI will be poised to identify schools for Comprehensive and Targeted support (late-February).
- *Index Release:* After district review and the public notification of schools identified for support, schools identified for recognition will be announced to the public at the time of the Index release in late winter 2018.
- *Research and Reporting:* the OSPI (Assessment and Student Information team) and the SBE discussed the benefits of conducting, jointly producing, and publicly reporting on statistical analyses related to the Index. The precise nature and scope of the work have yet to be decided upon and continue to be discussed.

Action

No Board action is anticipated for this agenda item. The Board is expected to discuss or may have questions about the rollout of the winter 2018 version of the Achievement Index.

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

Accountability Index and Report Card

STATE BOARD OF EDUCATION

NOVEMBER 8, 2017



Topics

Accountability Index

- ❖ Update
- ❖ TAC plan
- ❖ Data rollout

Report Card

Past

- ❖ Report Card context
- ❖ Multiple locations

Present

- ❖ ESSA

Future

- ❖ Ideas
- ❖ Report Card plan

➤ *SBE input*



Accountability Index – Upcoming TAC work

TAC Meeting Date	Agenda Items
Early November	Setting the stage for TAC work and discussion of Assessment (Proficiency, Growth and English Learner Progress)
Mid November	Graduation Rates and “extra credit” for extended graduation rates
Late November	SQSS measures (attendance, dual-credit participation, and 9 th grade on-track)
December	Addressing changes stemming from DOE review



3

Proposed Timeline for Data

● November

- Webinar – Intro to Accountability Framework
- Webinar - Graduation Measure
- Webinar – School Quality or Student Success Measures

● January - February

- Data Release - Initial Release of final data (without identification of schools for supports)
- Notification - Schools identified for supports



● December

- Webinar - English Language Progress Measure
- Data Release - District Preview of Measures
- Webinar - Review of Data Release

● February - March

- Data Release - Full release of New Multiple Measures Index



4

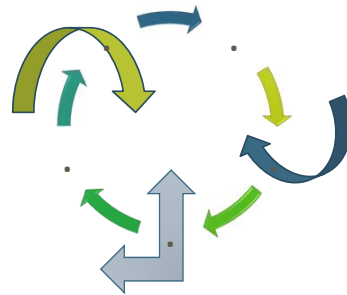
Report Card



5

Some Report Card context

- Established late 1990s (current structure built 2003)
- Additional reporting requirements and data elements
- NCLB, AYP, AMO, AYP again
- New tests (WASL, MSP, Smarter Balanced)
- Measuring new learning standards
- Additional suppression to maintain student data privacy



6

Features

STAND UP TO BULLYING
NATIONAL BULLYING PREVENTION MONTH
OCTOBER 2017
#STOPBULLYING



What's New

OSPI Awards \$4 Million to Projects That Support Student Success

Six Washington Schools Recognized for Exceptional Student Performance

Washington SAT Results Higher than National Average

[More News](#)

About OSPI

K-12 public education in Washington state

- Long-Term Vision
- What We Do
- Superintendent's Priorities
- Governmental Relations
- Contact Us
- Jobs | Contracts

State Superintendent Chris Reykdal

Helpful Links

- Maps of Districts & Schools
- Teacher Certification & Renewal
- Learning Standards
- Apport. & Financial Services
- State Testing
- School & District Directory
- Special Education
- Graduation Requirements
- Student Transportation

Teacher Tools

- Media & Communications
- School Breaks
- Common Core Standards
- Elementary & Secondary Ed. Act (ESEA)
- Every Student Succeeds Act (ESSA)
- Federal Programs
- Learning Assistance Program (LAP)
- Troops to Teachers

washington

2017 **Common School Manual**

School Safety Center

Grants
Application and Reporting System

eDS

A-Z Index

Offices and Programs

State Report Card

Maps & Web sites Districts

K-12 Data & Reports

E-Certification

Tweets

WA State OSPI @waOSPI

Want to work at OSPI? We're #Hiring for #OSS! Join our Office of System & School Improvement! Apply today! #WAedu

We're Hiring!

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- ADMINISTRATIVE ASSISTANT 3

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OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

7

OSPI Office of Superintendent of Public Instruction

Washington State Report Card

eDS Home Help Feedback

Tools: [Compare My School](#)

District:

ESD:

P-20 High School Feedback:

Tools: [Compare My School](#)

Summary:

AYP:

CTE:

AMO:

WaKIDS:

HS Dual Credit:

Graduation Progress Report:

MSP/HSPE:

EOC:

Smarter Balanced:

WAAS PORT:

WA-AIM:

ELPA21:

NAEP:

Search: School District

Print Friendly

Office of Superintendent of Public Instruction [OSPI Web Site](#)

Superintendent Chris Reykdal Old Capitol Building 600 Washington St. S.E. Olympia 98504-7200
3607256000 [\(more info\)](#)

Select a year:

2016-17 Results (Administration Info)

Grade Level	SBA ELA	SBA Math
3rd Grade	52.6%	57.8%
4th Grade	55.2%	54.3%
5th Grade	58.6%	48.6%
6th Grade	55.5%	48.2%
7th Grade	60.1%	49.9%
8th Grade	58.5%	47.6%
11th Grade	73.6%	25.9%

Grade Level	MSP Science
5th Grade	63.4%
8th Grade	65.9%


Grade Level *	EOC Biology
10th Grade	71.5%

Student Demographics

Enrollment	Count	Percentage
October 2016 Student Count	1,102,282	
May 2017 Student Count	1,102,579	

Gender (October 2016)	Count	Percentage
Male	568,709	51.6%
Female	533,573	48.4%

Race/Ethnicity (October 2016)	Count	Percentage
Hispanic / Latino of any race(s)	251,334	22.8%
American Indian / Alaskan Native	15,406	1.4%
Asian	82,428	7.5%
Black / African American	48,192	4.4%
Native Hawaiian / Other Pacific Islander	11,713	1.1%
White	607,910	55.2%
Two or More Races	85,222	7.7%



8

Grade Level *	EOC Biology
10th Grade	71.5%

English Language Arts

Math

Science

Native Hawaiian / Other Pacific Islander	11,713	1.1%
White	607,910	55.2%
Two or More Races	85,222	7.7%
Special Programs		
Free or Reduced-Price Meals (May 2017)	473,309	42.9%
Special Education (May 2017)	151,649	13.8%
Transitional Bilingual (May 2017)	124,663	11.3%
Migrant (May 2017)	20,102	1.8%
Section 504 (May 2017)	35,619	3.2%
Foster Care (May 2017)	9,495	0.9%
Other Information (more info)		
Unexcused Absence Rate (2016-17)	812,610	0.7%
Adjusted 4-Year Cohort Graduation Rate (Class of 2016)	81,041	79.1%
Adjusted 5-year Cohort Graduation Rate (Class of 2015)	80,564	81.9%
College/University enrollment rates of graduates		
Information on Homeless Students may be found here		

Teacher Information (2016-17) (more info)	
Classroom Teachers	63,541
Hispanic / Latino of any race(s)	2,685
American Indian / Alaskan Native	445
Asian	1,711
Black / African American	922
Native Hawaiian / Other Pacific Islander	157
White	56,734
Two or More Races	952
Not Specified	35
Average Years of Teacher Experience	13.1
Hispanic / Latino of any race(s)	9.8
American Indian / Alaskan Native	13
Asian	10.9
Black / African American	12.1
Native Hawaiian / Other Pacific Islander	9.8
White	13.4
Two or More Races	10.6
Not Specified	2.5
Teachers with at least a Master's Degree	66.9%
% of teachers teaching with an emergency certificate	0.2%
% of teachers teaching with a conditional certificate	0.4%

9

District Detail

Rate: [Dropdown] ESD: (All) Highlight District: [Dropdown]

Gap

Low Income (Y-Axis) vs Non-Low Income (X-Axis)

Performance

Filter by District Demographics

Total Enrollment: 0 to 52865

Percent Free or Reduced Priced Meals: 0.0 to 100.0

Percent Transitional Bilingual: 0.0 to 100.0

Percent Special Education: 0.0 to 100.0

District: [Dropdown] OSSS Identify: (All) Title I Identifier: (All) All Stu: [Dropdown]

ts - SBA-Math - 3rd - All Schools -

State Met Std 58.9%

District Met Std 52.7%

OSSS Identification

- Not Identified
- Focus (ELL)
- Focus (SWD, ELL)
- Focus (SWD)
- Priority (Continuing)
- Priority (Grad. Rate)
- Priority (Math/Reading)

10

PERFORMANCE LEVEL	RATING RANGE	
	From	To
HIGHEST	7.83	10.00
	6.77	<7.83
	5.67	<6.77
	4.15	<5.67
	3.86	<4.15
LOWEST	1.00	<3.86

2015-2016 Smarter Balanced Assessment Participation Rate			
ELA	100.00%	School Met Federal	
Math	99.60%	Accountability Participation Requirements	

Proficiency					
	ELA	Math	Science	Average	Proficiency Average
All Students	4.00	3.00	4.00	3.67	3.55
Targeted Subgroups	3.40	3.40	3.50	3.43	

Growth				
	ELA	Math	Average	Growth Average
All Students	6.00	7.00	6.50	6.50
Targeted Subgroups	6.00	7.00	6.50	

2016 INDEX RATING	
	5.32



ESSA and Report Card



ESSA: Report Card shall include

Clear / concise description of accountability framework

- Minimum N
- Long-term goals and measurements of interim progress
- Indicators used to differentiate
- Weighting of indicators
- System for differentiating
- Names of schools identified for support
- Exit criteria



ESSA: Report Card shall include

- | | |
|---|--|
| -Achievement on assessments | -Percentage of students assessed / not |
| -Other academic indicator (Student Growth Percentiles) | - <i>Civil Rights Data Collection</i> |
| -English Learners | -Professional qualifications of teachers |
| - <i>School quality or student success (9th Grade On-Track, Attendance, Dual Credit Participation)</i> | - <i>Per-pupil expenditures</i> |
| -Progress toward long term and interim goals (assessment, graduation, & EL proficiency) | -Alternate assessment |
| | -NAEP |
| | -Post-secondary |
| | "Any additional information" |



ESSA Report Card Workgroup Recommendations

Rich. Provide access to meaningful and relevant data with different levels of detail. This would include having disaggregated information, longitudinal data, drill-down capacity, and downloadable data files.

Timely. Updated regularly, such that it contains the most recent information.

Easy-to-use. Simple and intuitive navigation that is ADA compliant, and multilingual.

Understandable. Information is clearly labeled. Definitions and documentation are readily available and easily understood.

Interactive. Information is accessible in a variety of user customizable presentations that allows users to consume information in a manner that suites them best. User experience should be customizable and provide search and help features.

Actionable. Contextual documentation is easily accessible that enables users to fully understand the information viewed.



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ESSA Report Card Workgroup Recommendations

Leverage parental input activities initiated by other ESSA workgroups to gather as much parental input as is possible.

Leverage District and Stakeholder activities initiated by other ESSA workgroups to gather as much input as possible.

Design and implement a feedback survey:

- Incorporate feedback survey into current Report Card website for the purpose of influencing design of new Report Card.
- Incorporate feedback survey into new Report Card for the purpose of continues product improvement.

Should if possible, allow users to 'bundle' sub-groups until minimum N-size is achieved.



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ESSA Report Card Workgroup Recommendations – functions & features

Map view – school location & performance

Leaderboard - arrows / trends

Achievement gap visual

Compare my school

Question box

Display modifications for small N-size

Toggle between All Report Card vs school accountability (index)

Hover over explanations / context

Two versions of longitudinal: same grade, year by year

Follow cohorts over time

Groups vs non groups (ELL vs non-ELL)

Cross-tabs (e.g., non-white Spec Ed)

Customize data download

Calculate performance of school groups

Defining school challenge index

One page (PDF) report

Enter address (find your school) & get info

White space

FAQ

Color code / display



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Other Inputs to Report Card Content & Design

1. Report Card Workgroup meet Spring 2016 and drafted recommendations.
2. Feedback gathered through the ASW meetings, TAC meetings, and Public Comment period.
3. Other state examples of Report Cards.
4. Feedback on data display and measures through experience with Performance Indicator analytics work.



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Status of data elements

Available
Partial
New / not available

Data Element	Federal	State	Status
Achievement on assessments	X	X	On Report Card
Graduation Rate	X	X	On Report Card
Student Growth Percentile			Growth (Student Growth Percentiles) – available, but not on RC
Percentage of students assessed / not	X	X	On Report Card
English Learners	X	X	WELPA and ELPA21 is on Report Card; English Learner Progress measure will be new.
School quality or student success	X		9 th Grade On-Track, Attendance, & Dual Credit Participation – available, but not on RC
Progress toward long term and interim goals	X		Report Card has similar info (AYP); will need to be reworked



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Status of data elements

Available
Partial
New / not available

Data Element	Federal	State	Status
Professional qualifications of teachers	X		Some info available; some new components
Per-pupil expenditures	X		Not required until 2018-19 school year; reported in 2019-2020
Civil Rights Data Collection	X		Can link directly to federal site with data
Alternate assessment	X		On Report Card
NAEP	X		On Report Card
Post-secondary	X		Available – via Education Research and Data Center – link on Report Card
Discipline rates		X	Available, but not on Report Card
Mobility	X	X	Previously posted on Report Card – need revised definition



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Status of disaggregation categories

Available
Partial
New / not available

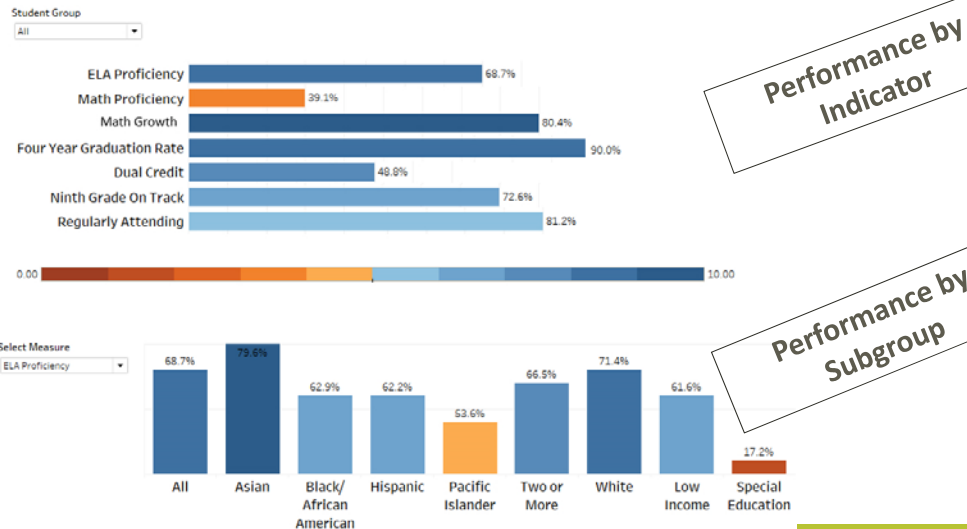
Data Element	Federal	State	Status
Federal race/ethnicity federal categories	x	x	✓
Sub-racial/sub-ethnic categories	x	x	Some new/some existing
Economically disadvantaged students	x	x	✓
Students with disabilities	x	x	✓
English Learners	x	x	✓
Gender			✓
Migrant	x	x	✓
Homeless	x	x	NEW (but available)
Foster Care	x	x	NEW (but available)
Armed Forces	x	x	NEW (will be available 16-17)



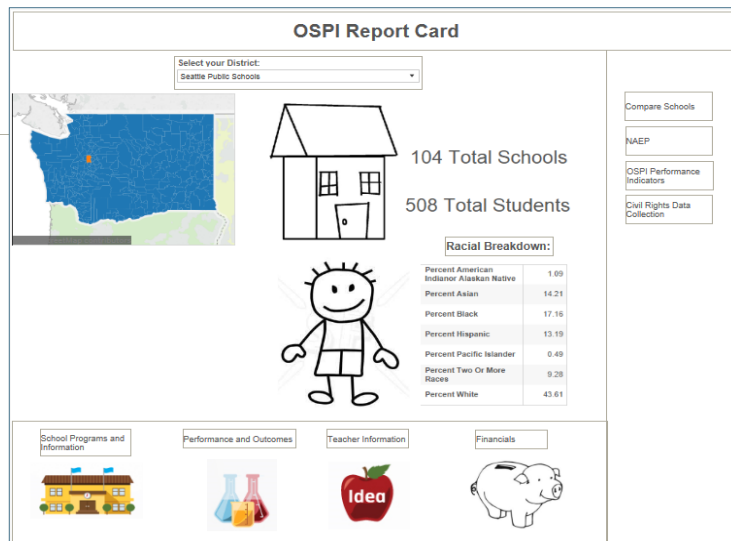
Washington Mockup of a Multiple Measures Dashboard and Examples from Other States

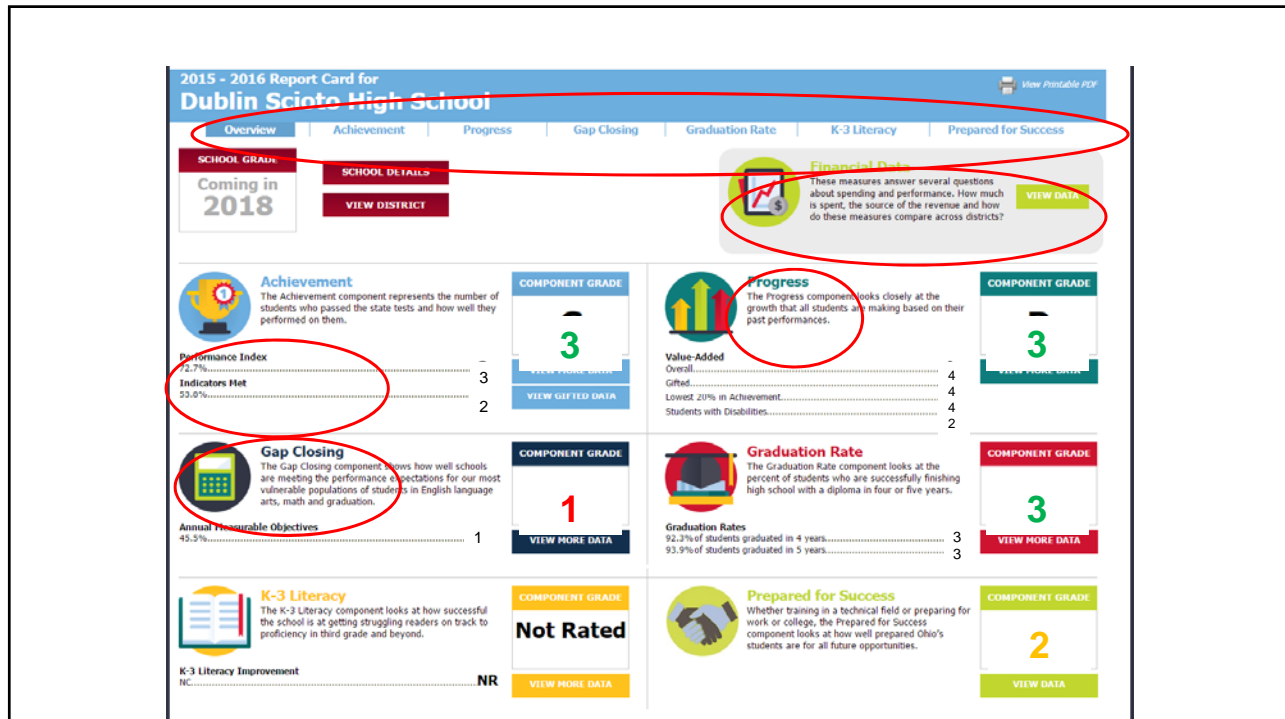


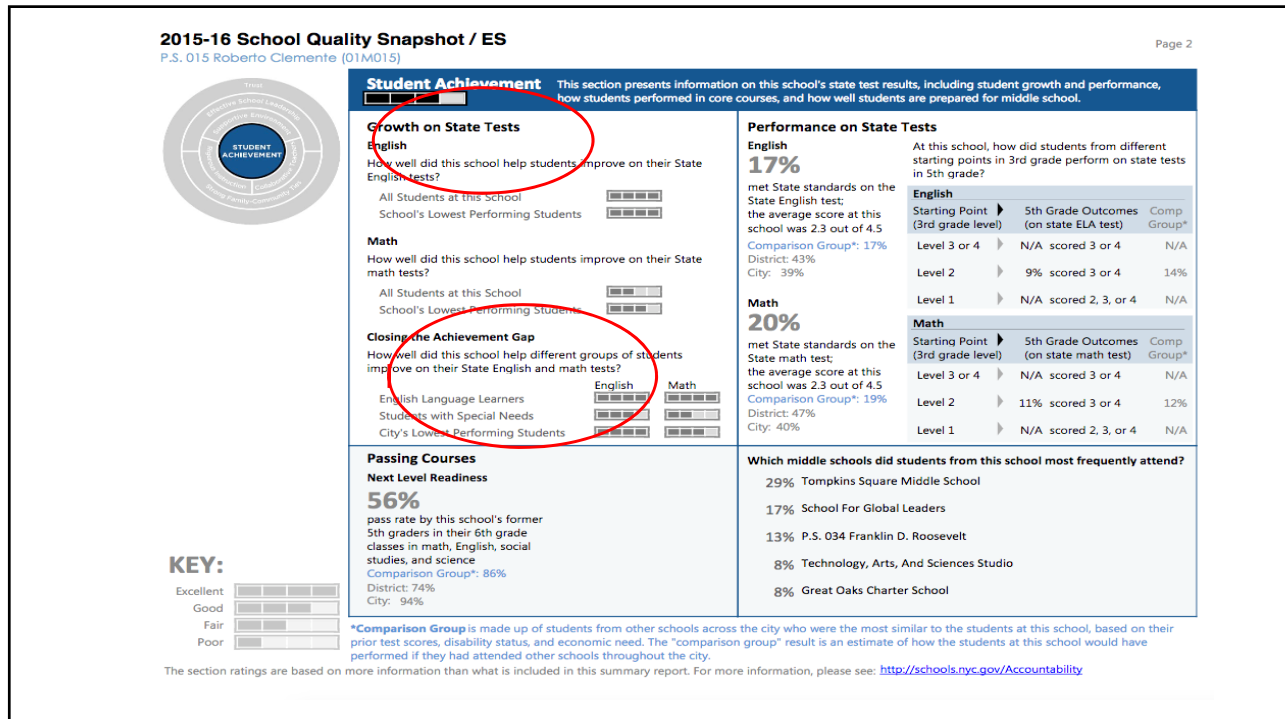
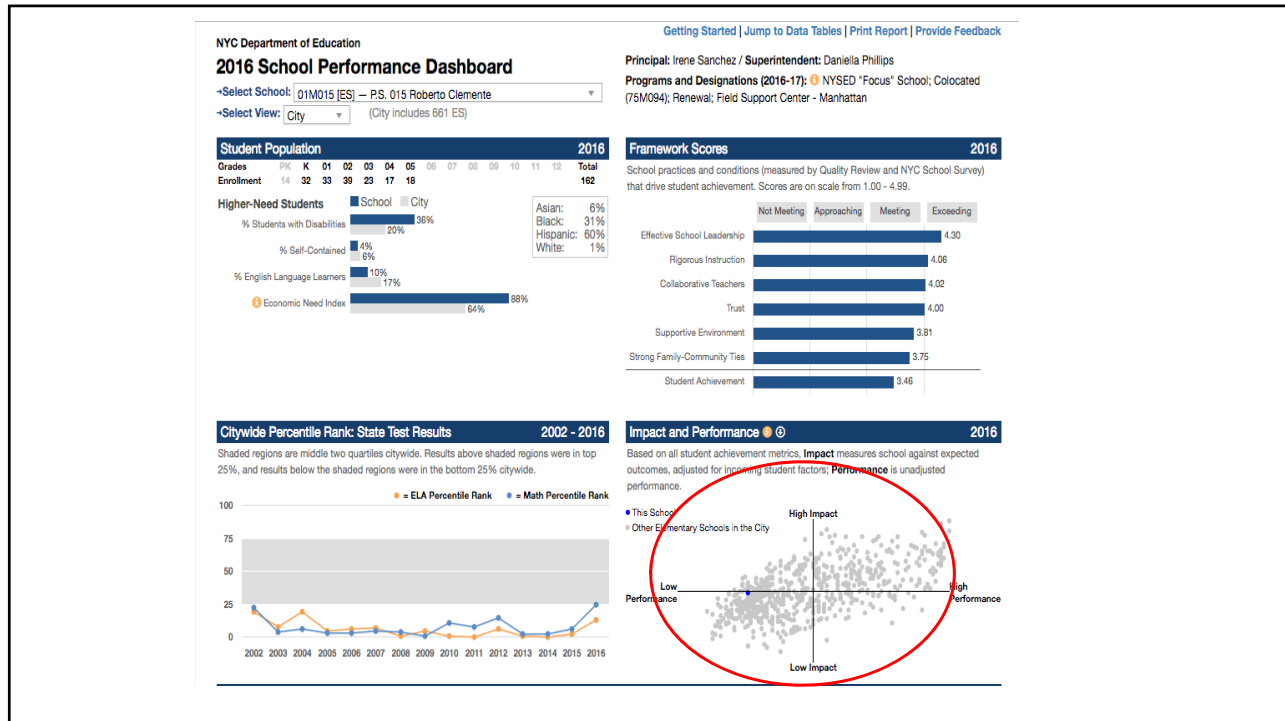
Multiple Measures – Dashboard Mockup

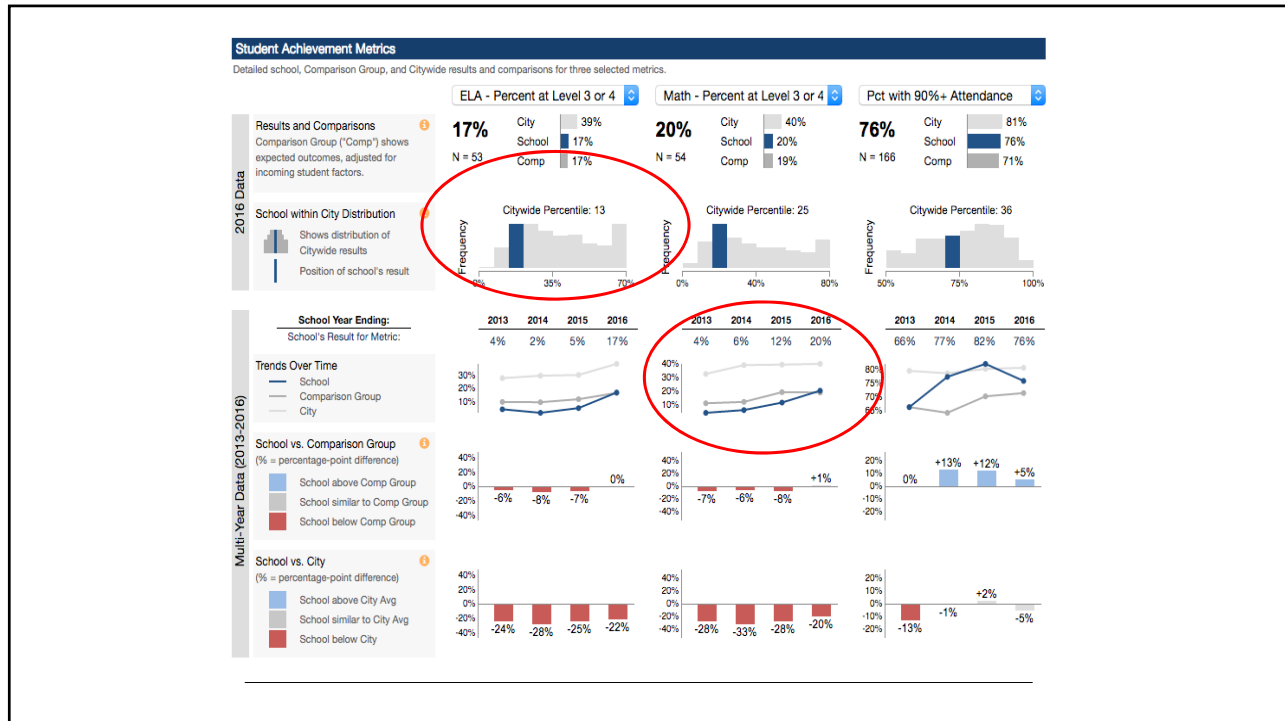


Report Card
Workgroup
Recommendation
of Data
Presentation Style









Report Card Timeline & Next Steps



Report Card – Proposed Timeline

Activity	Timeline
Planning: establish scope, hiring of staff, acquire server	Fall 2017 – Winter 2018
<i>Public release of accountability measures and interim display of new index</i>	<i>Spring 2018</i>
Architecture	Winter 2018 – Spring 2018
Initial input from parents and key external stakeholders	Spring 2018
Business rules	Spring 2018
Wireframes and content development	Spring 2018 – Summer 2018
Ongoing stakeholder input	Summer 2018
Report Card release - phase I	December 31, 2018
Report Card release - phase II	August 2019



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SBE Input

Content

Features

Display

Design

...



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Contact

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Title: SBE 2018 Legislative Priorities		
As related to:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.
	<input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system.
		<input type="checkbox"/> Other
Relevant to Board roles:	<input checked="" type="checkbox"/> Policy leadership	<input type="checkbox"/> Communication
	<input checked="" type="checkbox"/> System oversight	<input type="checkbox"/> Convening and facilitating
	<input checked="" type="checkbox"/> Advocacy	
Policy considerations / Key questions:	What will the Board's legislative priorities be for the short 2018 legislative session?	
Relevant to business item:	2018 legislative priorities	
Materials included in packet:	2018 SBE Legislative Priorities Recommended by the SBE Legislative Committee	
Synopsis:		

The Board decided at its annual retreat in September to establish a Legislative Advocacy Committee with four purposes:

1. Reviewing all potential legislative priorities (post-September retreat), then recommending legislative priorities to the full board for November consideration/adoption.
2. Assisting in creation of a year-round legislative advocacy plan.
3. Galvanizing the fellow board members as needed to maximize collective and individual relationships and expertise.
4. Advising Executive Director and Director of Policy and Partnerships during legislative sessions, as necessary, to support nimble and strategic advocacy.

Committee Membership: Patty Wood (Chair), MJ Bolt, Alan Burke, Judy Jennings, Holly Koon, and Ricardo Sanchez.

The Committee has spent extensive time, accomplishing #1 and has a 2018 Legislative Platform to recommend to you for adoption at your November 8-9 meeting.



THE WASHINGTON STATE BOARD OF EDUCATION

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DRAFT 2018 Legislative Platform

The State Board of Education urges the Legislature to prioritize funding for programs and services that close opportunity gaps and support high achievement so that every student in Washington graduates from high school career- and college-ready.

Top legislative priority: Fully Fund Special Education

Washington State's Special Education program remains underfunded, which necessitates districts' use of local funds to meet federal mandates under the Individuals with Disabilities Education Act. The State Board of Education urges the 2018 Legislature to eliminate districts' reliance on local dollars for this basic education purpose by increasing the per-student state funding for students with an Individualized Education Plan from 0.93 FTE to 1.09 FTE and by increasing safety net account funding from \$31 million to \$47 million.

Support timely policy and budget requests that align with SBE strategic priorities:

- Persistent educational opportunity and achievement gaps exist across the P-20 spectrum among various student groups based on race, ethnicity, special needs, income, and English language proficiency. The State Board urges the Legislature to increase personnel and programmatic investments proven to close these egregious gaps, including culturally responsive teaching and learning.
- Far too many of our students are suffering deeply, and students throughout our K-12 system need educators' help to bolster their abilities to manage emotions, set and accomplish goals, establish and sustain relationships, and make responsible decisions. The State Board of Education urges the Legislature to invest in social-emotional and trauma-informed educational approaches.
- Hundreds of schools across our state are poised to be identified for *targeted or comprehensive support* in the new Achievement Index. The State Board of Education urges the Legislature to provide financial and programmatic support for persistently low performing schools and technical support for challenged schools in need of improvement.
- Strong guidance and planning around post-secondary preparation has been shown to be critical for students. The 2017 Legislature made the High School and Beyond Plan more meaningful by expanding it to the middle school level. The State Board of Education urges the Legislature to provide the financial and programmatic support at the middle school level required to effectively implement the new changes.

If you have questions regarding this information, please contact Kaaren Heikes at Kaaren.heikes@k12.wa.us.



THE WASHINGTON STATE BOARD OF EDUCATION

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Title: Update on High School Assessments—10th Grade Career- and College-ready Level and 2017

Participation Information

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

Policy considerations / Key questions: Information shared with the Board during this agenda item may inform the Board regarding the Board's directive by the Legislature to identify, in consultation with OSPI, career- and college-readiness scores and high school graduation scores on high school assessments.

Relevant to business item: No business item is associated with this agenda item.

Materials included in packet: OPSI presentation (included in Additional Materials).

Synopsis: The Board will hear a brief introduction by staff, followed by a presentation by Dr. Deb Came, Assistant Superintendent, OSPI.

This update is to keep the Board informed of work OSPI is doing in partnership with the Smarter Balanced Consortium to prepare to make a recommendation about the 10th grade on-track for career- and college-readiness score. As directed in HB 2224, the State Board of Education (SBE), in consultation with the Office of the Superintendent of Public Instruction (OSPI), must report to the Legislature on identifying the performance standard for 10th graders to be on-track for career and college readiness by December 1, 2018.

In addition, OSPI will report on 2017 assessment participation and results. The Board identified scores for high school graduation on the high school Smarter Balanced assessments in July 2015. Participation and results data from 2017, and eventually 2018, may be used in reviewing and possibly revisiting the high school graduation scores. This report is a follow-up to discussion between OSPI and the SBE in September 2017.

OSPI will also include an introduction to the Board on the proposed process for standard setting on the Washington Comprehensive Assessment of Science.

Members may wish to review the September 2017 Board meeting materials:

- [The Board packet memo that summarizes HB 2224](#)
- [Introduction PowerPoint that summarizes the Board's responsibilities regarding HB 2224 and assessments](#)
- [OSPI PowerPoint on the 10th Grade on-track to college- and career-ready score](#)

Update on High School Assessments

PRESENTATION TO THE WASHINGTON STATE BOARD OF EDUCATION
NOVEMBER 8, 2017

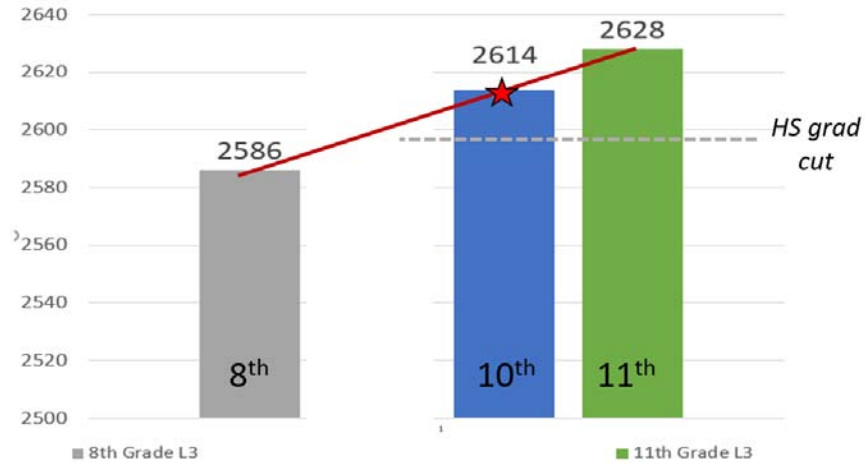


Topics

- 10th Grade Assessments: On Track to Career and College Ready – update
- 2017 Participation rate information
- 2018 plan for Washington Comprehensive Assessment of Science (with Next Generation Science Standards)



Level 3 (Meeting standard) cut-scores



10th Grade On Track to College and Career Ready: Timeline of Steps

Conversations with Smarter Balanced	July 2017–Oct. 2017
OSPI Internal Test Review: <ul style="list-style-type: none"> • Item Specifications • Standards • Test Blueprint 	July 2017– Oct. 2017
OSPI’s Assessment National Technical Advisory Committee	Sept. 7–8, 2017
SBE meeting	Sept. 14, 2017
<i>Online advisory panel of WA educators and content experts</i>	<i>Sept. 2017– Oct. 2017</i>
<i>In-person advisory workgroup of WA educators</i>	<i>Oct. 17–18, 2017</i>
<i>In-person Smarter Balanced grade 10 cut-score validation</i> <ul style="list-style-type: none"> • <i>Includes educators from multiple Smarter Balanced consortium states</i> 	<i>Nov. 2–3, 2017</i>
SBE meeting	Nov. 8–9, 2017

Placeholder for recap of Smarter Balanced
cut-score validation meeting
(week of October 30 – November 3)

2017 High School Assessment Participation Rate Information



Participation Rates - MSP, HSPE, EOC

	2012		2013		2014	
	Math	ELA	Math	ELA	Math	ELA
3 rd	99.8	99.8	99.8	99.8	98.1	98.1
4 th	99.9	99.8	99.8	99.9	98.2	98.3
5 th	99.9	99.9	99.9	99.9	98.1	98.3
6 th	99.9	99.8	99.8	99.8	97.5	97.4
7 th	99.7	99.7	99.7	99.6	97.5	97.6
8 th	97.7	99.6	99.6	99.5	96.4	97.1
10 th	97.8	95.8	98.3	96.2	93.4	94.6
	<i>Class of 2014</i>		<i>Class of 2015</i>		<i>Class of 2016</i>	

Participation Rates - Smarter Balanced

	2015		2016		2017	
	Math	ELA	Math	ELA	Math	ELA
3 rd	97.9	98.0	98.1	98.1	98.3	98.3
4 th	97.8	98.0	98.2	98.2	98.3	98.2
5 th	97.8	98.0	98.1	98.1	98.3	98.3
6 th	97.5	97.7	98.0	98.1	98.1	98.2
7 th	96.8	97.1	97.4	97.5	97.8	97.9
8 th	96.0	96.4	96.7	97.1	97.1	97.4
11 th	45.5	49.7	61.4	88.0	61.8	86.7
	<i>Class of 2016</i>		<i>Class of 2017</i>		<i>Class of 2018</i>	

2017 High School Test Participation Rate

	Math	ELA		Math	ELA
Amer Indian-Alaskan Nat.	64	75	Low income	65	82
Asian	57	92	Special education	53	57
Black-African American	59	80	English learners	73	77
Hispanic-Latino	68	84			
Pacific Islander	67	79			
White	60	88			
Two or More Races	61	88	ALL STUDENTS	62	87



Accountability Testing by Cohort

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Class of 2013	11	12								
Class of 2014	10	11	12							
Class of 2015	9	10	11	12						
Class of 2016	8	9	10	11	12					
Class of 2017		8	9	10	11	12				
Class of 2018			8	9	10	11	12			
Class of 2019					9	10	11	12		
Class of 2020						9	10	11	12	
Class of 2021							9	10	11	12
	EOC Math, HSPE ELA			Smarter Balanced 11th			Smarter Balanced 10th			

accountability testing grade

may have taken different test to count toward graduation (that wouldn't have 'banked' toward accountability)



Smarter Balanced Testing by Grade

ELA	Class of 2016		Class of 2017		Class of 2018		Class of 2019	
10 th	n/a	n/a	73,757	72.4	76,181	72.2	73,973	73.9
11 th	39,439	50.4	16,824	32.5	16,498	28.5	In 2018	
12 th	2,170	23.1	3,229	23.9	In 2018		In 2019	

Math	Class of 2016		Class of 2017		Class of 2018		Class of 2019	
10 th	n/a	n/a	1,140	35.4	19,222	57.9	30,018	68.1
11 th	36,254	28.9	49,100	34.5	39,016	26.0	In 2018	
12 th	2,226	14.3	2,552	9.8	In 2018		In 2019	

ELA results in 2017

10 th graders (Class of 2019)	%	N	11 th graders (Class of 2018)	%	N
Level 1	9.3	6,904	Level 1	35.3	5,292
Level 2 (below grad cut)	8.2	6,092	Level 2 (below grad cut)	21.0	3,151
Level 2 (meeting grad cut)	8.5	6,287	Level 2 (meeting grad cut)	14.8	2,215
Level 3	39.0	28,860	Level 3	24.0	3,589
Level 4	34.9	<u>25,800</u>	Level 4	4.9	<u>733</u>
		73,943			14,980

Among tested,
Percent meeting standard: 73.9
Percent meeting grad cut: 82.4

Among tested,
Percent meeting standard: 28.9
Percent meeting grad cut: 43.6



Math results in 2017

10 th graders (Class of 2019)	%	N	11 th graders (Class of 2018)	%	N
Level 1	12.2	3,660	Level 1	43.3	16,857
Level 2 (below grad cut)	10.0	3,009	Level 2 (below grad cut)	19.4	7,570
Level 2 (meeting grad cut)	9.7	2,902	Level 2 (meeting grad cut)	11.2	4,374
Level 3	35.3	10,585	Level 3	18.9	7,338
Level 4	32.9	<u>9,862</u>	Level 4	7.2	2,799
		30,018			38,938

Among tested,
 Percent meeting standard: 68.1
 Percent meeting grad cut: 77.8

Among tested,
 Percent meeting standard: 26.1
 Percent meeting grad cut: 37.3



2018 plan for Washington Comprehensive Assessment of Science (Next Generation Science Standards)



Next Generation Science Standards

NGSS are based on the *Framework for K–12 Science Education* developed by the National Research Council.

Every NGSS standard has three dimensions:

- ❖ Disciplinary core ideas (content)
- ❖ Scientific and engineering practices
- ❖ Cross-cutting concepts

The NGSS are aligned, by grade level and cognitive demand with the English Language Arts and Mathematics Common Core State Standards.



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Washington Comprehensive Assessment of Science (WCAS)

Assessment to be administered for the first time in Spring 2018 and is based on Next Generation Science Standards

Grades 5, 8, and 11

Testing is all online

WCAS will reflect the three dimensions of the performance expectations. Each item on the test will be written to gather evidence of two to three dimensions.



Dimensions of NGSS learning standards

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<ol style="list-style-type: none"> Asking questions (for science) and defining problems (for engineering) Developing and using models Planning and carrying out investigations Analyzing and interpreting data Using mathematics and computational thinking Constructing explanations (for science) and designing solutions (for engineering) Engaging in argument from evidence Obtaining, evaluating, and communicating information 	<p>Physical Sciences PS1 Matter and Its Interactions PS2 Motion and Stability: Forces and Interactions PS3 Energy PS4 Waves and Their Applications in Technologies for Information Transfer</p> <p>Life Sciences LS1 From Molecules to Organisms: Structures and Processes LS2 Ecosystems: Interactions, Energy, and Dynamics LS3 Heredity: Inheritance and Variation of Traits LS4 Biological Evolution: Unity and Diversity</p> <p>Earth and Space Sciences ESS1 Earth's Place in the Universe / ESS2 Earth's Systems ESS3 Earth and Human Activity</p> <p>Engineering, Technology, & Application of Science ETS1 Engineering Design</p>	<ol style="list-style-type: none"> Patterns Cause and effect Scale, proportion, and quantity Systems and system models Energy and matter Structure and function Stability and change



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WCAS: Events to Present Time

Date	Event
Oct 2013	NGSS Adopted
May 2015	NTAC Initial Review of WCAS and Assessment Challenges
Sept 2015	NTAC Review of SAIC Assessment Framework
Oct 2015	Item development begins
Jan 2016	NTAC Review of Proposed Test Structure, Measurement Model, & Reporting
Apr 2016	Limited pilot, grades 5 and 8
Sept 2016	NTAC Review of Reporting Claims & Test Design Meeting Plan
Nov 2016	Test Design Meeting: Analysis of assessable standards and prioritization
Apr – May 2017	Field test embedded, grades 5 and 8. Voluntary, online field test for high school
May 2017	NTAC Review of Paper/Pencil Form Considerations & Future Events
Sept 2017	NTAC Review & Approval of Achievement Level Setting Plan
Oct 2017	Training test and draft item specifications available

WCAS: Upcoming Events

Date	Event
Nov 2017	SBE Briefed on WCAS & Achievement Level Setting Plan
Nov 2017	Draft Achievement Level Descriptors Developed
Jan 2018	SBE Approval of Achievement Level Setting Plan
Feb 2018	Alignment Study
Winter '17/'18	Teachers from across state trained on ALDs
Feb-Apr 2018	Contrasting Groups Study - Teachers use ALDs to provide ratings of students
Mar-Jun 2018	WCAS Operational Exam
Aug 2018	Achievement Level Setting <ul style="list-style-type: none"> • Grade-level panels • Articulation panel • NTAC certifies process was followed
Aug 2018	SBE adopts cut-scores

Contact

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Assistant Superintendent, Assessment and Student Information

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THE WASHINGTON STATE BOARD OF EDUCATION

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Title: SBE Long-Term Visioning (Foundations I) and Planning Our Work Ahead (Foundations II)		
As related to:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant to Board roles:	<input checked="" type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	How can SBE position itself to accomplish its envisioned legacy?	
Relevant to business item:	No direct impact on any specific business items.	
Materials included in packet:	<ul style="list-style-type: none">• SBE's Legacy Visual• Categorized Summary of the SBE Retreat's Foundations I Segment• Consensus list of SBE's near-future work (Foundations II)	
Synopsis:		

During our 2017 annual retreat, in our “Foundations I” segment, Board members and staff collectively engaged through dialogue and activities about SBE’s vision, mission, and theory of action. The Board identified its envisioned ten-year legacy, as well as chief vehicles through which to accomplish our ten-year “newspaper headlines.”

In our November 8-9 meeting, the Board will use kinesthetic, verbal and visual modalities to review its envisioned legacy and the chief vehicles through which to accomplish it, to create a bridge between the 2017 retreat visioning and the 2018 strategic planning process. This will inform our near-future work, including that which the Board identified during the “Foundations II” segment of the 2017 annual retreat.



THE WASHINGTON STATE BOARD OF EDUCATION

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Foundations I: Bridging the 2017 annual retreat and 2018 strategic planning process

SBE'S DESIRED LEGACY: Increased/high achievement for all of Washington's students and elimination of opportunity and achievement gaps.

Equity

1. Develop policy using an equity lens
2. Promote culturally relevant curriculum
3. Challenge our system to increase the expectations of special education students
4. Discuss equity as part of our regular meetings
5. Promote policies that support undocumented families
6. Choosing a handful of issues (be selective)
7. Define opportunity promise
8. Provide leadership and modeling publicly (for equity)
9. Model to local districts on equity leadership
10. Develop policies that will help our schools lead to a more diverse educator workforce
11. Promote social learning that can't be taught in schools
12. Help create a culture of college-going

VEHICLES TO ACHIEVE OUR LEGACY:

Partnership

1. Strengthen P-20 relationships with other organizations
2. Communicate regularly with the Governor and WSSDA
3. With diverse stakeholders, identify what "student success" means
4. Get input from our partners during your next strategic planning process
5. Understand goals of partner agencies
6. Seek input and listen to our partners in the field
7. Fiercely transparent with partners and public
8. Partner with stakeholders to reach further than education
9. Public discourse on important issues
10. Deliberately identify our thought partners when starting a new initiative
11. Recognize Governor's role, goals, and authority
12. Listen to students
13. Stronger, more active relationship with legislators
14. Provide platform for public discourse and transparency
15. Enable and honor the professional expertise/trade of our educators
16. Ask partners if SBE is effective
17. Strengthen our routine working relationship with OSPI
18. Better incorporate student engagement in SBE conversations
19. Engage our key partners in next strategic planning process
20. Reach out to citizens in the state without children who have a view on future goals

21. Proactive work with partners
22. Seek opportunities with our partners for joint legislative priorities
23. Listen to innovative educators more than corporations pushing agendas
24. Look for opportunities to recognize and share success in K-20

Communication

1. Execute an effective communications campaign (about SBE, the AI, etc.)

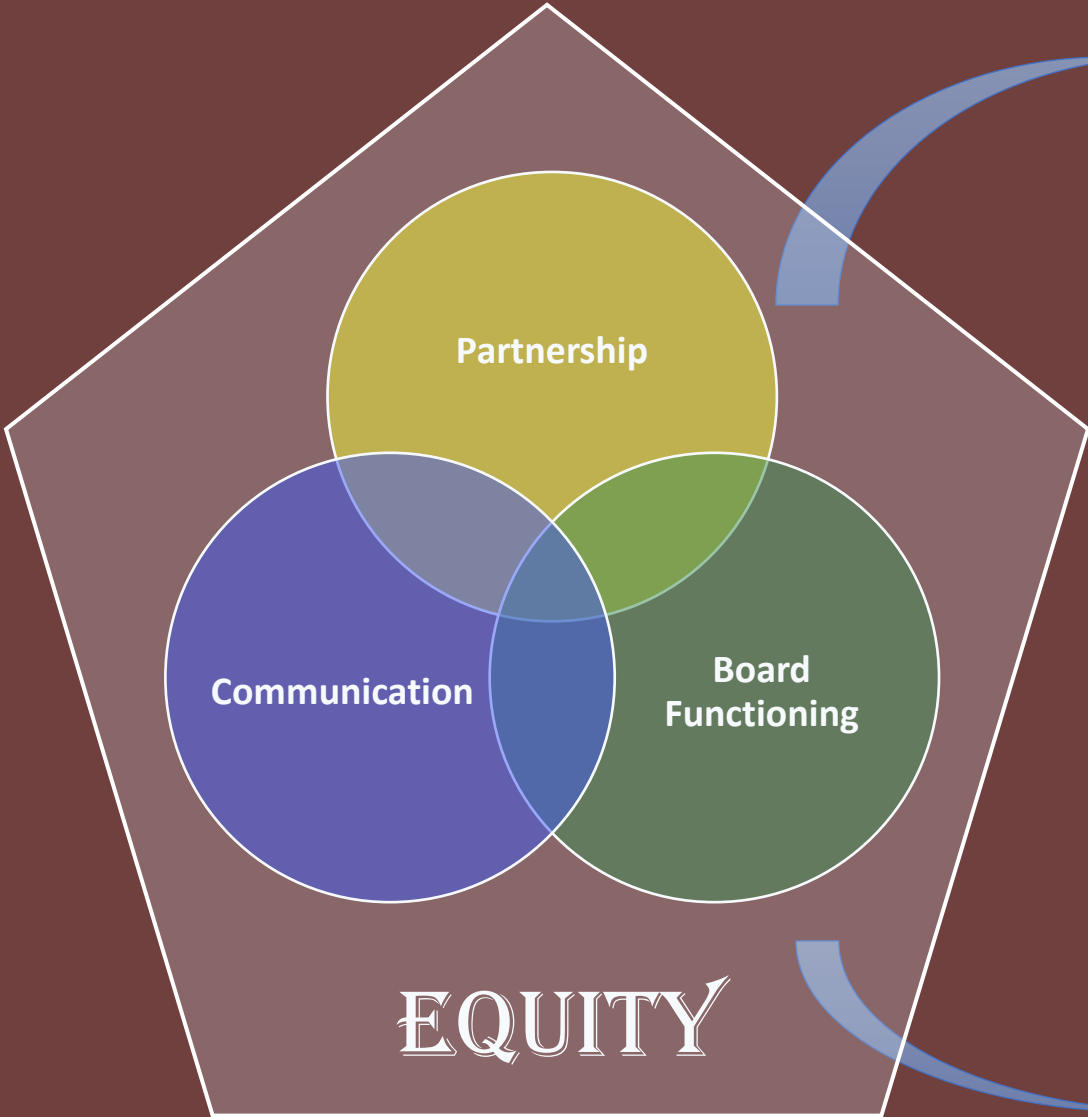
Board function

1. Focus more on the influencing part of our job
2. Improve Board professional development
3. Better process within meeting to reach consensus and make decisions
4. Too many = inch deep, mile wide
5. Goals and priorities driven by research
6. Better board member onboarding and info
7. Use established research as a basis for our positions
8. Recognize that the board has different opportunities depending on the policy area
9. Don't overload our plate
10. Have a common, sustainable direction for multiple years
11. Take the graduate themes we want and look for opportunities to advance broad goals
12. Collaboratively identify best means to achieve goals
13. Defining issues more precisely
14. Within lane, project to address future issues
15. Spend time in board meetings proportionate to the importance of the item
16. Use board members and recognize strengths
17. Focus on top priorities
18. Clearly understand where you have authority to make policy
19. Encourage innovation to meet the needs of all students
20. Increase our reflection (on how things went, to focus toward future)
21. Use the power of questioning to comment on important education issues
22. Identify our "why"
23. Adopt a "yes, and" culture
24. Not being afraid to take on new challenges
25. Build on work we've already done
26. Build our bench – understand where our strengths/opportunities are
27. Make sure in implementation push, we're not getting ahead of resources
28. Empower all SBE staff to execute SBE goals
29. Identify changing business needs
30. Identify societal needs

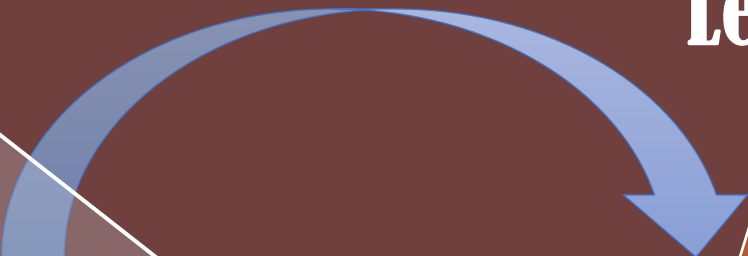
If you have questions regarding this information, please contact Kaaren Heikes at Kaaren.heikes@k12.wa.us.

SBE TEN YEAR VISION

Chief Vehicles



SBE Envisioned Legacy





THE WASHINGTON STATE BOARD OF EDUCATION

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Near Future Work—Foundations 2

At the Board retreat in September 2017, starting from the [“Planning Our Work Ahead”](#) document, and the [“Guiding Questions for Planning Our Work Ahead.”](#) the Board discussed possible work of the next year, leading into the adoption of a new multi-year strategic plan. The Board winnowed down a list of possible topics and identified two main topics of the work of the near future: 1) examining the implementation of the 24-credit graduation requirements, and 2) Continued research and advocacy on policies that address gap closure. Agenda items on these topics are included at this meeting, and are planned for later meetings.

In addition, the Board discussed how to move forward with career readiness and student transitions. The Board identified a list of topics, and asked for staff feedback on a timeline and suggestions for implementation. The table below summarizes the topics and staff suggestions.

“Planning Our Work Ahead” Board Direction		Staff Suggestions
Possible Follow-up Work on Career Readiness	Continue working with OSPI on supporting career readiness “soft skills” and deeper learning within an expanded High School and Beyond Plan. May include working on a model credit-bearing planning course.	Ongoing. SBE staff will meet and discuss with OSPI staff, and update the Board by the March 2018 Board meeting.
	With OSPI, explore updating the work-based learning rules.	SBE staff in conversation with OSPI staff.
	Advocate for funding for building system- and school-level capacity for career readiness.	Discuss as part of Legislative priorities.
	Report on intersecting practices and ways that other agency partners and stakeholders are working on career readiness. This is to inform the Board so that the Board is working with the appropriate partners on possible policy recommendations or advocacy within the areas of the Board’s authority. Collect further information on statewide definitions of career readiness, career readiness standards, and the use of career readiness assessments.	This information will be addressed in the Career Readiness report being prepared. This report is projected to be completed by November 15, if not sooner.

Possible Follow-up Work on Student Transitions	<p>Partner with WSAC (as well as the SBCTC and universities) on connecting high school instruction and practice to postsecondary instruction and practice. Explore a WSAC/SBE joint meeting on this. Topics include:</p> <ul style="list-style-type: none"> • Bridge to College courses, and connecting high school math to community and technical college math pathways. • High school and beyond planning connecting to Guided Pathways in community and technical colleges. • Planning and guidance on career and college transitions. • Working with WSAC and partners on making the Smarter Balanced assessment more meaningful for students and institutions of higher education, including connecting assessment results to higher education through the transcript or data sharing. 	<p>WSAC staff have been contacted and are receptive. WSAC holds meetings on the off-months of the Board.</p> <table border="0" data-bbox="954 315 1429 703"> <tr> <td>WSAC</td> <td>SBE</td> </tr> <tr> <td>February 8 Tumwater</td> <td>March 7-8 Anacortes</td> </tr> <tr> <td>April 19 Olympia</td> <td>May 9-10 Yakima</td> </tr> <tr> <td>June 15 Vancouver</td> <td>July 11-12 Spokane</td> </tr> <tr> <td>Sept 8 Olympia</td> <td>Sept 11-12 Blaine</td> </tr> </table> <p>Another option discussed with WFB staff is to hold a cross-agency convening of Board and Council members and agency representatives—SBE, WFB, WSAC, SBCTC, DCF and the EOGOAC. This would take place in late summer or fall of 2018. Several key speakers would be identified and invited. In addition to topics of student transitions, discussions would address:</p> <ul style="list-style-type: none"> • Alignment of strategic plans. • Statewide indicators of educational system health. 	WSAC	SBE	February 8 Tumwater	March 7-8 Anacortes	April 19 Olympia	May 9-10 Yakima	June 15 Vancouver	July 11-12 Spokane	Sept 8 Olympia	Sept 11-12 Blaine
WSAC	SBE											
February 8 Tumwater	March 7-8 Anacortes											
April 19 Olympia	May 9-10 Yakima											
June 15 Vancouver	July 11-12 Spokane											
Sept 8 Olympia	Sept 11-12 Blaine											

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



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Title: Update from Roles and Responsibilities Task Force	
As related to:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input checked="" type="checkbox"/> Other
Relevant to Board roles:	<input type="checkbox"/> Policy leadership <input type="checkbox"/> System oversight <input type="checkbox"/> Advocacy <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	This section is not related to business items under consideration at this meeting.
Relevant to business item:	None
Materials included in packet:	This section includes the following documents: <ul style="list-style-type: none">• Proposal from Gavin Payne that was an approved exhibit at the October 18, 2017 special board meeting.• Gavin Payne resume that was provided at the October 18, 2017 special board meeting.
Synopsis:	This is an update on the facilitation of the discussion between OSPI and SBE about roles and responsibilities.

DT: 10 October 2017

TO: Chris Reykdal, Washington State Superintendent of Public Instruction
Peter Maier, Vice Chair, Washington State Board of Education

FR: Gavin Payne
CEO, GPC Advisors, LLC

RE: Engagement of Services: Facilitation of SPI & SBE roles and responsibilities

You are seeking an independent third party to help facilitate a series of conversations between representatives of the State Board and State Superintendent's Offices. I would be honored to provide that service.

As I understand it, the goal is for the parties to arrive at a mutually agreed-upon set of actions within the next two months that would:

- provide clear and unambiguous delineation of roles and responsibilities between the partners on a going-forward basis;
- provide, as necessary, language commemorating and operationalizing that agreement, which might also form the basis of legislation codifying the new agreement.

I understand both of the parties are eager to engage in this facilitated decision-making process and each agrees to act in good faith to insure that negotiations are efficient, effective, and conducted with honor. Further, each party has identified the basic issues to be discussed and is prepared to begin work in earnest.

Customarily, the process I conduct is as follows:

- 1) Research & planning based on client-supplied background documentation;
- 2) Initial and follow-up interviews conducted by phone or via email;
- 3) One or more in-person negotiating sessions take place. In this case, I anticipate two;
- 4) Drafting of final agreements (if successful), and circulation of documents;
- 5) A final endorsement activity, either in person or by phone;
- 6) If legislation is called for, a follow-up session is required to delineate roles and rules of engagement in pursuing the bill. This can be conducted at the same time as the endorsement activity, or at a later date without the facilitator.

I estimate this activity will take approximately 4 days of my time, delineated as follows:

Research & planning:	0.5 day
Phone Interviews:	0.5 day
Sessions:	2.0 days (including travel)
Drafting final agreement:	1.0 day

My fee for services is \$2500 per day, plus regular and customary expenses, totaling \$10,000 for this engagement.

As always, if you have any questions or concerns, please be sure to contact me.
Thank you for this opportunity.

Experience & Expertise

Consultant; Education Policy

GPC Advisors, LLC

Current

Operate a national public affairs consultancy serving education clients; including foundations, membership organizations, advocacy groups, not-for-profit organizations, and corporations:

- Help transform state accountability drivers and systems of support in a post-NCLB ecosystem.
- Provide effective strategic planning for advocacy and public engagement, especially of equity stakeholders.
- Make and sustain connections between groups to leverage their work aimed at positive student outcomes.
- Advise and consult on effective means of state and district engagement, relationship building and communications.

2010-2013

- Helped transform state education agencies by coaching leaders and leveraging external supporters.
- Coordinated and directed diverse coalition participants toward a common purpose: high academic expectations for all.
- Provided effective strategic planning for advocacy and public engagement.

Director; U.S. Policy, Advocacy, & Communications

Bill & Melinda Gates Foundation

2013-2016

Led the team responsible for developing and executing engagement strategies to support the scaling and sustainability of the foundation's work toward Early Learning, K-12 Education and Post-Secondary Success:

- Directed a wide range of large, visible, and inter-related policy and programmatic grants with equity at their core.
- Built and managed a diverse staff of academics, program professionals, policy leaders, and communications experts.
- Directed efforts to improve college finance and financial aid, higher education data transparency, comprehensive and sustained K12 teacher professional learning, and exemplary early learning models to serve all students, especially those of color and those in poverty.
- Promoted and funded broad coalitions in states to implement high academic standards, build capacity for innovative accountability/intervention systems, and deeply engage parents and the public.

Chief Deputy State Superintendent of Public Instruction

California Department of Education

2003-2010

Managed a 1,500-person state department with a \$200 million annual budget:

- Disbursed \$50 billion to school districts, charter schools and other agencies; administered 8 million academic assessments; directed academic interventions at schools and districts; oversaw restructuring at fiscally insolvent districts, coordinated textbook adoption efforts; managed relations with state board of education and Governor.
- Guided federal, state and local relations; developed and fostered philanthropic relationships; initiated and implemented major policy initiatives on high school reform, professional development, and closing the achievement gap.
- Served as a Trustee of the California State Teachers Retirement System and on the WestEd Board of Directors, as well as many national education policy task forces and steering committees.

Chief of Staff; Senate Majority Caucus Chair

California State Senate

1994-2002

Managed 50 Staff in 5 Capitol and District Offices:

- Oversaw a yearly legislative portfolio focusing on education and environmental issues.
- Staffed annual Education Budget process.
- Guided member services to meet the needs of caucus members and staff.
- Separately directed a political operation managing state and local campaigns.

Member; Board of Directors

Sacramento Federal Judicial Library & Learning Center Foundation

Current

Education

Fellow, Public Affairs; CORO Foundation, San Francisco

BA, Political Science; University of California, Davis



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Title: Board Discussion (Looking Ahead)

As Related To:

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

Relevant To Board Roles:

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

Policy Considerations / Key Questions: N/A

Possible Board Action:

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

Materials Included in Packet:

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

Potential location change for March 2018 Board Meeting
Winter 2018 Three- Meeting Arc Topics
Potential January and March Board Agenda Items

Look Ahead – Agenda Items for November, January and March

November

Action: ED Search (Deb)
Action: SBE Legislative Priorities (Kaaren)
Action: Board Definition of Educational Equity and Equity Lens (Kaaren)
Action: Basic Education Compliance Report (Parker)
Action: Filing CR-102 School Improvement Goals (Andrew) [Public Hearing in January]
Information: 10th Grade Career- and College-ready Level (Linda D) [Action in January]
Information: Next Gen Science Standard Setting Process (Linda D) [Action in January]
Information: Required Action Districts (Andrew) [Action in January]
Update: School District Impacts of House Bill 2242 (Deb)
Update: Achievement Index (Andrew)
Update: Report Card Display (Andrew)
Update: High School Assessment Participation Rates (Linda)
Update: 24-Credit Graduation Requirement Implementation (Linda)
Update: Roles and Responsibilities Task Force (Deb)
Update: Charter Schools Report (Kaaren)
Board Development: Foundations I - Long-Term Visioning (Kaaren)
Board Development: Foundations II - Planning Our Work Ahead (Kaaren)
Board Discussion: Winter 2018 Three-Meeting Arc (Deb)
Panel: Statewide Associations WASA, WSSDA, WAPTA, WEA, LYAC, AWSP (Kaaren)

January – Tentative

Action: 10th Grade Career- and College-ready Level (Linda D)
Action: Next Gen Science Standard Setting Process (Linda D)
Action: Required Action Districts Disposition (Andrew)
Action: Remaining Districts for Basic Education Compliance (Parker)
Public Hearing: CR-102 School Improvement Goals (Andrew)
Information: WA Achievement Awards Policy (Kaaren) [Action in March]
Information: Statewide Indicators Report 5491 (Andrew) [Action in March]
Update: Integrated Student Support Assessment (Kaaren)
Update: NASBE Career Readiness Project (Linda D)
Update: Waivers of Credit-based Graduation Requirements (Parker)
Board Development: 2018 Board Resource Binder (Alissa)
Board Development: OPMA/PRR Training (Linda S-C)
Board Discussion: Bylaws and Norms Review (Kaaren)
Panel: Student Voice (Parker)
Panel: 24-credit Implementation Practitioners (Linda D)
Panel: Non-profit Education Advocates TBD (Kaaren)
Follow-up: Board requests from November TBD

March – Tentative

Action: WA Achievement Awards Policy (Kaaren)
Information: Bylaws and Norms Review Task Force Recommendations (Kaaren) [Action in May]
Update: Achievement Index (Andrew)
Update: OSPI ESSA Plan (Andrew)
Update: 24-credit Implementation Next Steps (Linda D)
Update: Next Gen Science Standards (Linda D)
Board Discussion: STEM (Linda D)
Board Development: Foundations Next Steps (Kaaren)
Panel: Teachers of the Year (Alissa)
Panel: Washington Educational Research Association (Andrew)
Follow-up: Board requests from January TBD



THE WASHINGTON STATE BOARD OF EDUCATION

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Title: Executive Director Search

As Related To:

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

Relevant To Board Roles:

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

Policy Considerations / Key Questions: N/A

Possible Board Action:

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

Materials Included in Packet:

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

- Proposed Process and Timeline (Draft Exhibit C) from October 18, Special Board Meeting
- Job Description/Announcement (Draft Exhibit B) from October 18, Special Board Meeting

Synopsis: This section contains documents and supporting information relevant to the Executive Director search process and state contracting process.

PROPOSED PROCESS and TIMELINE
Final draft for SBM

Developing Executive Director job description/announcement:

- Janis – Draft job description/announcement, send to board members for input, and incorporate member input (done).
- Board members – Provide input for job description/announcement (done).
- Subcommittee – Finalize and approve job description/announcement (done).
- Full Board – Approve job description/announcement (10/18).

Seeking highly qualified candidates:

- Deb and OSPI HR – Post announcement (10/18).
- **Board members** – Outreach to highly qualified applicants (**begin now**): send Tami names and contact info (if you have it); indicate whether you have talked with the potential applicant or if you would like Deb to call.
- **Board members** – Outreach to organizations and associations (**begin now, complete by 10/24**): send Tami organization names and contact info (if you have it).
- Deb – Follow-up phone calls to potential applicants identified by Board members, if requested (as soon as identified, complete by 10/27).
- Deb - Group email to executive directors of organizations and associations asking them to distribute job announcement to their networks (10/18 and 10/25).
- Kevin – Group email to candidates identified by Board members and staff inviting them to apply (week of 10/23).

Screening candidates:

- Deb and OSPI HR – Draft screening tool, based on job description, to identify qualified applicants (by 10/25); forward qualified applicants' materials to subcommittee (as they come in).
- Subcommittee – Review qualified applicants and identify interview candidates; review recruitment process and make any needed recommendations (11/7).

Interviewing finalists and selecting new ED:

- Deb and OSPI HR – Draft interview questions and scoring rubric, based on job description (11/1).
- Subcommittee – Identify interview candidates; edit/approve interview questions and scoring rubric; provide available dates for interviews (11/7).
- OSPI HR – Schedule interviews (dates TBD).
- Subcommittee – Conduct interviews, recommend finalists to full Board (dates TBD).
- **Board members** who are not on the subcommittee – Option to interview finalists (dates TBD).
- Subcommittee – In person finalist interviews tentatively scheduled Dec 5 or 7, in Olympia.
- **Full Board** – Meet to choose new ED, agree on offer parameters (date TBD).
- Deb and OSPI HR – Make offer, negotiate within parameters, report result to Board chair.



Exhibit B

THE WASHINGTON STATE BOARD OF EDUCATION

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~ Executive Director ~

Announcement posted: October 18, 2017

Open until filled.

First review of applications will be November 7, 2017.

State Board of Education

The State Board of Education (the Board) is authorized by the Washington State Legislature to provide advocacy and strategic oversight of public education, implement an accountability system that results in improved student learning, and provide leadership in the creation of a system that personalizes education and respects diverse cultures, abilities, and learning styles. The Board promotes achievement of the goals of Washington's Basic Education Act, approves high school graduation requirements, develops performance improvement goals, approves scores needed to meet the standards on state assessments, collaborates with P-20 education and workforce stakeholders and policy makers, and executes some regulatory activities.

Attentive to stubborn gaps in opportunity and achievement for students of color, the Board is currently establishing equity policies and practices to govern its own behavior and to apply to policy and advocacy activities to boost system accountability to all students.

The Board consists 16 members: Seven members appointed by the governor; five members, including two from eastern Washington and three from western Washington, elected by the members of public school boards of directors; the superintendent of public instruction (SPI); one member elected by approved private school boards of directors; and two non-voting student representatives selected by the Board. Visit www.sbe.wa.gov for more information.

Scope of Responsibility:

The Board is seeking a dynamic and proven leader with a passion for excellence in education to serve as Executive Director. Executive Director of the Board is an exempt position; appointed by, reporting to, and serving at the pleasure of the Board.

The Board is currently working with the Superintendent of Public Instruction to define ideal roles and responsibilities for the Board and the Office of the Superintendent of Public Instruction (OSPI) with regard to state education policy and governance. The Executive Director will be integral to facilitating and informing this process, and developing a set of recommendations for the Governor and Legislature.

During 2018, the Executive Director will work with the Board, stakeholders and policy makers to revise the Board's strategic plan and to operationalize the Board's commitment to equity and high performance outcomes for students of color, students with disabilities, and students from low-income families.

The Executive Director plays an important role in Washington State's effort to create an education system where purpose, policy, programs, practices and partnerships are vertically aligned to maximize the success of all students in our state. As part of this work, the Executive Director will identify education trends and policy priorities, and make legislative and other recommendations for improving educational experiences and outcomes of all students in Washington State.

The Executive Director is responsible for the overall operation of the Board; interpreting and operationalizing Board goals and activities, influencing and collaborating with other stakeholders; and managing office operations including a staff of seven and an annual budget of just over one million dollars.

Essential activities include, but are not limited to:

- Assures that the Board has access to relevant information and understands the impact and implications of their policy options. Operationalizes an “equity lens” for the Board to utilize in making effective policy decisions.
- Identifies opportunities for Board contributions to the continuous improvement process for public education; provides research, policy analysis and environmental scans on issues of import to the Board; drafts documents for consideration by the Board; identifies relevant connections between Board initiatives and other P-20 stakeholders; and facilitates direct interaction among stakeholders and the Board.
- Manages a complex set of initiatives from policy creation to implementation in a timely manner. Develops policy and budget proposals for the Governor and Legislature.
- Collaborates with multiple stakeholders to identify opportunities for coalition building including: the Governor’s office, Legislators and their staff, OSPI, educational associations and organizations, citizen groups, students and their families, school districts, and local, state and federal government representatives.
- Represents the Board at conferences and functions, makes presentations to the Legislature and other bodies, and speaks for the Board to news media and public forums on matters arising before the Board. Involves Board members as collaborators and spokespersons whenever possible.
- Leads and manages the office including: development of staff as individuals and a team, aligning their responsibilities and accountability to Board goals; building a satisfied and effective team; budgeting, writing grant applications and managing contracts.

Key Competencies:

- Strong commitment to continuous improvement in educational outcomes for all students. Ability to seek innovative solutions for systemic disparities in student experiences and outcomes.
- Keen understanding of opportunity and achievement gaps, and challenges facing students of color, students with disabilities, and low-income children and families. Demonstrated experience advancing equity.
- Respect for student voice and commitment to keeping students at the center of policy making.
- Ability to productively facilitate the work of a citizen Board whose members have tremendous expertise, as well as diverse experiences and skill sets; commitment to transparent processes for maximum board involvement and understanding.
- Excellent communications skills including the ability to speak and write clearly and succinctly when explaining complex policy issues to enable the Board to make contextualized decisions.
- Ability to use and understand research and data to analyze Washington’s complex educational environment and guide the work of the Board.
- Capacity to manage a flexible, long-term vision; ability to facilitate a change process that recognizes and celebrates indicators of change, addresses stakeholder concerns, and builds awareness, consensus, and coalitions.

- Strong relationship management and political skills working with a variety of entities such as legislative bodies, state and federal agencies, tribal governments, educational associations, school districts, interest groups, parents and students.
- Demonstrated experience with the legislative process from drafting proposed legislation to collaborating for policy change, and with direct advocacy with individual legislators.
- Individual and group interpersonal skills including but not limited to listening for understanding, influencing, mediation, consensus building and collaboration.

Desired Qualifications and Credentials:

- A Master's degree in public policy, public administration, education or closely allied field or equivalent experience.
 - Strategic planning and policy development experience.
 - Supervisory, legislative advocacy, budget, rulemaking, and fiscal experience.
 - Relevant experience in influencing state education policy issues in the context of local and federal education requirements.
-

Salary and Benefits:

The annual compensation range for the position will depend upon the qualifications of the candidate selected. Washington State has a generous benefit package including paid vacation/sick leave, health, dental and life insurance, retirement, and an optional deferred compensation program. You may go to www.hca.wa.gov for more information regarding state health benefits and costs and www.drs.wa.gov for more information regarding retirement options.

To Be Considered for this Position, Please Submit:

- A cover letter of no more than two pages outlining your interest in the position that also specifies how you meet the qualifications of the position.
- A chronological resume including: dates in each position held for previous employers, and volunteer experiences and community engagement activities with an emphasis on impact or results.
- A list of three references and contact information from different employers or leaders of community initiatives in which you played an important role. The Board is particularly interested in learning about your skills and accomplishments related to advancing an equity agenda. Letters of reference will not be reviewed.



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Title: Educational Equity and Using an Equity Lens in Policy Decision-making	
As related to:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant to Board roles:	<input checked="" type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input checked="" type="checkbox"/> Advocacy <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	How might the State Board define “racial equity” for its policy decision-making work?
Relevant to business item:	Adopt definitions of “Educational Equity” and “SBE Equity Lens”
Materials included in packet:	Draft definitions of “Educational Equity” and “SBE Equity Lens”
Synopsis:	

This segment is a continuation of our half-day session during our annual retreat, in September, as we formalize our working definitions of “educational equity” and an “SBE Equity Lens.”



THE WASHINGTON STATE BOARD OF EDUCATION

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Title: Executive Director Update	
As related to:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant to Board roles:	<input type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input checked="" type="checkbox"/> Advocacy <input type="checkbox"/> Communication <input type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	This section contains information on multiple business items. The supporting materials address key questions that you may have regarding the business items.
Relevant to business item:	This section is relevant to the following business items: 1. Adoption of 2017 School District Basic Education Compliance Report 2. Approval of Option One BEA Waiver Request from Lopez Island School District 4. Approval of Filing the CR-102 for WAC 180-105 (School Improvement Goals) 5. Adoption of SBE Travel Policy 6. Adoption of SBE Light Refreshments Policy
Materials included in packet:	This section includes: <ul style="list-style-type: none">• Memo on Amendments to WAC 180-105-020 and 060 and draft of CR-102• Briefing on the Annual Charter School Report• Professional Development Memo• SBE Travel Policy• SBE Light Refreshments Policy• Basic Education Compliance Report• Waiver Memo for Option One Request from Lopez Island School District (Resolution, Application, and Calendar are Online Only)
Synopsis:	This section includes information that supports your decision-making on five business items. This section also includes an update on the annual charter school report that is not related to a business item at this board meeting.



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PERFORMANCE IMPROVEMENT GOALS – UPDATED RULES

Policy Considerations

[RCW 28A.305.130\(4\)\(a\)](#) authorizes the State Board of Education (SBE) to adopt and revise performance improvement goals in reading and writing (ELA), 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 by the Every Student Succeeds Act (ESSA). The Board shall adopt the 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.

On September 18, Superintendent Reykdal submitted the Washington ESSA Consolidated Plan to the U.S. Department of Education (USED) for approval. The ESSA Plan included descriptions of the long-term goals for English language arts, mathematics, and high school graduation. The USED has 120 days from the time of the plan submission to approve Washington's ESSA State Plan.

Background

Section 1111(c)(4)(A) of the ESSA requires the state to establish long-term goals for academic achievement (ELA and math proficiency), high school graduation, and English Learner progress. The proposed long-term goals can be found on pages 21-24 (academic achievement), 26-27 (high school graduation), and 28-29 (English Learner progress) of the [Washington ESSA Consolidated Plan](#).

In September 2016, a CR-101 was filed with the Office of the Code Reviser for WAC 180-105 (Performance Improvement Goals) to signal the agency's interest in updating or engaging in rulemaking. The Code Reviser's office confirmed that CR-101's do not expire.

At the November 2017 meeting members are presented with draft amendments to WAC 180-105-020 and WAC 180-105-060) for consideration of the filing of the rule with a CR-102, Notice of Proposed Rule, for publication in the State Register and scheduling of a public hearing. The filing of a CR-102 does not require the agency to adopt a proposed rule.

The anticipated work plan for this task is summarized as follows.

- November 9, 2017: The Board reviews draft language for the updated rules and approves the filing of the CR-102.
- January 10, 2018: The Board conducts a public hearing on the proposed rulemaking.
- January 11, 2018: The Board votes to adopt the proposed rules and the filing of the CR-103.
- January 15, 2018: Present the goals to the education committees of the legislature for the committees' review and comment.

Summary of Changes

- References to the “Washington assessment of student learning” are deleted in favor of “current statewide assessments.”
- References to “reading” are broadened to include the English language arts.
- References to “grades four, seven, and ten” are more broadly described to include “grades three through eight and ten.”
- Districts are directed to adopt improvement goals as established in the ESSA rather than the ESEA No Child Left Behind (NCLB) Act.
- Strikes the ability of a district and schools to meet improvement goals through the NCLB Safe Harbor alternative analysis, as this is not included in the ESSA plan.

Action

The Board will consider approval of the filing of a CR-102, Notice of Proposed Rule-Making, and publication of the proposed rules, with a fiscal impact statement from OSPI, for public hearing in January.

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

PROPOSED RULE MAKING



CR-102 (October 2017) (Implements RCW 34.05.320)

Do **NOT** use for expedited rule making

Agency: State Board of Education

Original Notice

Supplemental Notice to WSR _____

Continuance of WSR _____

Preproposal Statement of Inquiry was filed as WSR September 26, 2016 ; or

Expedited Rule Making--Proposed notice was filed as WSR _____; or

Proposal is exempt under RCW 34.05.310(4) or 34.05.330(1); or

Proposal is exempt under RCW _____.

Title of rule and other identifying information: (describe subject) The following sections of Chapter 180-105 (Performance Improvement Goals): 180-105-020 (Reading and mathematics) and 180-105-060 (High school graduation).

Hearing location(s):

Date:	Time:	Location: (be specific)	Comment:
January 10, 2018	11:45 A.M.	6500 Tye Drive SW, Tumwater, WA 98501	

Date of intended adoption: January 11, 2018 (Note: This is **NOT** the **effective** date)

Submit written comments to:

Name: Andrew J. Parr

Address: 600 Washington Street SE, Olympia, WA 98504

Email: andrew.parr@k12.wa.us

Fax: 360-586-2357

Other:

By (date) January 5, 2018

Assistance for persons with disabilities:

Contact Tami Jensen

Phone: 360-725-4475

Fax: 360-586-2357

TTY:

Email: tami.jensen@k12.wa.us

Other:

By (date) January 3, 2018

Purpose of the proposal and its anticipated effects, including any changes in existing rules: The purpose of the proposal is to make various amendments to two sections of Chapter 180-105 WAC (Performance Improvement Goals) to align district and improvement goals to long-term goals described in the Washington Every Student Succeeds Act (ESSA) State Accountability Plan. The proposed amendments also make certain technical corrections to this chapter.

Reasons supporting proposal: The need to ensure that Chapter 180-105 WAC (Performance Improvement Goals) is consistent in language and provisions with Chapter 28A.305 RCW.

Statutory authority for adoption: Chapter 28A.305 RCW.

Statute being implemented: Chapter 28A.305 RCW

Is rule necessary because of a:

Federal Law? Yes No
Federal Court Decision? Yes No
State Court Decision? Yes No

If yes, CITATION:

Agency comments or recommendations, if any, as to statutory language, implementation, enforcement, and fiscal matters: None.

Name of proponent: (person or organization) State Board of Education

Private
 Public
 Governmental

Name of agency personnel responsible for:

	Name	Office Location	Phone
Drafting:	Andrew J. Parr	600 Washington Street SE, Olympia, WA 98504	360-725-6063
Implementation:	Executive Director - TBD	600 Washington Street SE, Olympia, WA 98504	360-725-6024
Enforcement:	Executive Director - TBD	600 Washington Street SE, Olympia, WA 98504	360-725-6024

Is a school district fiscal impact statement required under RCW 28A.305.135?

Yes No

If yes, insert statement here:

The public may obtain a copy of the school district fiscal impact statement by contacting:

Name: Thomas J. Kelly
Address: Rm. 433, 600 Washington Street SE, Olympia, WA 98504.
Phone: 360-725-6301
Fax:
TTY:
Email:
Other:

Is a cost-benefit analysis required under RCW 34.05.328?

Yes: A preliminary cost-benefit analysis may be obtained by contacting:

Name:
Address:
Phone:
Fax:
TTY:
Email:
Other:

No: Please explain:

Regulatory Fairness Act Cost Considerations for a Small Business Economic Impact Statement:

This rule proposal, or portions of the proposal, **may be exempt** from requirements of the Regulatory Fairness Act (see chapter 19.85 RCW). Please check the box for any applicable exemption(s):

This rule proposal, or portions of the proposal, is exempt under RCW 19.85.061 because this rule making is being adopted solely to conform and/or comply with federal statute or regulations. Please cite the specific federal statute or regulation this rule is being adopted to conform or comply with, and describe the consequences to the state if the rule is not adopted.

Citation and description:

This rule proposal, or portions of the proposal, is exempt because the agency has completed the pilot rule process defined by RCW 34.05.313 before filing the notice of this proposed rule.

This rule proposal, or portions of the proposal, is exempt under the provisions of RCW 15.65.570(2) because it was adopted by a referendum.

This rule proposal, or portions of the proposal, is exempt under RCW 19.85.025(3). Check all that apply:

- RCW 34.05.310 (4)(b) (Internal government operations)
- RCW 34.05.310 (4)(c) (Incorporation by reference)
- RCW 34.05.310 (4)(d) (Correct or clarify language)
- RCW 34.05.310 (4)(e) (Dictated by statute)
- RCW 34.05.310 (4)(f) (Set or adjust fees)
- RCW 34.05.310 (4)(g) ((i) Relating to agency hearings; or (ii) process requirements for applying to an agency for a license or permit)

This rule proposal, or portions of the proposal, is exempt under RCW _____.

Explanation of exemptions, if necessary:

COMPLETE THIS SECTION ONLY IF NO EXEMPTION APPLIES

If the proposed rule is **not exempt**, does it impose more-than-minor costs (as defined by RCW 19.85.020(2)) on businesses?

No Briefly summarize the agency's analysis showing how costs were calculated. _____

Yes Calculations show the rule proposal likely imposes more-than-minor cost to businesses, and a small business economic impact statement is required. Insert statement here:

The public may obtain a copy of the small business economic impact statement or the detailed cost calculations by contacting:

- Name:
- Address:
- Phone:
- Fax:
- TTY:
- Email:
- Other:

Date:	Signature: Place signature here
Name: Deb Merle	
Title: Interim Executive Director	

WAC 180-105-020 Reading and mathematics. (1) Each school district board of directors shall by December 15, 2011~~03~~:

(a) Adopt district-wide performance improvement goals using the federal requirements to determine the increase in the percentage of students who meet or exceed the standard on the ~~Washington assessment of student learning current statewide assessment~~ for reading or English language arts and mathematics in grades ~~four, seven, three through eight~~ and ten; and

(b) Direct each school in the district that administers the ~~current statewide assessment Washington assessment of student learning~~ for grades three through eight~~four, seven,~~ or ten to adopt performance improvement goals using the federal requirements to determine the increase in the percentage of students meeting the standard for its ~~fourth, seventh, third through eighth~~ or tenth grade students in reading or English language arts and mathematics.

(2) School districts and schools shall establish separate district-wide and school reading or English language arts and mathematics improvement goals using the federal requirements to determine the increase in requirements under subsection (1) of this section for each of the following groups of students:

- (a) All students;
- (b) Students of each major racial and ethnic group;
- (c) Economically disadvantaged students;
- (d) Students with disabilities; and
- (e) Students with limited English proficiency.

(3) School districts and schools are not required to publish numerical improvement goals in a grade level for reading or English language arts and mathematics for 2016-17 or in any year thereafter for any student group identified in subsection (2) of this section in which there were fewer than ten students eligible to be assessed on the current statewide assessment Washington assessment-e²-student learning in the prior year. However, this subsection shall not be construed to affect WAC 18C-16-220 (2) (b) or any other requirements for school and school district improvement plans.

(4) Annual performance improvement goals for both school districts and schools shall be determined:

(a) By using the starting point and annual goals established using the federal requirements for determining starting points in the 2002 Washington State No-Child Left Behind (NCLB) Every Student Succeeds Act (ESSA) Accountability Plan approved by the U.S. Department of Education.

~~(b) If the performance improvement goals established by using the federal requirements to determine the increase for assessments administered in the spring of 2003 and each year thereafter through and including assessments administered in the spring of 2013 are not met, but the other indicator is met [the other indicator for high schools is the graduation goal (WAC 120-105-040(4)) and the other indicator for elementary and middle schools is the unexcused absences goal (Washington State Accountability System under WACB 2011)], then a substitute calculation may be made. That substitute calculation representing satisfactory progress shall not be less than the sum of:~~

~~(i) The percentage of students meeting standard on the assessments administered in the spring of the preceding year for the relevant student group, grade level and subject; and~~

~~(ii) The percentage of students who did not meet standard on the assessments administered in the spring of the preceding year for the relevant student group, grade level and subject, multiplied by ten percent.~~

(eb) The performance improvement goals for assessments administered in the spring of ~~2014e~~2027 shall be that ninety percent of all students eligible to be assessed meet standard on the current statewide assessment~~Washington assessment of student learning.~~

(5) School districts and schools shall be deemed to have met the performance improvement goals established pursuant to this chapter if the school district or school achieves the ~~minimum~~ improvement goal required under subsection (4) of this section, ~~even if the school district or school does not achieve the performance improvement goals established by using the federal requirements to determine the increase.~~

(6) No performance improvement goal for a group in a subject and grade established pursuant to this section shall be used for state or federal accountability purposes if fewer than ~~thirty~~ twenty students in the group for a subject and grade are eligible to be assessed on the current statewide assessment ~~Washington assessment of student learning.~~

[Statutory Authority: RCW 22A.305.130. WSR 07-07-052, § 120-105-020, filed 3/14/07, effective 4/14/07. WSR 05-15-036, ~~recedified~~ recedified as § 120-105-020, filed 7/11/05, effective 7/11/05. Statutory Authority: RCW 22A.655.030 (1)(a). WSR 03-09-144, § 3-20-200, filed 4/23/03, effective 5/24/03.]

Reviser's note: The brackets and enclosed material in the text of the above section occurred in the copy filed by the agency.

WAC 180-105-060 High school graduation. (1) Each school district board of directors shall by December 15, ~~2009~~2016, revise district-wide graduation rate goals for ~~2006-2010~~ and each year thereafter and shall direct each high school in the district to revise graduation rate goals for ~~2006-2010~~ and each year thereafter, subject to approval by the board.

(2) Annual performance improvement goals for both school districts and schools shall be determined for each of the groups of students listed in WAC 180-105-040(4) by using the starting point and annual goals for the four-year graduation rate established using the federal requirements for determining starting points in the Washington State Every Student Succeeds Act (ESSA) Accountability Plan approved by the U.S. Department of Education.

~~The minimum graduation rate goals through 2013 shall be as follows for each of the nine groups of students listed in WAC 180-105-040(4):~~

~~(a) Sixty-six percent in 2005, one percentage point above the previous year's goal from 2006 through 2009, and three percentage points above the previous year's goal in 2010 through 2013; or~~

~~(b) For any student group whose graduation rate falls below sixty-six percent in 2005, the minimum goal for 2005 is two percentage~~

~~points above that group's graduation rate in 2004, an additional two percentage points per year above the previous year's goal in 2006 through 2009, and an additional four percentage points per year above the previous year's goal in 2010 through 2012, until the rate for that group meets or exceeds the goal described in (c) of this subsection.~~

(3) Graduation rate goals in ~~2014-2027~~ and each year thereafter for each group of students listed in WAC 180-105-040(4) shall be not less than ~~eighty-five~~ninety percent.

(4) School district boards of directors are authorized to adopt district-wide graduation rate goals and to approve high school graduation rate goals that exceed the minimum level required under this section. However, district-wide and high school graduation rate goals that exceed the minimum level required under this section shall not be used for federal or state accountability purposes.

[Statutory Authority: RCW 28A.305.130. WSR 07-07-052, § 180-105-060, filed 3/14/07, effective 4/14/07. WSR 05-15-036, recodified as § 180-105-060, filed 7/11/05, effective 7/11/05. Statutory Authority: RCW 28A.655.030 (1)(a). WSR 05-11-046, § 3-20-400, filed 5/12/05, effective 6/13/05.]



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Briefing on 2017 Annual Charter Schools Report

Annual Reports from Authorizers to the State Board of Education (November 1st) RCW 28A.710.100

(4) Each authorizer must submit an annual report to the state board of education, according to a timeline, content, and format specified by the board that includes:

- (a) The authorizer's strategic vision for chartering and progress toward achieving that vision;
- (b) The academic and financial performance of all operating charter schools under its jurisdiction, including the progress of the charter schools based on the authorizer's performance framework;
- (c) The status of the authorizer's charter school portfolio, identifying all charter schools in each of the following categories: (i) Approved but not yet open; (ii) operating; (iii) renewed; (iv) transferred; (v) revoked; (vi) not renewed; (vii) voluntarily closed; or (viii) never opened;
- (d) The authorizer's operating costs and expenses detailed in annual audited financial statements that conform with generally accepted accounting principles; and
- (e) The services purchased from the authorizer by the charter schools under its jurisdiction under RCW [28A.710.110](#), including an itemized accounting of the actual costs of these services.

Status: The two authorizers in the state, the Charter Schools Commission and Spokane Public Schools, have submitted annual reports to SBE that include all data currently available related to the above five elements.

Annual Report from the State Board of Education (December 1st) RCW 28A.710.250

- (1) By December 1st of each year beginning in the first year after there have been charter schools operating for a full school year, the state board of education, in collaboration with the commission, must issue a report on the performance of the state's charter schools during the preceding school year to the governor, the legislature, and the public at large.
- (2) The annual report must be based on the reports submitted by each authorizer as well as any additional relevant data compiled by the state board of education. The report must include a comparison of the performance of charter school students with the performance of academically, ethnically, and economically comparable groups of students in other public schools. In addition, the annual report must include the state board of education's assessment of the successes, challenges, and areas for improvement in meeting the purposes of this chapter, including the board's assessment of the sufficiency of funding for charter schools, the efficacy of the formula for authorizer funding, and any suggested changes in state law or policy necessary to strengthen the state's charter schools.

Regarding the gray-highlighted language above:

Since 2016-17 was the first full school year charter schools operated, only baseline assessment data are available for students in charter schools. SBE is utilizing 2016-17 Washington Report Card data and conducting analysis to compare this data with achievement data of comparable groups of students in other public schools during the same year. Consequently, performance

data will show proficiency only. Starting next year when there is more than one data point, both proficiency and growth results based on Achievement Index data can and will be reported.

Regarding the yellow-highlighted language above:

Each charter public school is required by law to obtain an annual independent financial audit. The audits for 2016-17 are not yet complete; projected completion date is February 2018. The State Auditor's Office is also conducting an accountability audit and a performance audit of the charter public schools, and neither is yet complete; projected completion dates for these reports is February and April 2018, respectively.

The absence of academic performance growth data and financial information from the audits makes it impossible to fairly assess the successes, challenges, and areas for improvement in meeting the purposes of the State's Charter School Act.

Regarding the blue-highlighted language above:

The validity of the Charter Schools Act, including the manner of funding charter schools, is under review by the Washington State Supreme Court. The adequacy of K-12 funding is also under review by the Washington Supreme Court in a separate case. Decisions in both cases are expected before the end of the 2017-18 school year. The SBE believes that any assessment of funding for charter schools or charter authorizers is premature until the Court has issued decisions in these significant cases.

Regarding the pink-highlighted language above:

The paucity of data and information along with both current pertinent lawsuits obviate the SBE making any significant recommendations to state law or policy.

Synopsis: The 2017 annual charter schools report will contain: 2016-17 baseline demographic and assessment data for charter schools, compared with other public schools that same year; analyses of data and information in the annual charter authorizers' reports submitted to SBE on November 1st; and a few minor recommended changes to state law.* Dr. Andrew Parr and Kaaren Heikes are conducting the analyses and preparing SBE's annual report to submit to the Legislature, the Governor, and the public at large by December 1st.

*Potential recommended changes to state law:

1. 28A.710.050(3): Change approval (of an admission policy) "by the commission" to "by the authorizer."
2. 28A.710.100(4)(b): In "The academic and financial performance of all operating charter schools," insert "organizational," which will better align this statute to the "board performance and stewardship" in 28A.710.170(2)(h) and create consistency with NACSA's Principles & Standards (required in this section) and with current practice.
3. 28A.710.250(1): Change annual report dates – from November 1st (authorizers reports to SBE) and December 1st (SBE report to Legislature and Governor) – to a later date that allows authorizers and the SBE to access and utilize financial and academic performance data.

If you have questions regarding this information, please contact Kaaren Heikes at Kaaren.heikes@k12.wa.us.



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SBE Travel Policy

The State Board of Education (SBE) will comply with policies enumerated in the State Administrative & Accounting Manual (SAAM). The policies below are meant to further guide the SBE members and its staff in decisions in regards to travel, lodging, and subsistence. The policies below do not supersede, amend, or in any way alter those policies enumerated SAAM; SAAM Chapter 10 and other applicable chapters will take precedence if a question of authority should arise.

In addition to SAAM, SBE will follow the OSPI Travel Policy adopted on May 1, 2016, except for the exceptions listed below and explained in detail in this document and a separate Coffee and Light Refreshments Policy.

1. Reimbursement of Lodging Expenses
2. Reimbursement For Mileage
3. Capital Area Parking and other Parking Expenses
4. Staff Retreats
5. Coffee and Light Refreshments –SBE’s Coffee and Light Refreshments policy is contained in a separate policy document

1. Reimbursement of Lodging Expenses

Lodging reimbursement policies, including the 50-mile and 150% rules, are clearly delineated in [SAAM 10.30](#).

Reimbursement for lodging expenses incurred at a facility or temporary duty work site located within 50 miles (most direct road miles) of the closer of either the traveler’s official residence or official station is prohibited except under one of the following three conditions:

1. An overnight stay in a commercial lodging facility to avoid having a traveler drive back and forth for back-to-back late night/early morning [official state business](#).
2. When the health and safety of the traveler is of concern.
3. When SBE can demonstrate that staying overnight is more economical to the state.

Written Executive Director approval for the first and third conditions and cost analysis documentation for the third condition is to be attached to the traveler’s Travel Expense Voucher. Exceptions 1 and 3 are only applicable when the traveler has no control over the agenda of a meeting or conference or when the traveler must arrive at the airport for an early morning flight. This written documentation must be attached to the traveler’s Travel Expense Voucher.

2. Reimbursement for Mileage

When possible, the SBE will utilize state Motor Pool Vehicles (MPV). Travelers are encouraged to use Motor Pool Vehicles (MPV), and cannot be required to use their Personally Owned Vehicles (POV) even when they are most economical. When more than one SBE staff are required to travel to a destination, SBE staff must carpool; exception may be made when:

- a) A member of the SBE staff has official state business that prevents them from participating in the carpool; and/or
- b) A member of the SBE staff has a medical or familial appointment that prevents them from participating in the carpool; and/or
- c) The passenger count and supplies required exceed the capacity of the vehicle.

Travelers using POVs will only be reimbursed for miles driven on state business. Mileage for personal business should not be included in the reimbursement request.

The SBE will reimburse authorized travel expenses in accordance with the Per Diem and Mileage allowances outlined in SAAM [10.90](#).

3. Capital Area Parking and other Parking Expenses

The SBE will reimburse authorized travel expenses in accordance with the Per Diem and Mileage allowances outlined in [SAAM 10.90.10](#).

The SBE will reimburse the following types of travel expenses incurred on official state business: parking fees, and ferry and bridge tolls. Tolls associated with the use of high occupancy toll (HOT) lanes are considered a personal expense and not reimbursable. Charges for checked baggage, if any, excluding overweight charges, for up to the first two bags on domestic flights.

Original receipts for lodging and miscellaneous travel expenses. Original receipts are required for eligible out-of-pocket transportation expenses such as for parking, bridge tolls, airline baggage fees, taxi fares, ferry fares, train fares, bus fares, shuttles, and gas. Receipts are not needed for per diem meals. Per diem meals are paid to the traveler via submission of the travel expense voucher. The SBE prefers not to do travel advances.

4. Staff Retreats

All day SBE staff meetings, conferences, and trainings of SBE staff that benefit the state may have meals paid for in accordance with [RCW 43.03.050\(3\)](#) and [SAAM chapter 70.15](#).

Meals may be provided (subject to funding source restrictions) to elective and appointive officials and state employees regardless of travel status where **all** of the following criteria are met and in limited situations:

- The purpose of the meeting is to conduct official state business or to provide training to state employees or state officials; **and**
- The meals are an integral part of the event; **and**
- The event takes place away from the employee's or official's regular workplace; **and**
- Approval is obtained in advance of the event; **and**
- The agency obtains a receipt for the actual cost of the meals with meetings.

Off-site meetings of staff for activities such as retreats or team-building exercises should have no fiscal impact to SBE. For example, SBE will not pay for facility rental or meals for these types of events. Exceptions to this policy may be approved by the Executive Director.



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SBE Light Refreshment Policy

All legally authorized boards and commissions may provide coffee and/or light refreshments at their official public meetings, including executive sessions, in accordance with SAAM 70.10.20.c. The SBE will comply with SMM policy Chapter 70. 10 Coffee and Light Refreshments. The Board will make every effort to reduce costs by purchasing its own snacks and beverages from grocery stores unless the Board is meeting in a facility that prohibits all outside food and beverages. There will not be a dollar cap on light refreshments.

As stated in 70. 10. 10, “An agency may not provide coffee and light refreshments at meetings and formal training sessions unless the agency has formally adopted written internal policies and procedures that **describe the approval process for these items.**”

SBE Approval Criteria:

In accordance with RCW 43.03.050(4) and SAAM 70.10.20a, the SBE, with approval of the Executive Director or their designee, may serve coffee and/or light refreshments at a meeting where:

- The purpose of the meeting is to conduct state business or to provide formal training that benefits the state; and
- The coffee or light refreshment is an integral part of the meeting or training session; and
- The agency obtains a receipt for the actual costs of the coffee and/or light refreshments.

Coffee and light refreshments may be served to elective or appointive officials or state employees regardless of travel status where:

- The meeting or training session takes place away from the employee’s or official’s regular workplace; and
- The agency person responsible for the meeting receives agency approval for the serving of coffee and/or light refreshments prior to the event.

SBE Approval Process:

The SBE staff member responsible for obtaining the light refreshments will prepare and submit a written request for approval by the Executive Director. The SBE must document the request and approval for expenditures for coffee and/or light refreshments. The SBE may use a Travel Authorization (form A40-A) or agency equivalent form, an Invoice Voucher (form A19-1A), or a formally written agency memorandum for this purpose. The documentation should provide support for the authorization, including:

- The names of the state organizations or persons attending the meeting (including conferences, conventions, and formal training sessions), and
- The purpose of the meeting or expenditure.

The documented request and approval and any receipts for the actual costs of the coffee and/or light refreshments will be retained by the SBE.



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2017-2018 MINIMUM BASIC EDUCATION REQUIREMENTS COMPLIANCE

RCW 28A.150.220 (Basic Education – Minimum instructional requirements – Program accessibility) requires the SBE to adopt rules to implement and ensure compliance with the program requirements imposed by this section and related laws on basic education allocations.

RCW 28A.150.250 directs that if a school district's basic education program fails to meet the basic education requirements enumerated in these sections of law, the SBE shall require the Superintendent of Public Instruction to withhold state funds in whole or in part for the basic education allocation until program compliance is assured.

The SBE carries out this duty through required, annual reporting by school districts on compliance with the minimum basic education requirements set in law. These include:

1. Kindergarten minimum 180-day school year.
2. Kindergarten total instructional hour offering.
3. Grades 1-12 minimum 180-day school year.
4. Grades 1-12 total instructional hour offering.
5. State high school graduation minimum requirements.

Compliance reporting on page one also includes a question on whether the district has received a waiver of the minimum 180-day school year and which method of calculating instructional hours was used by the district (i.e. 1000 hours in grades 1-8 and 1080 in grades 9-12 or 1027 hours as a district-wide average).

District graduation requirements are reported on page two of the compliance report so that SBE may respond accurately to questions about district requirements from other school districts, the Legislature, and the Office of Superintendent of Public Instruction (OSPI). These questions also allow staff to collect data on Career Technical Education course equivalencies and other credit and non-credit district graduation requirements. The other credit and non-credit district graduation requirements include the High School and Beyond Plan, culminating project, computers and digital technology, community service, and personal finance.

On August 7, 2017 the SBE launched the basic education compliance reports in the OSPI iGrants system. On August 7, 2017 the SBE notified all districts that they must complete and submit the online report by September 15, 2017. After the deadline, periodic reminders were sent to districts that had not yet submitted compliance reports.

All 295 districts have submitted basic education compliance reports. Staff have processed only 292 districts and the Board is recommended to approve of these districts at the November 2017 board meeting. Lopez Island has submitted an Option One waiver request for the 2017-2018 and 2018-19 school year. Staff are awaiting approval or denial of the waiver request to process Lopez Island's basic education compliance report. The Board's approval of Lopez's basic education compliance report will be recommended for consideration at the January 2018 SBE meeting. Board staff have remaining questions for Darrington and Eastmont School Districts about their compliance with graduation requirements and will follow up with them before the January 2018 SBE meeting.

STATE BOARD OF EDUCATION

2017-2018 — Minimum Basic Education Requirement Compliance

Page One

Please Check One		
In Compliance	NOT in Compliance	
<input type="radio"/>	<input type="radio"/>	Kindergarten Minimum 180-Day School Year (RCW 28A.150.220 RCW 28A.150.203 RCW 28A.150.315) Implementation of all-day kindergarten programs must be achieved in the 2017-18 school year. All-day programs must consist of no fewer than 180 days.
<input type="radio"/>	<input type="radio"/>	Kindergarten Total Instructional Hour Offering (RCW 28A.150.220 RCW 28A.150.205 RCW 28A.150.315) Implementation of all-day kindergarten programs must be achieved in the 2017-18 school year. All-day programs must consist of no fewer than 180 days, comprising no fewer than 1,000 hours of instruction.
<input type="radio"/>	<input type="radio"/>	Grades 1-12 Minimum 180-Day School Year (RCW 28A.150.220 RCW 28A.150.203) The school year is accessible to all legally eligible students and consists of at least 180 school days for students in grades 1-12, inclusive of any 180-day waivers granted by the State Board of Education.
<input type="radio"/>	<input type="radio"/>	Grades 1-12 Total Instructional Hour Offering (RCW 28A.150.220(2) RCW 28A.150.205 WAC 180-16-200) The district makes available: a. A district-wide average of at least 1,000 instructional hours in grades 1-8 and a district-wide average of at least 1,080 instructional hours in grades 9-12, or b. A district-wide average of 1,027 hours in grades 1-12

K-12 Districts Only
State High School Graduation Minimum Requirements
([RCW 28A.230.090](#) [WAC 180-51-067](#))

<input type="radio"/>	<input type="radio"/>	All subject areas are aligned with the state's high school learning standards and essential academic learning requirements, and at a minimum meet grades 9-10 grade level expectations. District high schools meet or exceed all state minimum graduation requirements.
-----------------------	-----------------------	---

If your district is NOT in compliance with any of these requirements, please explain why.

Has your district been granted a waiver of the minimum 180-day school year requirement by the State Board of Education for the 2017-18 school year? Yes No

NOTE: A district that has been granted a waiver of the minimum 180-day school year requirement is in compliance with [RCW 28A.150.220](#).

Which method of calculating instructional hours is your district using to demonstrate compliance with the minimum offering of instructional hours required by [RCW 28A.150.220\(2\)](#)?

District-wide annual average of 1,000 instructional hours in grades 1-8 and 1,080 instructional hours in grades 9-12 **or** District-wide average 1,027 instructional hours in grades 1-12

CERTIFICATION OF COMPLIANCE

The following persons named below certify that the information stated herein is true and correct and that _____ **School District** meets the basic education program requirements contained in [RCW 28A.150.220](#) and the minimum high school graduation requirements set forth in [WAC 180-51-067](#) for students entering the ninth grade on or after July 1, 2012. The undersigned further acknowledge that a copy of this document has been provided to the district's Board of Directors and that the district has maintained records in its possession supporting this certification for auditing purposes.

District Superintendent	Date (MM/DD/YY)
Board President or Chair	Date (MM/DD/YY)

Page 2 - District Graduation Credit Requirements

Districts are also asked to provide the following information about district requirements for high school graduation. Minimum state graduation requirements can be found [here](#).

K-12 Districts Only	
Indicate your district's graduation requirements in the table below.	
S U B J E C T	District Graduation Credit Requirements for Class of 2018
English	
Math	
Social Studies	
Science How many are laboratory science credits?	
Arts	
Occupational Education/CTE	
Health and Fitness	
World Languages	
Electives	
Other District Requirement for Credit (select all that apply): <input type="checkbox"/> High School and Beyond Plan <input type="checkbox"/> Culminating Project <input type="checkbox"/> Community Service <input type="checkbox"/> Computers and Digital Technology <input type="checkbox"/> Personal Finance <input type="checkbox"/> Other (specify): <input style="width: 200px;" type="text"/>	
TOTAL	0.0
What non-credit district graduation requirements do you have? (Select all that apply.) <input type="checkbox"/> High School and Beyond Plan <input type="checkbox"/> Culminating Project <input type="checkbox"/> Community Service <input type="checkbox"/> Computers and Digital Technology <input type="checkbox"/> Personal Finance <input type="checkbox"/> Other (specify): <input style="width: 200px;" type="text"/>	
Does your district award competency-based credit? <input type="text" value="Select"/> <input type="button" value="▼"/> If yes, in what subjects?	
Graduation requirements effective with the Class of 2019 can be found here .	

If you have questions regarding this memo, please contact Parker Teed at parker.teed@k12.wa.us.



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REQUEST FOR WAIVER OF MINIMUM REQUIREMENTS OF THE PROGRAM OF BASIC EDUCATION

Policy Considerations

Should the Option One request presented for a waiver of the minimum 180-day school year requirement be approved, based upon the criteria for evaluation in WAC 180-18-040? Are there deficiencies in the application that may warrant resubmittal of the application, with corrections, for consideration by the Board at a subsequent meeting per WAC 180-18-050?

Summary

Please see the following table that organizes critical information that a requestor must provide in order to complete their waiver request and be considered by the Board for approval.

District	Number of Waiver Days Requested	Number of Years Requested	Purpose of Waiver	Student Instructional Days	Additional Work Days Without Students	New or Renewal	Were the required documents submitted and complete?
Lopez Island	4	2	Professional Development	176	0	Renewal	Yes
<p>What are the goals of this waiver?</p> <p>The district measures its progress towards goals of the waiver through the Smarter Balanced assessment, attendance, suspension rates, and local assessments including the STAR assessment. The district seeks to implement a technology levy, compassionate school training, and teacher professional development.</p>							
<p>If a renewal, what progress on original goals has been made?</p> <p>District is so small that state assessment data are suppressed at most grade levels due to privacy rules. However, the district states that it interprets the progress on its metrics as having met its goals and that it wishes to expand on those goals.</p>							



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Background: Option One Waiver

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

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

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

Summary of Current Option One Request

Lopez Island, a small district of about 243 students on an archipelago in Northwestern Washington, requests a renewal of its waiver of four days for the 2017-18 and 2018-19 school years. The district states that it will meet and exceed minimum instructional hours, continue to have six half-days in its calendar, and will have zero additional teacher work days without students.

The purpose of the waiver is professional development, compassionate school training, and implementation of a technology levy. The district builds on its previous waiver by noting that it will also focus on the implementation of the district’s first technology levy in a decade. The district elaborates on how it will implement the technology levy and improve the technology literacy of its staff through the use of a technology coach. The district plans to focus on technology in elementary in 2017-18 and then in secondary during the 2018-19 school year.

The district measures its progress towards goals of the waiver through the Smarter Balanced Assessments, attendance, suspension rates, and local assessments including the STAR assessment. In response to renewal questions, the district states that it interprets the progress on its metrics as having met its goals and that it wishes to expand on those goals. The district describes its participation of the

community in the development of the waiver. Lopez Island notes that information on the waiver is sent out to the community through a newsletter. The waiver was developed through the leadership staff and representatives of the educational staff. Other community groups were consulted in the development of the waiver and the technology committee provided feedback. The district states that it will build on its previous waiver by focusing on the implementation of the technology levy.

The district submitted all of the required documents. The district states that it attempted to submit its waiver materials to Jack Archer in July and that it is submitting a 2017-18 school year request at the November 2017 state board of education meeting for that reason.

Action

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

If you have questions regarding this memo, please contact Parker Teed at parker.teed@k12.wa.us

The waiver resolution, application, and proposed calendar are posted online at www.sbe.wa.gov/materials.php



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Title: 24-Credit Graduation Requirements Implementation Update	
As related to:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant to Board roles:	<input checked="" type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input type="checkbox"/> Advocacy <input type="checkbox"/> Communication <input type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	This agenda item is intended to inform the Board regarding implementation of the Board policy on graduation requirements.
Relevant to business item:	No business item is associated with this agenda item.
Materials included in packet:	<ul style="list-style-type: none">• A memo that summarizes data from the Basic Education Compliance survey.• A memo that provides background information on the 24-credit requirements and the Washington high school diploma.
Synopsis:	<p>At the Board meeting, staff will present:</p> <ul style="list-style-type: none">• A data presentation on district graduation requirements based on the Basic Education Compliance survey• An overview of the 24-credit requirements• Information about what districts are doing to implement the requirements, including addressing the issue of credit deficient students <p>The Board will hear from and have a chance to ask questions and discuss the graduation requirements with Scott Seaman, Deputy Executive Director and Director of High School Programs with the Association of Washington School Principals. Mr. Seaman has particular knowledge concerning high school schedules and graduation requirements.</p> <p>This agenda item in November will be followed by a segment at the January 2018 meeting that will focus on practitioner's views of successes, innovations and challenges of implementing the new requirements.</p>

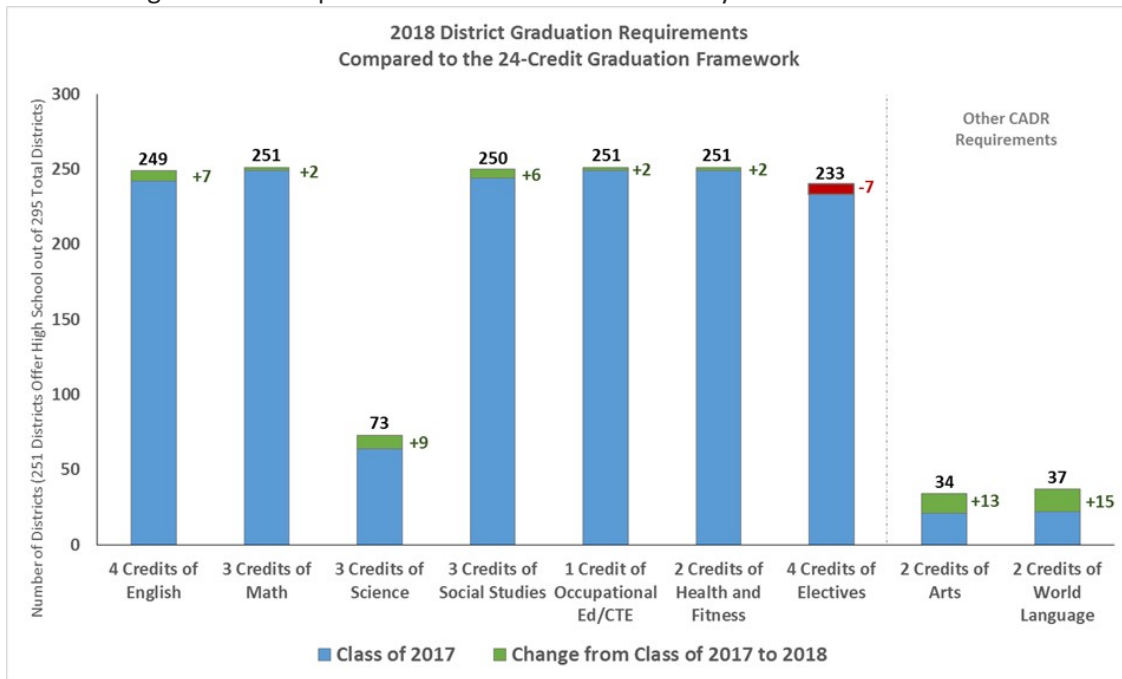


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CLASS OF 2018 GRADUATION REQUIREMENTS DATA FROM BASIC EDUCATION COMPLIANCE

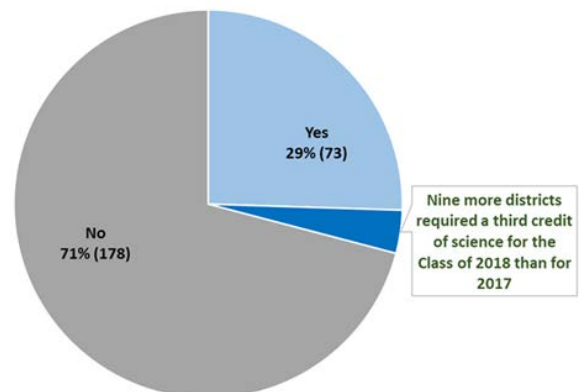
Every year, the Board reviews data on graduation requirements from all school districts in the state that offer high school. The data is reported to SBE based on a survey from each district during the certification of compliance with the program of Basic Education. Response to the survey is very high, with 100 percent of districts answering most of the questions. The survey asks districts information about their local graduation requirements for the current school year.

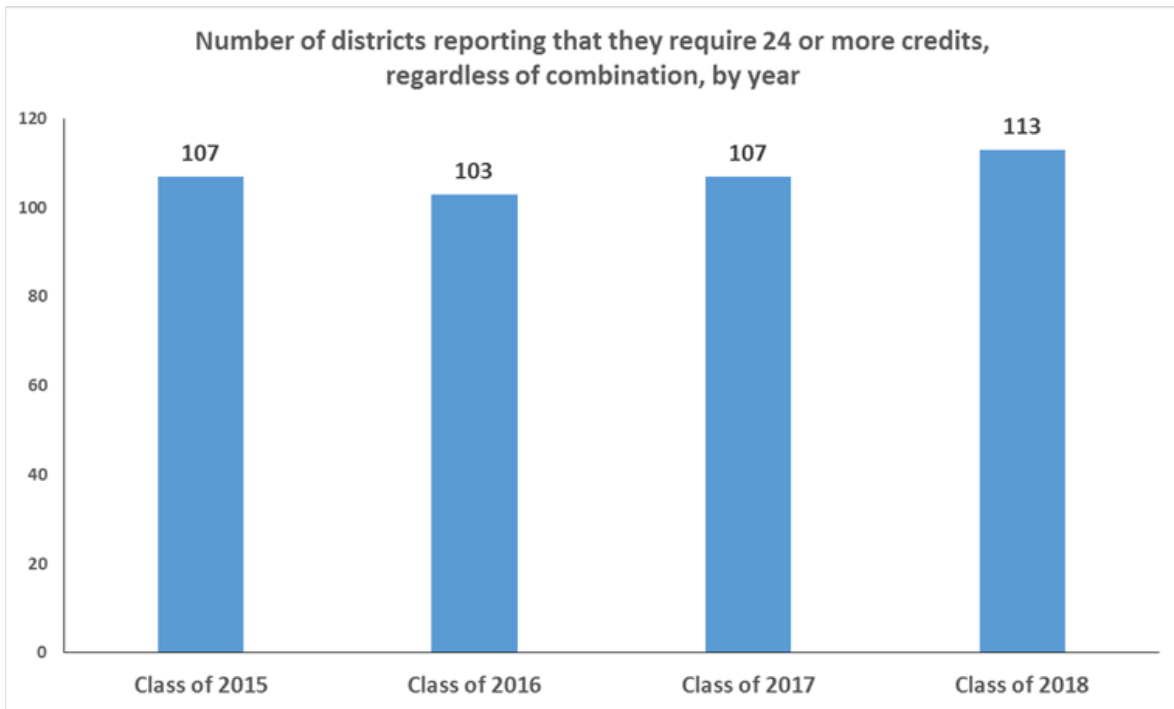


The analysis presented here focuses on changes from the previous year, i.e. differences in graduation requirements between 2016-2017 and 2017-2018. It is meant to provide information on implementation of 24-credit graduation requirements.

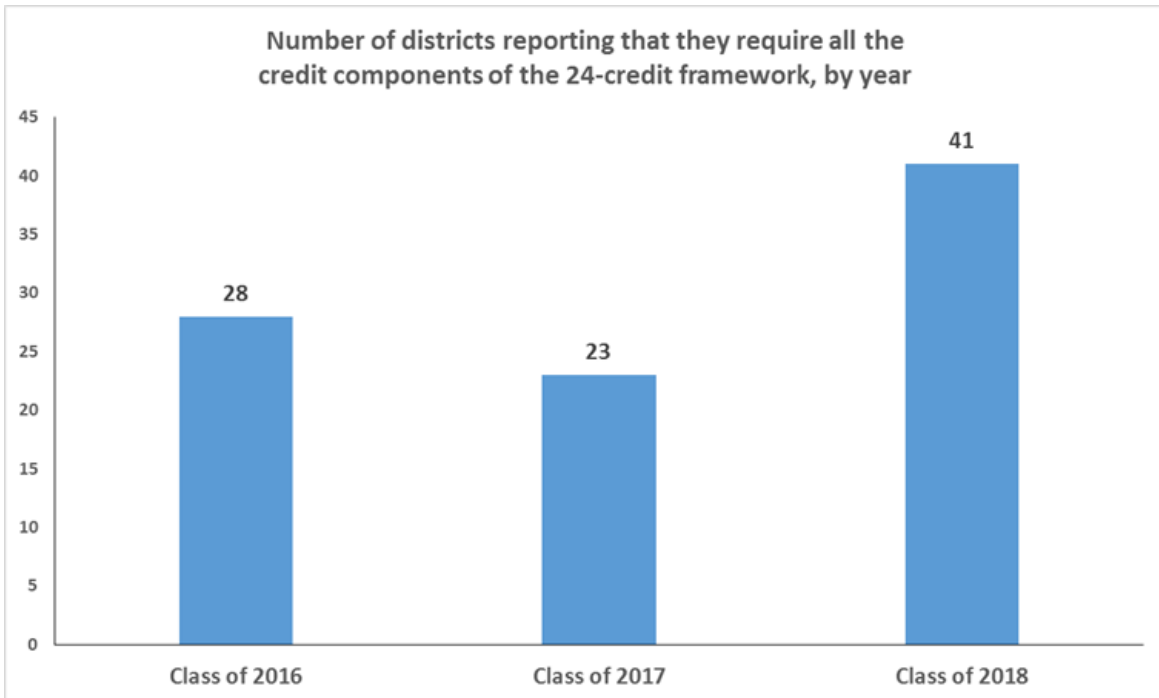
An increasing number of districts are already meeting the subject area credit components of the 24-credit graduation requirements. The number of districts requiring a third credit or more of science has increased by nine districts to 73. The number of districts requiring two or more credits of laboratory science has increased slightly from the Class of 2017 to 2018, indicating that some districts choose to implement a third credit of science first and the laboratory component at a later time. The number of districts requiring the arts and world language components of the College Academic Distribution Requirements (CADRs) increased. The number of districts offering at least four elective credits decreased.

High School Districts Already Requiring a Third Credit of Science for the Class of 2018

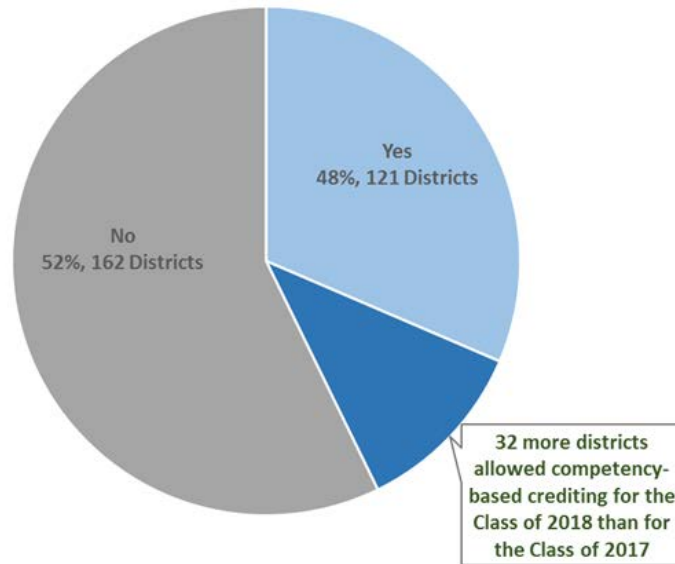




The number of districts requiring 24 or more credits continued a year-to-year increase for the Class of 2018 from the Class of 2017. Based on the number of districts that do not have a waiver to delay implementing the 24-credit graduation requirements, it is expected that 2019 will have a moderate increase of approximately 25 districts requiring 24 or more credits. For the Class of 2020, there is likely to be a small increase of three or more districts requiring 24 credits or more, among districts that received waivers implement for the Class of 2020, and districts that have waivers to implement for the Class of 2021 but decided to increase credit requirements early. In 2021, the number of districts are likely to sharply increase by approximately 70 districts to 100%.

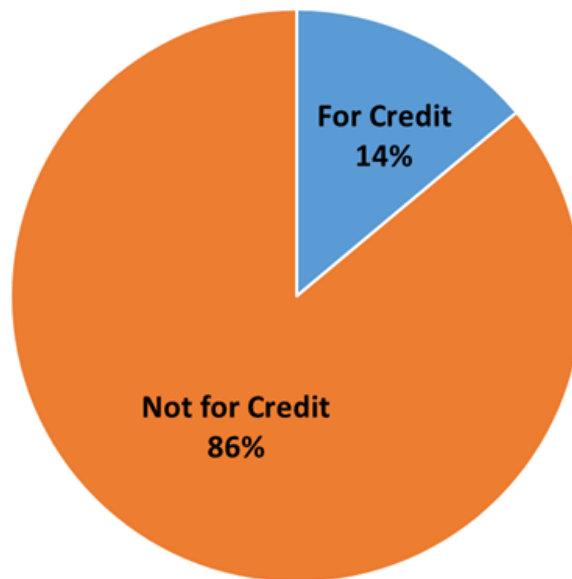


Percent and Number of Districts Offering Competency-Based Crediting for the Class of 2018

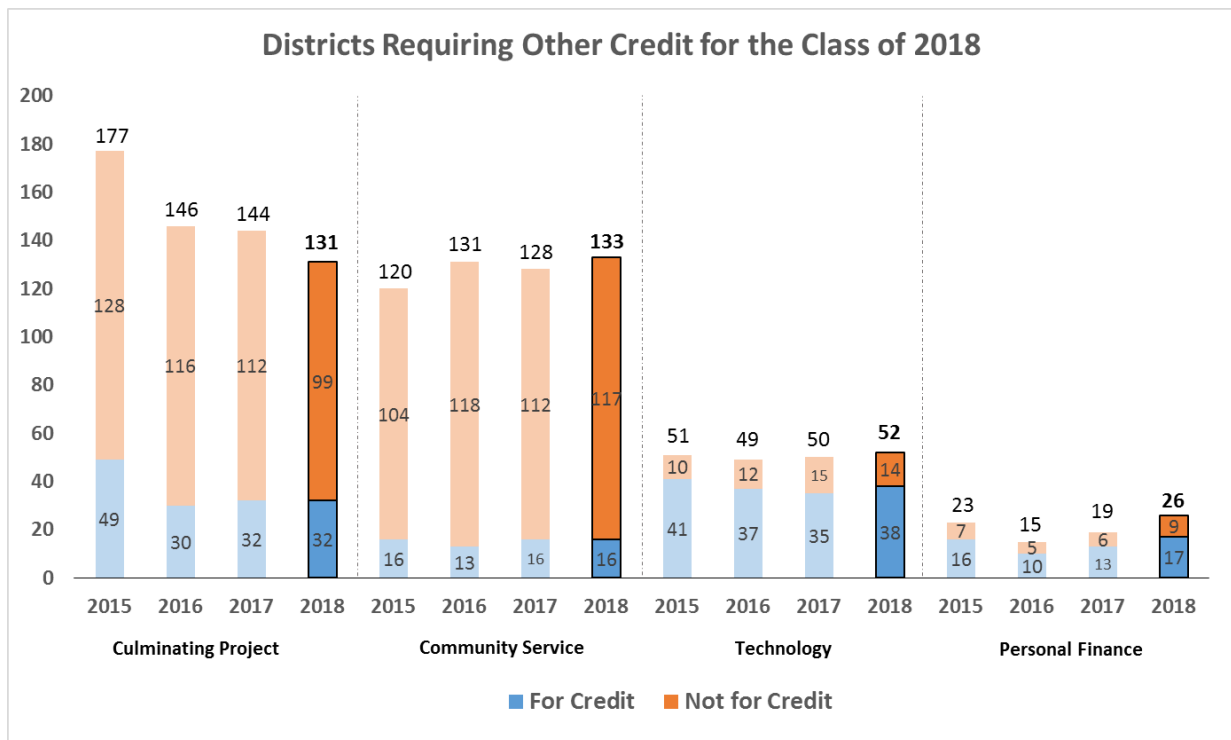


The number of districts allowing competency-based crediting sharply increased by 32 districts and now nearly half of the districts that award credit for it.

Proportion of Districts that Award Credit for the High School and Beyond Plan for the Class of 2018



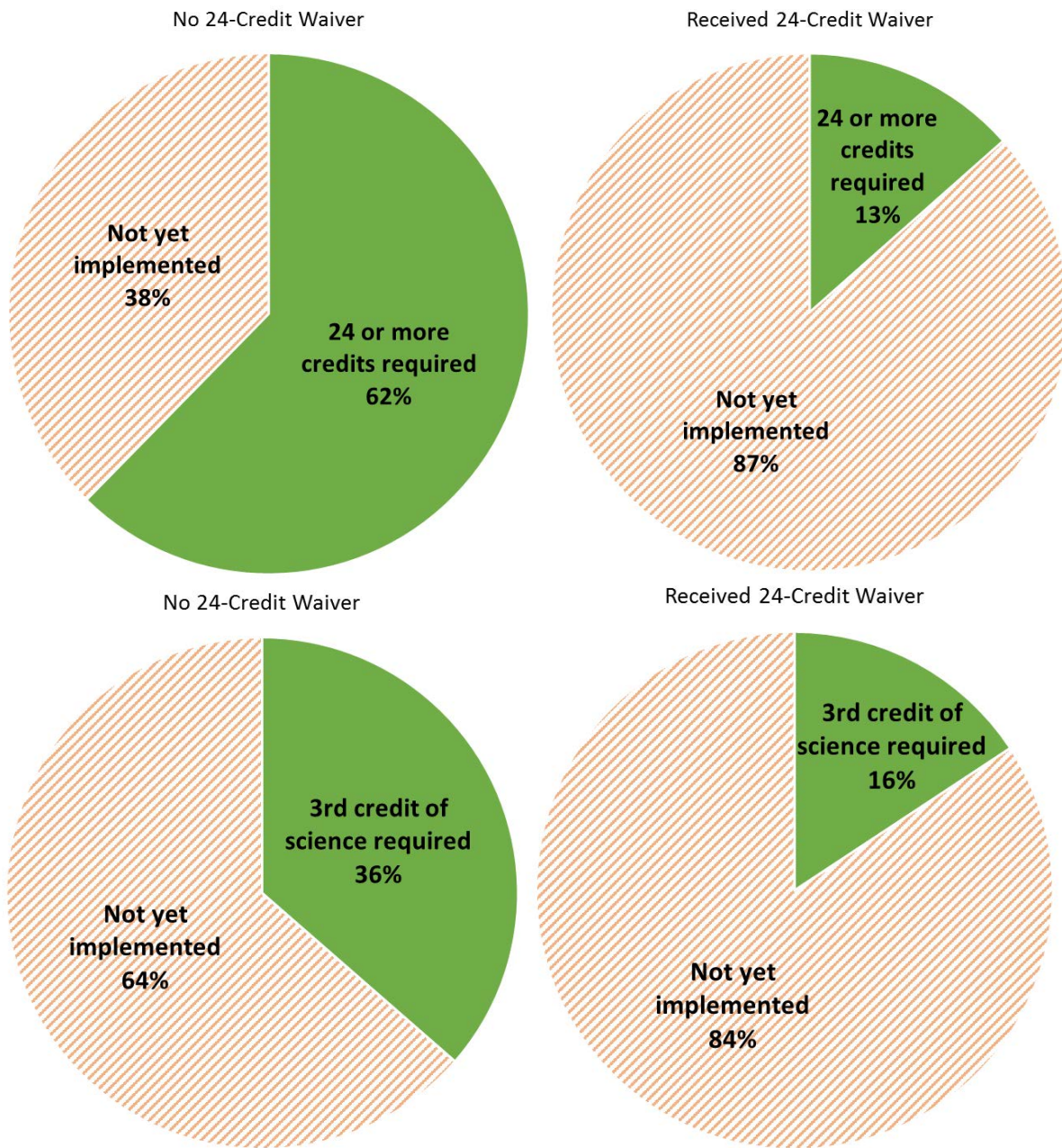
The number of districts requiring the High School and Beyond Plan for credit decreased by two percentage points (five districts) to 14% from the Class of 2017 to the Class of 2018.



Many districts that award high school diplomas continue to go above and beyond the minimum state graduation requirements.

- **44% of districts require the culminating project** even though it is no longer a state-mandated graduation requirement. The total number of districts requiring a culminating project has decreased since the state requirement was removed.
- **53% of districts require community service** as a graduation requirement. The overall number of districts requiring community service continues to fluctuate year-to-year.
- **21% of districts require technology** as a graduation requirement. The number of districts requiring technology fluctuates a little year-by-year.
- **10% of districts require personal finance** as a graduation requirement.

Comparison of Districts with a 24-Credit Waiver and Those Without



Overall, as expected, districts that have a waiver to delay implementation are not yet requiring 24 credits for graduation, and generally are not yet requiring components of the new requirements such as a third credit of science. A strategy that some districts are using is to implement a third credit of science as a bridge between old requirements and the 24 credit requirements. Thus, multiple districts implemented a third credit of science in 2018 and are implementing 24 credits in 2019. The data indicate that this is a widely-used strategy. Four districts that received the temporary waiver of 24-credit requirements appear to have already implemented the credit components of the requirements early.

Next Steps for this Research

A further analysis of the implementation of 24-credit graduation requirements is planned, which will help provide answers to the following questions that district administrators and school board members may have when implementing the requirements.

- What are successful practices to implement 24-credit graduation requirements?
- Which district(s) have already implemented 24-credit graduation requirements? As a district administrator, who can I contact to learn more?
- What are resources that can help a district implement 24-credit graduation requirements?
- Based on data, which districts have performed well for traditionally underserved student groups? What have these districts done to achieve high results for these subgroups and to close gaps?

This analysis will be accomplished by first analyzing quantitative data to determine which districts appear to be successfully implementing 24-credit graduation requirements, then a deeper study of several districts. The result of the first phase of the project will be the selection of districts for a deeper study. Follow-up work will be based on preliminary findings. The second stage of the project will be completed prior to the March 2018 board meeting. The result of the second stage of the project will be an initial research study that improves the knowledge-base for districts to implement the 24-credit graduation requirements and better equips the state to serve them.

The study will be updated periodically throughout the full implementation of the 24-credit graduation requirements over the next four years.

Action

No action is expected on this information.

If you have questions regarding this memo, please contact Parker Teed at parker.teed@k12.wa.us.



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24-CREDIT GRADUATION REQUIREMENTS IMPLEMENTATION UPDATE

Policy Considerations

Twenty-four credit graduation requirements are being implemented by districts for the Class of 2019, this year's juniors; or, for districts that have a two-year waiver to delay implementation, the Class of 2021, this year's freshmen.

At the September 2017 Board meeting, the State Board of Education (SBE) expressed a desire to receive updates on how the implementation of the new requirements is progressing. As a result, the November 2017 Board meeting will include information about:

- The two year waiver to delay implementation.
- District graduation requirements from the basic education compliance survey, and other data that informs about graduation requirement implementation.
- What districts are doing to implement the new requirements and address the issue of credit deficient students.

The Board will hear from Scott Seaman, Deputy Executive Director and Director of High School Programs for the Association of Washington School Principals (AWSP). Mr. Seaman collaborated with the SBE in a series of implementation workshops conducted during the Spring of 2016, and also created [AWSP's 24-Credit Video Workshop](#).

The November update will be followed-up in January with another update to the Board that will focus on the perspectives of practitioners implementing the requirements at districts and schools.

This memo provides background information, using some existing resources from the SBE graduation requirements web page, on:

- The development of the 24-credit requirements.
- The SBE and the Legislature's role in high school graduation requirements.
- An overview of the 24-credit requirements.

Background

The development of the 24-credit requirements

Included in this memo is a timeline of the development of the 24-credit requirements (Attachment A). Work on new graduation requirements started over a decade ago, as part of the Board's directive by the Legislature to revise the definition and purpose of a high school diploma. In 2007, the Legislature directed that three credits of math be required for a high school diploma. This was the first substantial change in graduation requirements in decades. (Previous changes included a change in the definition of a credit for a period during the 1970's, although the approximate subject distributions remained constant, and discontinuing home economics as a requirement for girls in the late 1960's.)

In 2008, the Board approved an initial framework for a 24-credit graduation requirement ("Core 24"). In 2009, the Legislature defined 24 credits for graduation as part of Basic Education, subject to phased-in implementation, and only if formally authorized and funded by the Legislature ([HB 2261](#)). In 2010, the

Board approved a resolution on 24-credit graduation requirements, which included implementing three credits of social studies (an addition of half a credit) and 4 credits of English (an addition of one credit). After discussion and consideration of feedback from stakeholders, in 2014 the Board approved a second resolution on 24-credit graduation requirements that added “Personalized Pathway Requirements” and increased flexibility in the framework. (Both the 2010 and the 2014 Board resolutions are included as part of this memo, Attachments B and C).

SBE and the Legislature’s role in high school graduation requirements

The SBE has broad authority to set subject graduation requirements ([RCW 28A.230.090](#)). However, the Legislature must approve and provide funding for implementing graduation requirements. Funding to support implementation of the 24-credit requirements was approved in the budget in 2013. In 2014, the Legislature passed [SB 6552](#), which approved implementing the 24-credit graduation requirements:

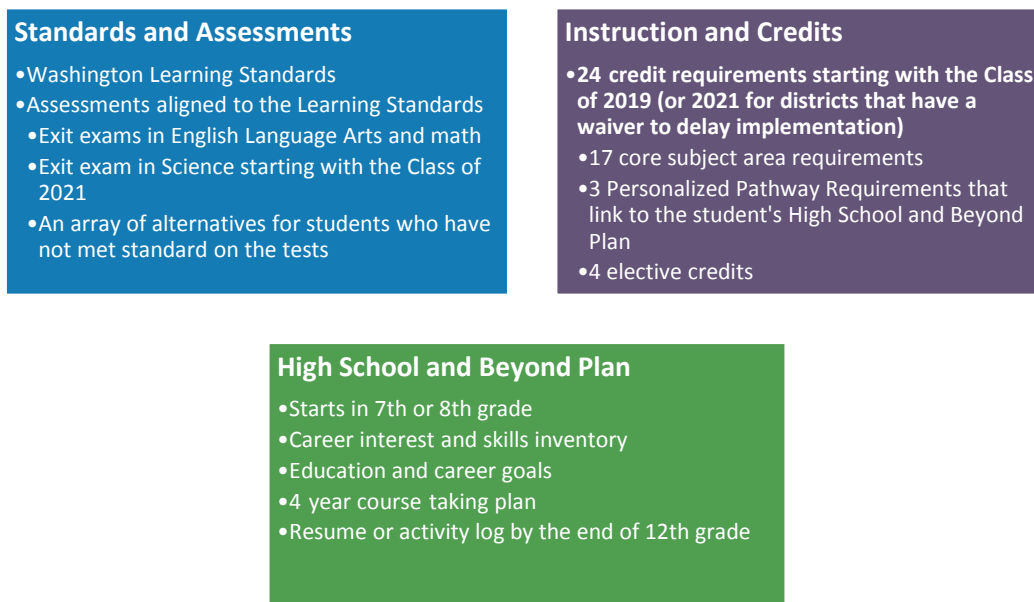
(d)(i) The state board of education shall adopt rules to implement the career and college ready graduation requirement proposal adopted under board resolution on November 10, 2010, and revised on January 9, 2014, to take effect beginning with the graduating class of 2019 or as otherwise provided in this subsection (1)(d).

Both resolutions of the Board that describe 24-credit requirements, including the subject credits, are part of state statute (Attachments B and C). [WAC 180-51-068](#) were rules adopted by the Board to implement the statute.

An overview of the 24-credit graduation requirements

Included in this memo are a series of visuals that summarize the 24-credit requirements (Attachment D). The graduation requirements comprise the subject requirements that all student take to graduate high school. The components of the Washington high school diploma include credit requirements, assessment requirements and the High School and Beyond Plan, as shown in Figure 1. All of these requirements are summarized in the table that shows the credit and assessment graduation requirements by graduating year (Attachment E). This table is a resource provided on the SBE graduation requirements website, and is used primarily by counselors.

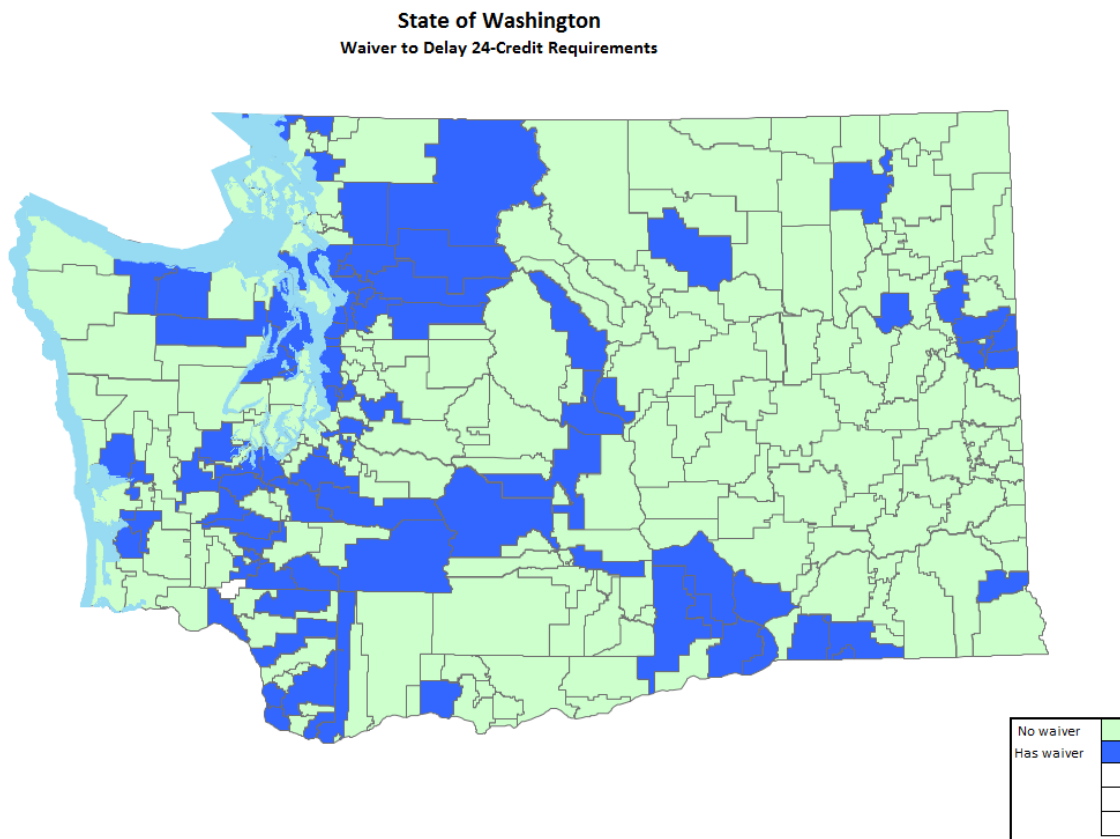
Figure 1: Components of a Washington High School Diploma



Districts, by law, had the option to delay implementation of the 24-credit graduation requirements for two years, implementing the new requirements for the Class of 2021 rather than 2019. Figure 2 is a map of the 89 districts that have the waiver. Districts that chose to delay implementation tend to be more urban districts with higher enrollments. Approximately forty percent of high school students are in districts that have the waiver. Common reasons for the waivers mentioned in the waiver application included:

- Developing credit retrieval strategies for students not on-track to meet requirements.
- Staffing.
- Facilities.
- Possible changes to school schedules.
- Counselor professional development.
- Communicating to students and parents.

Figure 2: Map of Districts with Waivers to Delay Implementing the 24-Credit Requirements



Additional Resources on Graduation Requirements:

[SBE Graduation Requirements Webpage](#)

[May 2015 Graduation Requirement Update](#) to the Board

[24-Credit Graduation Requirements Implementation FAQ](#)

Action

This agenda item is to update the Board on the implementation of 24-credit graduation requirements. There will be no action taken by the Board.

Attachments:

- A. [Timeline of the Development of the 24-Credit Graduation Requirements 2006-2017](#)
- B. [SBE 2010 Graduation Requirement Resolution](#)
- C. [SBE 2014 Graduation Requirement Resolution](#)
- D. [24-Credit Graduation Requirements Visuals](#)
- E. [Credit and Assessment Graduation Requirements](#)

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



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Washington State Credit Graduation Requirements Development (2006-2017)

Year	Legislation and Rules	State Board of Education (SBE) Work	Stakeholder feedback and other work related to requirements
2006	Legislative Directive to Revise the Definition of the High School Diploma, Washington Learns		
	E2SHB 3098 Directed the SBE to revise the definition of the purpose and expectations of a public high school diploma	SBE initiated the Meaningful High School Diploma committee	College readiness initiatives: <ul style="list-style-type: none"> • Transition Math Project • College Readiness Project in English and Science Washington Learns comprehensive education study <ul style="list-style-type: none"> • Outlined goals for math and science • Called for alignment of high school graduation requirements and college admission standards
2007	Meaningful High School Diploma Committee		
	2SHB 1906 Directed the SBE to include a 3 credits of math, and describe the content, in graduation requirements ESSB 6023 Assessments required for classes of 2008-2012	Meaningful High School Diploma work: <ul style="list-style-type: none"> • Revise the definition and purpose of high school diplomas • Three credits of math • Strengthen and integrate High School and Beyond Plan and Culminating Project • Increase opportunities for competency-based learning 	Feedback from stakeholders to Meaningful High School Diploma committee: <ul style="list-style-type: none"> • One diploma for multiple pathways • Concern about unfunded mandate
2008	Core 24, 3 Credits of Math		
	WAC 180-51-066 <ul style="list-style-type: none"> • Third credit of math for graduating class of 2013 • Increased total required credits from 19 to 20 WAC 180-51-061 Culminating Project and High School and Beyond Plan became graduation requirements	SBE approved a 24 credit framework Core-24 Implementation Task Force established to address implementation issues	Transcript Study for the SBE by a research and evaluation consultant, the BERG Group <ul style="list-style-type: none"> • Sample of 14,875 students from the class of 2008 • Found that over 27 credits on average were attempted by students Feedback from public outreach identified issues: <ul style="list-style-type: none"> • Schedule of phase-in to address teacher supply, facilities, etc. • Competency-based ways of meeting requirements • Assistance for struggling students • Career exploration and concentration • 150 instructional hours requirement for credit

Year	Legislation and Rules	State Board of Education (SBE) Work	Stakeholder feedback and other work related to requirements
2009	Core 24 Implementation Task Force		
	ESHB 2261 <ul style="list-style-type: none"> Redefined Basic Education: opportunity for 24 credits for graduation, phased-in implementation; minimum instructional hours 1,000 for grades 1-6, and 1,080 for grades 7-12. Directed no changes to graduation requirements that result in additional cost to districts without legislative approval and funding Full implementation of redefined basic education by 2018 	Core 24 Implementation Task Force assembled and began work	Transcript Study follow-up analyzing Core 24 in relationship to university admissions <ul style="list-style-type: none"> About 50% of students completed all courses to meet the minimum Washington public 4-year admissions standards 65.5% of students completed the minimum math requirements
		Transcript Study follow-up study of bell schedules and instruction minutes <ul style="list-style-type: none"> 23.2% of students on block schedules met Core 24 requirements; 15.3% on standard schedule 	
	Quality Education Council created to develop strategic recommendations for implementation of the new definition of Basic Education and the financing to support it		
2010	Career and College Ready Requirements Approved (But Not Adopted), Cost Estimate		
		Core 24 Implementation Task Force final recommendations	Stakeholder outreach meetings, compilation of emails, and online survey (over 4,000 respondents); subject areas that caused the most comments: <ul style="list-style-type: none"> Arts—number of credits Career concentration—confusing Fitness—mistaken perception of elimination of a fitness requirement
November SBE approved 24 credit Career and College Ready Graduation Requirements with intention of moving forward with the changes with no fiscal impact	November Office of the Superintendent of Public Instruction presented the Cost of Proposed Graduation Requirements		
2011	Changes for Class of 2016 Approved, 2-year extension		
		November SBE approved the changes that were determined to have no fiscal impact for the graduating class of 2016—additional credit of English and .5 credits of Social Studies To allow greater local flexibility, the SBE also approved: <ul style="list-style-type: none"> Removal of 150 instructional hours for credit definition “Two for one” (2 requirements for 1 credit) for qualified classes WA State History and Government a non-credit requirement 	
Automatic 2-year extension to implementing the additional credit for districts that request it	Extensive feedback on implementation concerns		

Year	Legislation and Rules	State Board of Education (SBE) Work	Stakeholder feedback and other work related to requirements
2012	Twenty-Credit Graduation Requirements Approved for Class of 2016		
	<p>WAC 180-51-067</p> <ul style="list-style-type: none"> • 20 credit requirements for class of 2016 • Two year extension for districts to implement <p>SHB 2492 Requires the SBE to provide fiscal impact statements before making rule changes</p>	Achievement and Accountability Workgroup	<ul style="list-style-type: none"> • Joint Task Force on Education Funding established to make recommendations for a reliable and dependable funding mechanism to support basic education • Extensive public comment on rules • The Achievement and Accountability Workgroup provided stakeholder input on the accountability system and the Achievement Index
2013	<p>3ESSB 5034 The budget bill for the 2013-2015 Biennium included funding for increased instruction hours, guidance counseling and parent coordination; the Legislature did not approve increased graduation credit requirements.</p>	Achievement and Accountability Workgroup	The Achievement and Accountability Workgroup provided stakeholder input on the accountability system and the Achievement Index
2014	24 Credit Graduation Requirements Approved for Class of 2019		
	<p>E2SSB 6552</p> <ul style="list-style-type: none"> • The 24 credit Career- and College-Ready Framework implemented for the graduating Class of 2019. • Individual school districts that need extra time to implement shall be granted one or two-year extensions. • The content of the third credit of math and science become student choices, based on the student's High School and Beyond Plan, with the approval of a counselor, principal, parent, or guardian. • The culminating project is eliminated as a high school requirement for the graduating Class of 2015 and beyond. • Districts must adopt written policies to waive two credits of the 24 credits for individual students, based on "unusual circumstances." 	<p>January The Board adopted a 24-Credit graduation requirement resolution.</p> <p>The Board began working on rules to implement E2SSB 6552.</p>	<ul style="list-style-type: none"> • The Achievement and Accountability Workgroup continued to meet • Community engagement meetings held before Board meetings around the state
	<p>WAC 180-51-068</p> <ul style="list-style-type: none"> • 24 credit requirements for Class of 2016 • 2-year extension for districts that request it 		<ul style="list-style-type: none"> • SBE held a Forum on Proposed Rules • Extensive public comment on rules

Year	Legislation and Rules	State Board of Education (SBE) Work	Stakeholder feedback and other work related to requirements
2015	Statewide Career and Technical Education Course Equivalencies		
		May SBE approves the first set of twenty-one statewide CTE course equivalencies	<ul style="list-style-type: none"> • SBE received public comment on equivalencies
2016	24-Credit Graduation Requirements Implementation Workshops		
		January SBE initiates on-going work on career readiness July SBE approves a Competency-based Crediting Handbook	<ul style="list-style-type: none"> • SBE collaborated with OSPI and Washington School Principals Association to conduct a series of workshops on implementing the requirements • Approximately 500 educators attended workshops around the state
2017	Strengthened High School and Beyond Plan and New Assessment Alternatives		
	ESHB 2224 <ul style="list-style-type: none"> • HSBP initiated during the 7th or 8th grade • Identification of career goals, aided by a career interest and skills inventory • Four-year plan for course-taking • Resume or activity log by end of 12th grade • Plan for meeting assessment requirements • Must be updated to meet requirements, progress, needs, changing interests and goals • ESHB 2224 also provided for locally determined course and assessments as assessment alternatives, and other assessment system changes 	March, May, July Three-meeting arc on student transitions Three forums on Multi-Cultural Perspectives on Career Readiness Board initiates on-going work on educational equity	<ul style="list-style-type: none"> • Over 100 participants in the forums, including parents, students, school board members, educators, representatives from community organizations. • Themes included the need for: <ul style="list-style-type: none"> ○ relationships and mentoring for students ○ The need for trauma-informed instruction as well as implicit bias and cultural competency training ○ Preparing students to think about postsecondary plans sooner

Attachment B

WASHINGTON STATE BOARD OF EDUCATION RESOLUTION TO APPROVE WASHINGTON STATE GRADUATION REQUIREMENTS: CAREER AND COLLEGE READY

As Approved November 10, 2010

WHEREAS, Our children are our state's future and our education system must prepare them now for the challenges of the 21st century, and

WHEREAS, All students deserve an excellent and equitable education, and

WHEREAS, We must join together to support students in our education system and to provide the resources and direction needed to help all students succeed in meeting their educational and career goals, and

WHEREAS, Washington's Basic Education Act provides direction by stating that school districts must provide instruction of sufficient quantity and quality and give students the opportunity to complete graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship, and

WHEREAS, The State Board of Education provides direction through its rule-making authority for state graduation requirements, including subject-area credits, a High School and Beyond Plan, and a Culminating Project of all students, and

WHEREAS, The State Board of Education recognizes that the Legislature must approve and fund changes to graduation requirements that have state fiscal impact, and

WHEREAS, Despite a considerably changed world over the past 25 years, Washington students in the graduating class of 2011 are graduating under the same state credit requirements expected for the graduating class of 1985, and

WHEREAS, Washington State is in the bottom 20 percent of all states in participation of students ages 18-24 in education beyond high school, particularly low-income students, and many high school graduates of color are less likely to go directly to community/technical and four-year colleges, and

WHEREAS, Washington State graduation requirements for English, science, and social studies are significantly lower than the majority of other states, and

WHEREAS, The State Board of Education has listened to stakeholders and the recommendations of its Core 24 Implementation Task Force and revised its graduation credit requirements proposal in response to the feedback received, and

WHEREAS, The State Board of Education has determined over a three-year period of study that Washington's current state graduation requirements need to be strengthened so that students are prepared for the education and training needed to earn a credential beyond high school considered necessary for most living-wage jobs in the 21st century, and

WHEREAS, The State Board of Education places equal value on multiple pathways to career and college readiness, and calls for students, parents/guardians and local educators to work together on

High School and Beyond Plans that will guide students' course selections through high school and evolve as students' goals develop and change, and

THEREFORE, BE IT RESOLVED THAT The State Board of Education is approving a new set of career and college-ready graduation requirements. All students will be enrolled in a common pathway that will keep all postsecondary options open and will align with the Higher Education Coordinating Board's minimum four-year public college admission requirements unless students substitute courses according to their High School and Beyond Plans:

English: 4 credits
Math: 3 credits
Science, 2 labs: 3 credits
Social Studies: 3 credits
Health: .5 credit
Occupational Education: 1 credit
Fitness: 1.5 credits*
Arts: 2 credits**
World Languages: 2 credits*
Career Concentration: 2 credits*
Electives: 2 credits*

*Subjects that are asterisked have flexibility, either because of state law (e.g., students may be excused from fitness) or because the State Board of Education is allowing students to make choices that will enable them to pursue courses more consistent with the educational and career goals expressed in their High School and Beyond Plans. **Only 1 credit may be substituted in arts.

While students must attempt 24 credits, up to two of the 24 credits may be waived by local administrators if students need to retake courses to fulfill the state requirements, and

BE IT FURTHER RESOLVED THAT The State Board of Education will make changes to the high school and beyond plan and the Culminating Project to assure greater consistency of implementation across districts, and

BE IT FURTHER RESOLVED THAT It is the State Board of Education's intention, after the 2011 legislative session, to put those policy changes with no state fiscal impact, as determined by the Office of Superintendent of Public Instruction, into effect for the graduating class of 2016. Within the current 20 credit framework, the following credit changes would be made:

- Increase English from 3 to 4 credits
- Increase Social Studies from 2.5 to 3 credits, including .5 credits of civics
- Designate .5 credit of health (while retaining 1.5 credits of fitness)
- Decrease elective credits by 1.5

BE IT FURTHER RESOLVED THAT The State Board of Education will enact additional, no-cost policies, as determined by the Office of Superintendent of Public Instruction, to create more flexibility for districts to help students meet the graduation requirements. These policies would go into effect for the graduating class of 2016.

1. Remove the 150 hour definition of a credit and permit districts to establish policies that specify how they will know students have successfully completed the state's subject area content expectations sufficiently to earn a credit.
2. Establish a "two for one" policy to enable students to take a CTE-equivalent course and satisfy two requirements (one course = one credit = two requirements).
3. Make Washington State History and Government a non-credit requirement that must be successfully passed and noted on the student transcript that the requirement has been met.

BE IT FURTHER RESOLVED that all other changes to the requirements, including initiating the high school and beyond plan at the middle level, will be put into effect pending legislative approval and funding.



Jeff Vincent, Chair

November 10, 2010,
Date

Attachment C



WASHINGTON STATE BOARD OF EDUCATION AMENDED RESOLUTION TO APPROVE WASHINGTON STATE GRADUATION REQUIREMENT FRAMEWORK: CAREER AND COLLEGE READY

As Approved January 9, 2014

WHEREAS, Our children are our state's future and our education system must prepare them now for the continuing challenges of the 21st century, and

WHEREAS, All students deserve an excellent and equitable education, and

WHEREAS, We must join together to support students in our education system and to provide the resources and direction needed to help all students succeed in meeting their educational and career goals, and

WHEREAS, Washington's Basic Education Act provides direction by stating that school districts must provide instruction of sufficient quantity and quality and give students the opportunity to complete high school graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship, and

WHEREAS, The State Board of Education provides direction through its rule-making authority for state graduation requirements, including subject-area credits, a High School and Beyond Plan, and a Culminating Project by all students, and

WHEREAS, The State Board of Education recognizes that the Legislature must formally authorize and fund changes to graduation requirements that have a fiscal impact on school districts before they may take effect, per RCW 28A.230.090(2)(c), and

WHEREAS, Washington State is in the bottom 20 percent of all states in participation of students ages 18-24 in education beyond high school, particularly low-income students, and many high school graduates of color are less likely to go directly to community/technical and four-year colleges, and

WHEREAS, Washington State graduation requirements for science are significantly lower than the majority of other states, as were state requirements for English and social studies until the State Board of Education implemented new graduation requirements for the Class of 2016, and

WHEREAS, The State Board of Education has listened to stakeholders and revised its graduation credit requirements proposal in response to the feedback received, and

WHEREAS, The State Board of Education has determined over a multi-year period of study that Washington's current state graduation requirements need to be strengthened so that students are prepared for the education and training needed to earn a credential beyond high school considered necessary for most living-wage jobs in the 21st century, and

WHEREAS, The State Board of Education places equal value on multiple pathways to career and college readiness, and calls for students, parents/guardians and local educators to work together on High School and Beyond Plans that will guide students' course selections through high school and evolve as students' goals develop and change, and

WHEREAS, The State Board of Education places significant value on the opportunity for high school students to pursue professional/technical certificates through a skill center or high school Career and Technical Education program during their high school career, and

WHEREAS, The State Board of Education recognizes the value of flexibility in students' high school course choices, with flexible credits including electives and Personalized Pathway Requirements, and

WHEREAS, The 2013 Legislature appropriated funding to support implementation of the opportunity to earn 24 credits, and

WHEREAS, Presuming the 2014 Legislature enacts the State Board of Education framework with funding, it is the Board's intent that the new graduation requirements will apply beginning with the high school graduating class of 2019. This phase-in period will allow ample time for planning and implementation details as well as required rules to be developed with stakeholder input, and

THEREFORE, BE IT RESOLVED THAT The State Board of Education is approving an amended career and college-ready graduation requirement framework that will allow all students to pursue personalized post-secondary pathways. These post-secondary pathways will be locally determined, but must include at least the following options for high school and skill center students:

- To pursue a professional/technical certificate or degree at a community or technical college.
- To pursue a four-year degree at a college, university, or college transfer program (students' high school classes should align with the Washington Student Achievement Council's College Admission Standards).

Each high school student will identify their post-secondary pathway in their High School and Beyond Plan.

The subject credit requirements are as follows:

English: 4 credits

Math: 3 credits

Science, 2 labs: 3 credits

Social Studies: 3 credits

Health: .5 credit

Career and Technical Education: 1 credit**

Fitness: 1.5 credits

Arts: 2 credits*** (one may be a Personalized Pathway Requirement*)

World Languages (required if on a four-year degree pathway) or Personalized Pathway Requirement*: 2 credits

Electives: 4 credits

* Personalized Pathway Requirements are related courses that lead to a specific post high school career or educational outcome chosen by the student based on the student's interests and High School and Beyond Plan, that may include Career and Technical Education, and are intended to provide a focus for the student's learning.

**or 1 Occupational Education credit, as defined in WAC 180-51-067.

***Only 1 credit in arts may be substituted for a Personalized Pathway Requirement.

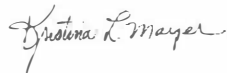
While students must attempt 24 credits, up to two of the 24 credits may be waived by local administrators if students need to retake courses to fulfill the 17 core state requirements that all students must meet, and

BE IT FURTHER RESOLVED THAT The State Board of Education will continue to reexamine the role of the High School and Beyond plan and the Culminating Project in career and postsecondary planning and preparation, and to ensure greater consistency across districts, and

BE IT FURTHER RESOLVED THAT the State Board of Education recognizes that K-12 students would benefit from increased flexibility in course equivalency, further opportunities for meeting two graduation requirements while earning one credit, and increased opportunities for earning competency credit; the Board will encourage both the Legislature and school districts to facilitate such flexibility.

BE IT FURTHER RESOLVED THAT the State Board of Education will work with institutions of higher education for expanding recognition of high school classes as meeting admission requirements.

BE IT FURTHER RESOLVED THAT the Board will track the relevant data to assess the efficacy of the graduation policy over time. It will annually review course-taking and other appropriate data by subgroups used in the Achievement Index so it can determine if the new requirements are indeed helping more students graduate career and college ready.



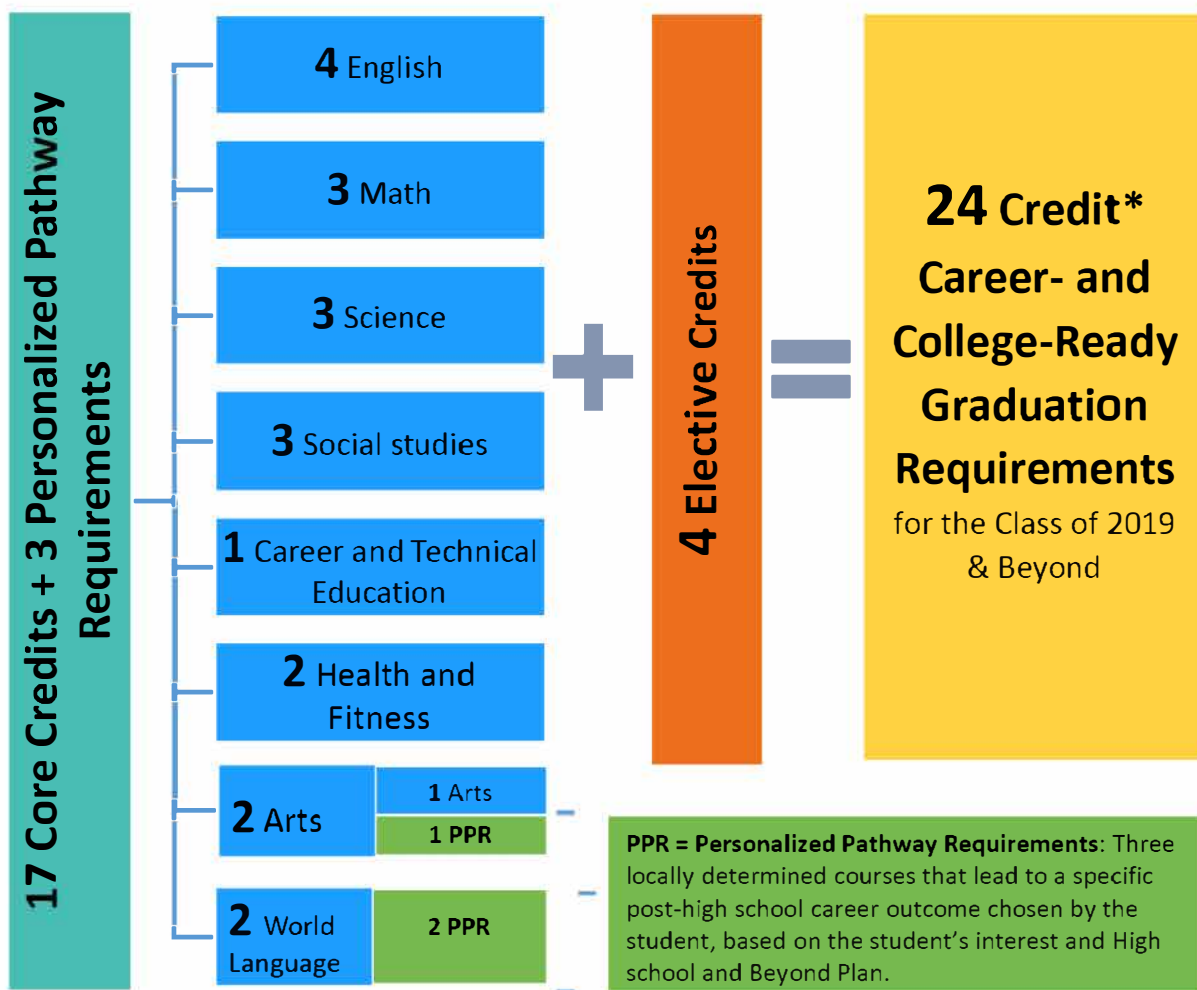
Dr. Kristina Mayer, Chair
January 9, 2014

Attachment D

24-Credit Career- and College-Ready Graduation Requirements:

How Do the 24-Credit Graduation Requirements Add Up?

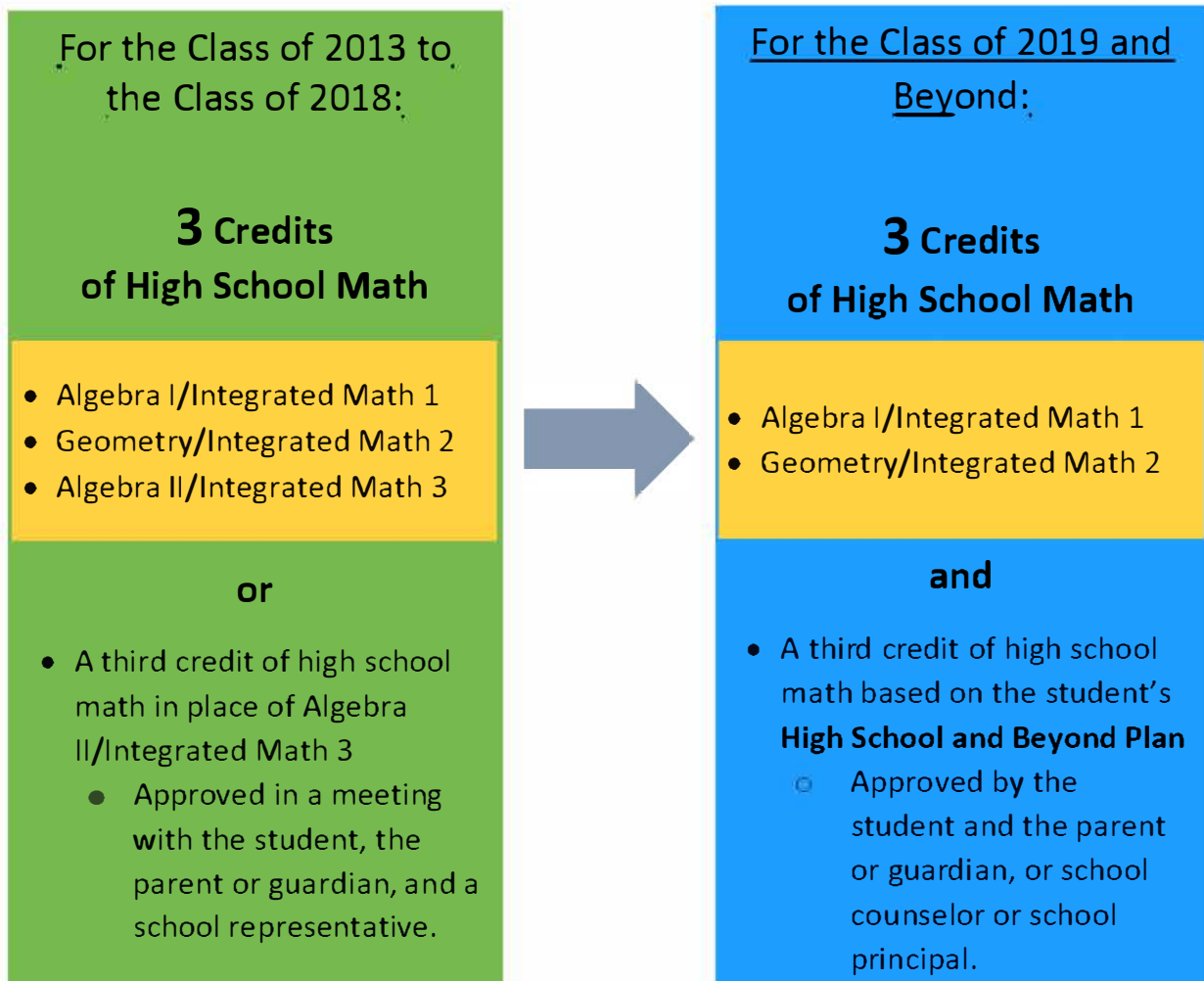
$$17 + 3 + 4 = 24$$



*For individual students, 2 credits may be waived: A district must adopt a written policy to waive up to 2 credits of the 24, based on the student's 'unusual circumstances.'

24-Credit Career- and College-Ready Graduation Requirements:

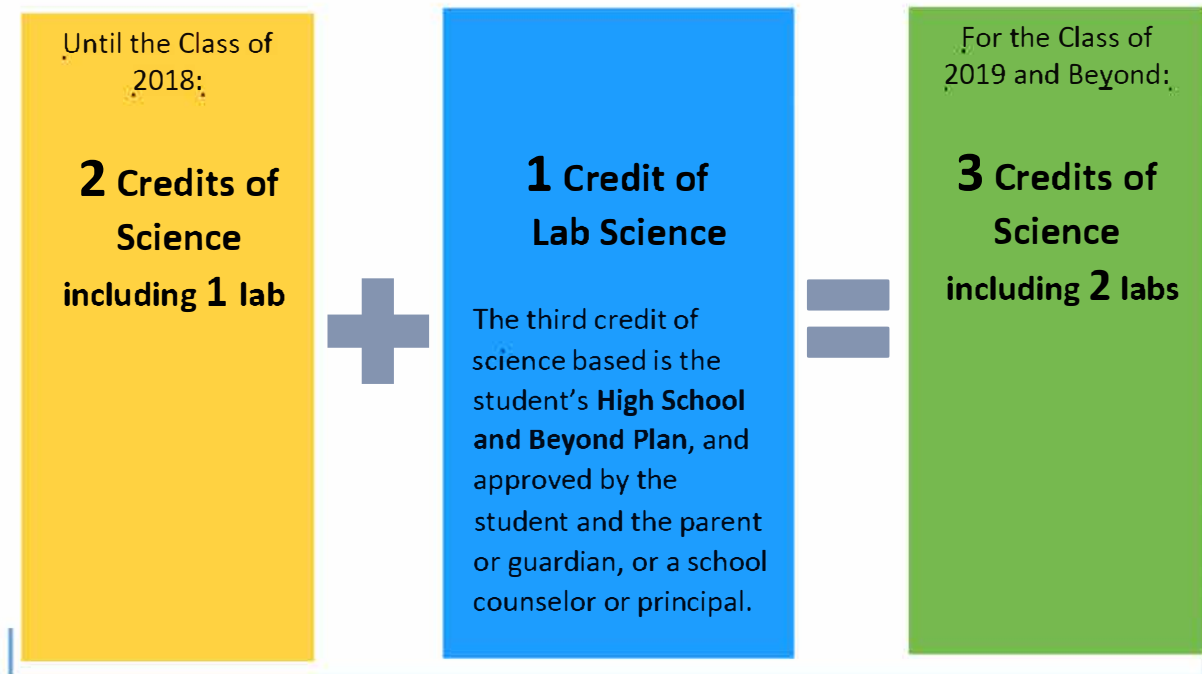
How Are Math Requirements Changing?



24-Credit Career- and College-Ready Graduation Requirements:

How Are Science Requirements Changing?

$$2 + 1 = 3$$



What is a Lab?

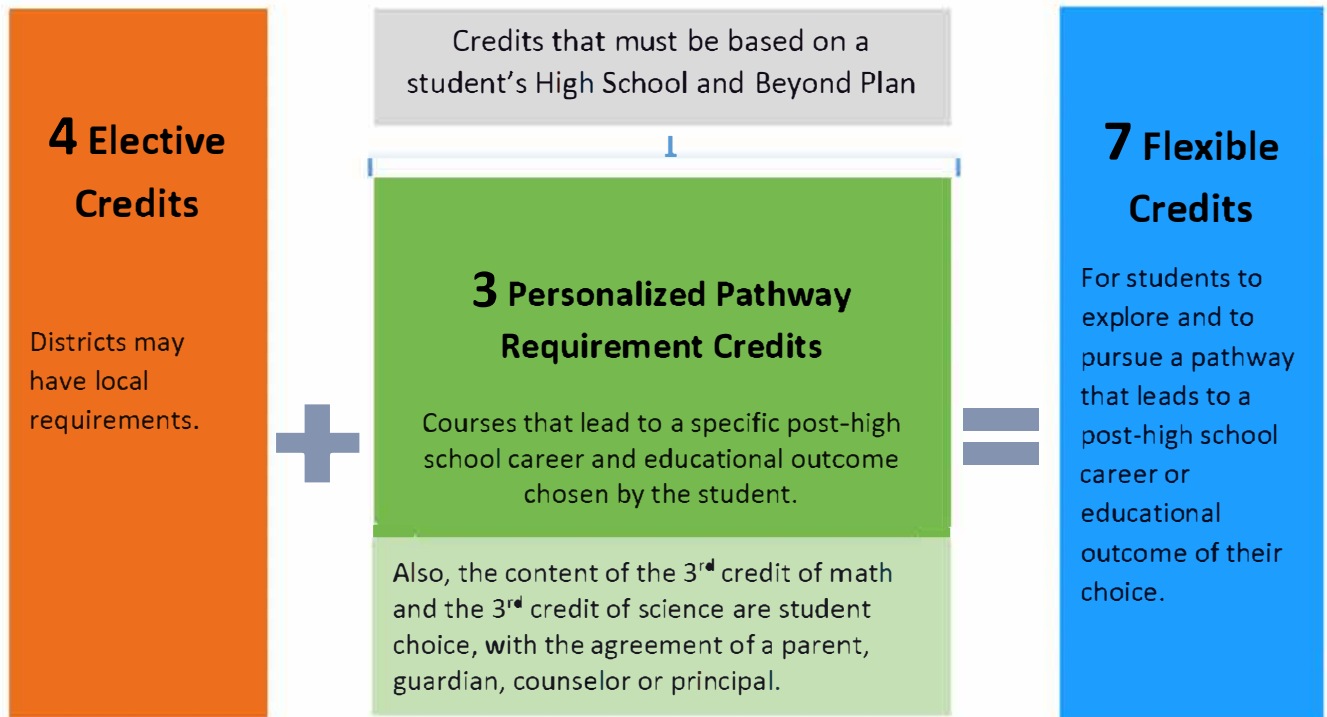
“Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using the tools, data collection techniques, models and theories of science.” The National Research Council. (2006) America’s Lab Report: Investigations in High School Science.

This definition allows flexibility in offering lab science classes—not all laboratory sciences need to be taught in a specialized laboratory facility.

24-Credit Career- and College-Ready Graduation Requirements:

How Much Student Choice?

$$4 + 3 = 7$$



Career and Technical Education courses determined to be equivalent to core requirements and competency-based credits provide additional flexibility for students.

24-Credit Career- and College-Ready Graduation Requirements:

What are Personalized Pathway Requirements (PPR)?



High School and Beyond Plan (HSBP)

Plan for attaining post-secondary career and education goals, created in collaboration between the student, parent/guardian, and high school staff.



Personalized Pathway

Locally determined high school course work necessary to prepare for the particular career and education goal chosen by the student.



Personalized Pathway Requirements (PPR)

The three credits that a student must specify in their HSBP that meet both graduation requirements and helps to prepare for the particular career and education goal chosen by the student.

24-Credit Career- and College-Ready Graduation Requirements:

What Flexibility is There for Districts?



For districts that need extra time: one or two year extensions to implement the 24 credit graduation requirements granted to districts that apply to the State Board of Education.



Non-credit requirement removed: the Culminating Project is removed as a state requirement for the Class of 2015 and beyond.



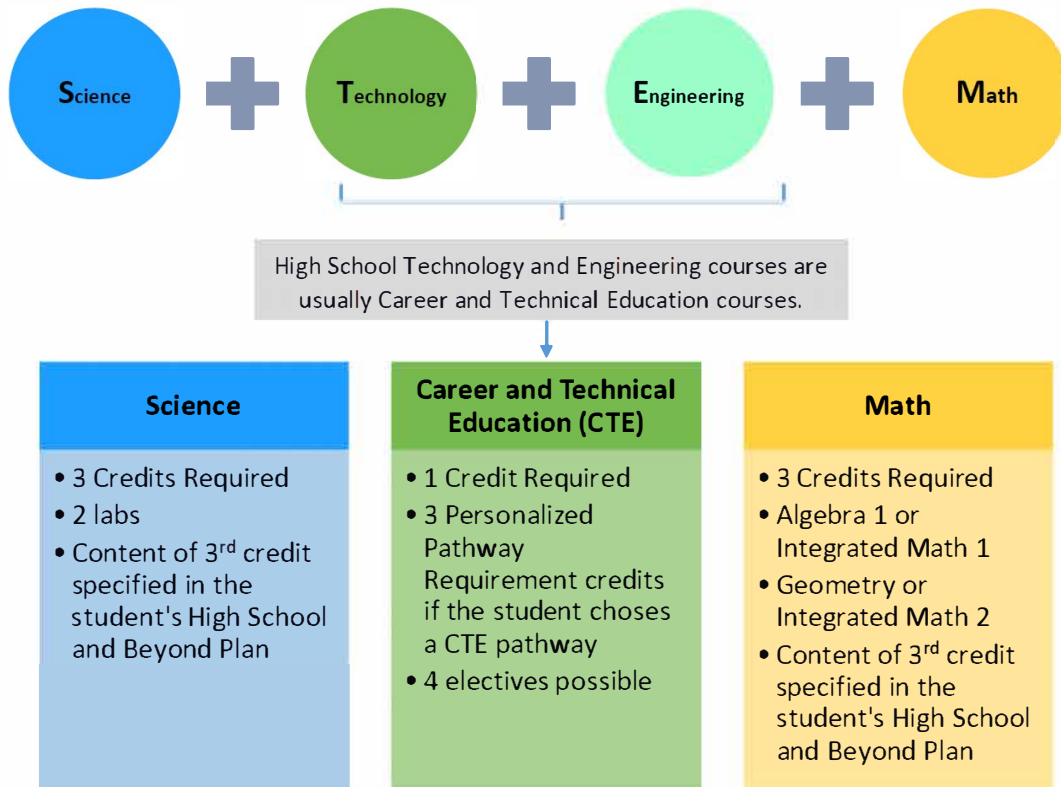
Definition of lab science: not all lab science classes need to be taught in a specialized laboratory facility.

“Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using the tools, data collection techniques, models and theories of science.” The National Research Council. (2006) America’s Lab Report: Investigations in High School Science.

This definition allows flexibility in offering lab science classes.

24-Credit Career- and College-Ready Graduation Requirements:

What About STEM (Science, Technology, Engineering and Math) and CTE (Career and Technical Education) Course Equivalencies?



Career and Technical Education Course Equivalency

Equivalent courses meet two graduation requirements with one course.

- Course equivalency helps students meet graduation requirements and adds flexibility to student schedules.
- The Office of the Superintendent of Public Instruction will develop a list of selected CTE courses that are considered equivalent to science or math courses that meet high school graduation requirements.
- Districts must offer at least one CTE math or at least one CTE science equivalency course through high school courses, inter-district cooperatives, skill centers, online learning or Running Start vocational courses. Districts with fewer than 2,000 students may seek a waiver from this requirement from the State Board of Education.
- Some CTE courses may also be identified as equivalent to English, health, fitness, and arts courses.



Attachment E

THE WASHINGTON STATE BOARD OF EDUCATION

Credit and Assessment Graduation Requirements

Bold red denotes a change in the credit requirements for the Class of 2019 compared to previous years.

Class of:		2017	2018	2019	2020	2021
Entering 9 th grade after July 1 of: See note (1).		2013	2014	2015 See note (2).	2016	2017
English		4	4	4	4	4
Math		3	3	3	3	3
		Algebra 1 or integrated math 1, geometry or integrated math 2, Algebra 2 or integrated math 3 or another third credit of math. See note (3).		Algebra 1 or integrated math 1, geometry or integrated math 2, and a third credit of math aligned with the student's interest and High School and Beyond Plan. See note (3).		
Science		2	2	3	3	3
		One of the two credits must be a lab science.		Two of the three credits must be a lab science.		
Social Studies		3	3	3	3	3
		One credit of US History, one credit of Contemporary World History, Geography and Problems, 0.5 credits of Civics, 0.5 credits of social studies electives, and Washington State History and Government as a non-credit requirement. See note (4).				
Arts		1	1	2	2	2
		One of the two credits may be a PPR. See note (5).				
Health and Fitness		2	2	2	2	2
		1.5 Fitness and .5 Health. Students may be excused from Fitness under RCW 28A.230.050 . See note (6).				
Career and Technical Education (CTE)		1	1	1	1	1
		CTE program or occupational education. See note (7).				
World Languages		(Not a requirement for these classes.)		2	2	2
		One or two credits may be a PPR. See note (5).				
Electives		4	4	4	4	4
Total Required Credits		20	20	24	24	24
Non-credit Requirements:		High School and Beyond Plan and Washington State History and Government (subject to the provisions of RCW 28A.230.170 , RCW 28A.230.090 , and WAC 392-410-120).				
Assessments Required for Graduation (See OSPI state testing webpage)	English Language Arts	Smarter Balanced Exam. See note (8).				
	Math	Year 1 End-of-Course Exam or Year 2 End-of Course Exam or Smarter Balanced Exam. See note (8).		Smarter Balanced Exam. See note (8).		
	Science	(The science assessment is not required for graduation.)				Comprehensive science exam. See note (9).



THE WASHINGTON STATE BOARD OF EDUCATION

Notes:

(1) Graduation requirements apply to a student based on the year the student commences 9th grade. The graduation requirements for the student’s expected graduation year must be met, regardless of which year the student actually graduates ([WAC 180-51-035](#)). The table below shows which rules apply to which expected graduation years.

Rules	Graduation Classes:	Entering 9 th grade	
WAC 180-51-066	2013 to 2015	July 1, 2009 to June 30, 2012	(2) Automatic extensions (or waivers) of up to two years to implement credit graduation requirements were available to districts upon request. This delayed the implementation of the credit graduation requirement rules for the Class of 2016 to the Class of 2018, and the implementation of the credit graduation requirement rules for the Class of 2019 to the Classes of 2020 or 2021. For districts that made the request, the previous rules remain in effect for the duration of the extension.
WAC 180-51-067	2016 to 2018	July 1, 2012 to June 30, 2015	
WAC 180-51-068	2019 and beyond	On or after July 1, 2015	

(3) Through the Class of 2018, the students may take a third credit of math other than Algebra 2 or integrated math 3 subject to certain requirements in rule [WAC 180-51-067\(2\)\(b\)](#), such as a meeting with students, parents or guardian, and a school representative. Starting with the Class of 2019, the third credit of math should align with the student’s High School and Beyond Plan, prepare students to meet state assessment system standards, and be chosen with the agreement of the parent or guardian or a school counselor or principal if the parent or guardian does not indicate a preference ([WAC 180-51-068](#)).

(4) The Washington State History and Government requirement may be met in grades 7 through 12. If the course is taken in the 7th or 8th grade it fulfills the requirement, but high school credit will be awarded only if the academic level of the course exceeds the requirements for 8th grade. Students who meet the requirement but do not earn high school credit must still take three credits of social studies in high school.

(5) Personalized Pathway Requirements (PPR) are up to three course credits chosen by a student to meet specific postsecondary career or education goals, that align with the student’s interests and High School and Beyond Plan. PPR credits may replace one of two arts credits and both world language credits, in any combination of these credits up to a total of three PPR credits.

(6) The Health and Fitness requirement should align with Washington State Learning Standards in Health and Physical Education. For more information on the waiver see OSPI’s guidance, [Recommendations for Waivers in High School Physical Education](#).

(7) Career and Technical Education (CTE) courses locally determined to be equivalent to a non-CTE course may be used to meet two graduation requirements ([WAC 180-51-067](#) and [WAC 180-51-068](#)), known as the “two for one” policy. Either a CTE course or an occupational education course may be used to meet the requirement. “Occupational education” means credit resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four. At a minimum, these competencies shall align with the definition of an exploratory course as contained in the CTE program standards of OSPI ([WAC 180-51-067](#) and [WAC 180-51-068](#)). Starting with the 24-credit graduation requirement for the Class of 2019, private schools may substitute courses specific to the mission or focus of the school for the CTE graduation requirement under [WAC 180-90-160](#).

(8) For graduation purposes, the State Board of Education has set [exit exam passing scores](#) on Smarter Balanced tests that are different from the consortium-determined achievement levels.

(9) The comprehensive science assessment, the Washington Comprehensive Assessment of Science (WCAS), will align to Next Generation Science Standards.