



# THE WASHINGTON STATE BOARD OF EDUCATION

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

Board members will visit West Valley High School on  
Tuesday, May 8, 2018 from 1:00 to 3:00 p.m.

The Board will host a community forum on  
May 8 at Educational Service District 105 Ahtanum Room from 5:30 to 7:30 p.m.

Educational Service District 105, Lower Level, 33 South Second Ave.,  
Yakima, WA 98902

## **May 9-10, 2018 MEETING AGENDA**

### **Wednesday, May 9**

**8:30-8:45 a.m.**

#### **Call to Order**

- Pledge of Allegiance
- Welcome from Dr. Jack Irion, Superintendent, Yakima School District
- Introduction of Mr. Harium Martin-Morris, Appointed Board Member, and Ms. Autymn Wilde, Future Student Board Member
- Oath of Office for Mr. Harium Martin-Morris

#### **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 March 6-7, 2018 Meeting

**8:45-10:00**

##### **Discussion of Strategic Planning**

Dr. Randy Spaulding, Executive Director

- Debrief of Community Forum and Site Visit Reflections
  - Career Connect Washington  
Mr. John Aultman, Senior Policy Advisor, Governor's Office  
Mr. Eric Wolf, Director of Policy and Programs, Workforce Training and Education Coordinating Board
- Indicators of Educational System Health and Relationship to Strategic Plan
- Equity at the Heart of the Strategic Plan

- 10:00-10:45**                    **Educator Panel**  
Ms. Wendy Rader-Konofalski, Lobbyist, Washington Education Association  
Mr. Jared Kink, Everett School District  
Ms. Jenny Steele, Everett School District  
Ms. Sobia Sheikh, Mukilteo School District  
Ms. Amy Jean Jardine, Yakima School District  
Mr. Jeremy Pitts, Moses Lake School District
- 10:45-11:00**                    **Break**
- 11:00-11:45**                    **Commission on Hispanic Affairs**
- Mr. Leonor Maldonado, Commissioner, Commission on Hispanic Affairs
  - Mr. Brian Moreno, Commissioner, Commission on Hispanic Affairs
- 11:45-12:00 p.m.**                **Public Comment**
- 12:00-12:45**                    **Recognition Lunch for Student Board Member Ms. Lindsey Salinas**
- 12:45-1:45**                    **Update on School Improvement Framework and Recognition**  
Dr. Andrew Parr, Research Director  
Dr. Michaela Miller, Deputy Superintendent, OSPI  
Ms. Tennille Jeffries-Simmons, Assistant Superintendent, System and School Improvement, OSPI  
Dr. Deb Came, Assistant Superintendent, Student Information and Assessment, OSPI
- Suspension of Recognition
- 1:45-3:15**                    **Update on Required Action Districts**  
Dr. Andrew Parr, Research Director  
Dr. Michaela Miller, Deputy Superintendent, OSPI  
Ms. Tennille Jeffries-Simmons, Assistant Superintendent, System and School Improvement, OSPI  
Dr. Deb Came, Assistant Superintendent, Student Information and Assessment, OSPI
- Data Analysis
  - Discussion of Performance of Required Action Districts
- 3:15-3:30**                    **Break**
- 3:30-4:15**                    **Career and Technical Education Course Equivalency Frameworks—  
Consideration for Approval**  
Ms. Linda Drake, Director of Career- and College-Ready Initiatives  
Ms. Rebecca Wallace, Executive Director, Career and Technical Education, OSPI

**4:15-5:15**                    **Private Schools Update**  
Ms. Linda Drake, Director of Career- and College-Ready Initiatives  
Ms. Judy Jennings, Board Member and Representative of Private Schools  
Ms. Suzie Hanson, Executive Director, Washington Federation of Independent Schools  
Mr. Tim McGree, President, La Salle High School, Yakima  
Mr. Brad Van Beek, Superintendent and Elementary School Principal, Sunnyside Christian School, Yakima

**5:15-5:30**                    **Preview of Business Items for Tomorrow**

**5:30**                            **Adjourn**

**Thursday, May 10**

**8:00-8:15 a.m.**            **Executive Session for the Purpose of Evaluation of the Performance of a State Employee**

**8:15-8:30**                    **Discussion of Evaluation Framework and Timeline for Evaluation of the Executive Director**

**8:30-9:00**                    **Student Presentation on Past, Present, and Future**  
Ms. Lindsey Salinas, Student Board Member

**9:00-10:00**                **Discussion of School Safety**  
Mr. Tim Garchow, Executive Director, Washington State School Directors' Association  
Mr. Kevin Chase, Superintendent, Educational Service District 105  
Ms. Rose Spidell, Governor's Office of Education Ombuds

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

**10:15-11:00**                **Executive Director Update**  
Dr. Randy Spaulding, Executive Director

- NASBE:
  - National Association of State Boards of Education (NASBE) Memorandum of Understanding for Early Childhood Education Grant Award and Initiative
  - NASBE, WTB and WA-SBE Conversation with Other States Regarding Career Readiness
  - NASBE Social-Emotional Learning Group
- Waivers:
  - Option One Waiver Request from Richland, Sultan, and Tacoma School Districts
  - Option Two Waiver Request from Waterville School District
- Rule-Making:
  - Update on Rule Amendments for School Improvement Goals CR-102 (WAC 180-105)
  - Update on HB 2824 Expedited Rule-Making CR-105 (WAC Chapter 180-22 and WAC 180-18-100)

- Overview of HB 2824 Rule-Making Process and CR-101
- Civics and High School and Beyond CR-101 on WAC 180-51-067(9), -068(10), and Creation of a New Section of WAC
- Future Board Meeting Locations and Dates

**11:00-11:45 South Central Washington Perspective on Next Generation Science Standards Implementation**

Mike Brown, ESD 105, Regional Science Coordinator and South Central WA LASER Director  
 Mark Cheney, ESD 105, South Central Washington STEM Network Director  
 Mr. Jackson Jamieson, Sophomore at West Valley High School, West Valley School District

**11:45-12:00 p.m. Public Comment**

**12:00-1:30 Recognition Lunch of State and National Teacher-of-the-Year Ms. Mandy Manning**

Ms. Mandy Manning, Joel E. Ferris High School – Newcomer Center, Spokane Public Schools

**1:30-3:00 Business Items (Action Required)**

1. Adoption of Resolution in Recognition of State and National Teacher-of-the-Year Ms. Mandy Manning
2. Approval of Required Action Designation
3. Suspension of Recognition of Schools
4. Approval of CTE Course Equivalencies Recommended by the Superintendent of Public Instruction
5. Approval of Option One Waiver Requests for Richland, Sultan, and Tacoma School Districts
6. Approval of Option Two Waiver Request from Waterville School District
7. Approval of Filing CR-102 on WAC 180-105 (School Improvement Goals)
8. Approval of Filing CR-101 on WAC Chapters Applicable to HB 2824
9. Approval of Filing CR-101 on WAC 180-51-067, -068, and Creation of a New Section of WAC (Civics and High School and Beyond)
10. Approval of Future Board Meeting Dates and Locations
11. Approval of Private Schools for the 2018-2019 School Year
12. Adoption of School Safety Resolution

**3:00 Adjourn**



# THE WASHINGTON STATE BOARD OF EDUCATION

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## WEST VALLEY HIGH SCHOOL SITE VISIT: FOCUS ON AJAC APPRENTICESHIP

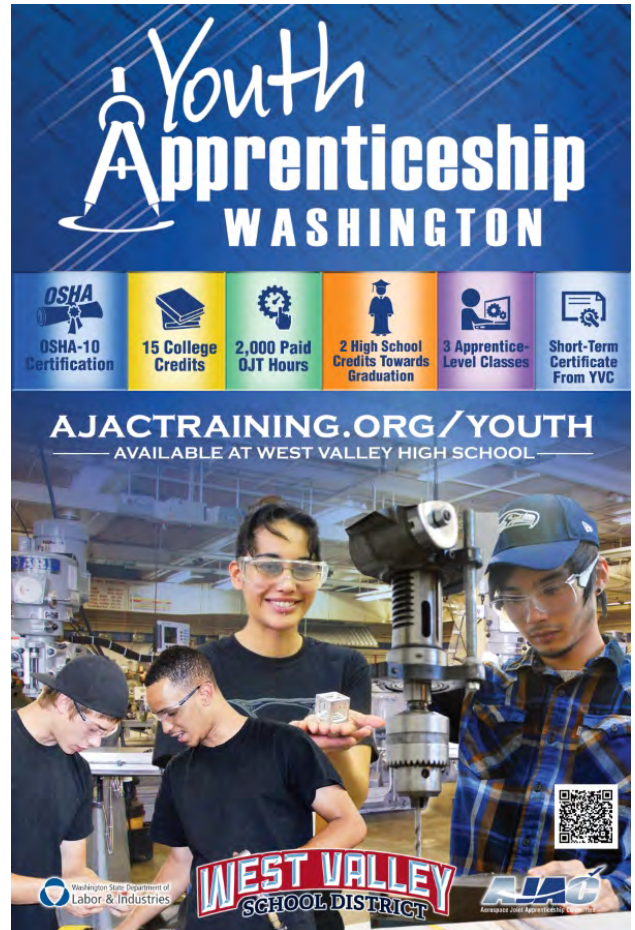
### Visit Agenda:

Tuesday, May 8: 1:00-3:00 p.m.

- 1:00-2:00 p.m. Board members hear a presentation on the apprenticeship model from Chris Nesmith (WVHS CTE Director) and Briana Durham (Director of Youth Apprenticeship, [AJAC](#))
- 2:00-3:00 p.m. Board members are able to talk with apprenticeship students/tour machine shop

### AJAC Youth Apprenticeship Program

AJAC's Production Technician (Youth) Apprenticeship is a 2,000 hour program designed for high school juniors and seniors to develop career-ready skills in the aerospace and advanced manufacturing industries. This apprenticeship program combines paid on-the-job training at an AJAC employer and college-level classroom instruction which can lead to a high school diploma, journey-level card and short-term college certificate. Read more about AJAC [here](#).



Student Demographics	
<b>Enrollment</b>	
October 2016 Student Count	1,169
May 2017 Student Count	1,235
<b>Gender (October 2016)</b>	
Male	609 52.1%
Female	560 47.9%
<b>Race/Ethnicity (October 2016)</b>	
Hispanic / Latino of any race(s)	263 22.5%
American Indian / Alaskan Native	7 0.6%
Asian	34 2.9%
Black / African American	8 0.7%
Native Hawaiian / Other Pacific Islander	4 0.3%
White	825 70.6%
Two or More Races	28 2.4%
<b>Special Programs</b>	
Free or Reduced-Price Meals (May 2017)	407 33.0%
Special Education (May 2017)	116 9.4%
Transitional Bilingual (May 2017)	33 2.7%
Migrant (May 2017)	10 0.8%
Section 504 (May 2017)	26 2.1%
<b>Other Information (more info)</b>	
Adjusted 4-Year Cohort Graduation Rate (Class of 2016)	313 82.7%
Adjusted 5-year Cohort Graduation Rate (Class of 2015)	301 86.4%
<b>College/University enrollment rates of graduates</b>	

Information on Homeless Students may be found [here](#)

### School Background

School Mission Statement: The mission of the West Valley School District, a vital partner of a proud and caring community, is to ensure that all students achieve their highest level of knowledge, skills and attitudes necessary to be responsible and productive citizens, effective communicators, creative problem-solvers and life-long learners. Through mutual support and the combined efforts of our families, schools and community, we will provide a safe, high-quality learning environment in which each student experiences success everyday.

### West Valley HS Apprenticeship Program

Read a [short article about the program](#). Watch a [short video about the program](#).



The information above is from the school district's website. If you have questions regarding this memo, please contact Alissa Muller at [alissa.muller@k12.wa.us](mailto:alissa.muller@k12.wa.us).

## WA School Improvement Framework Snapshot

Select a District:

Select a School:

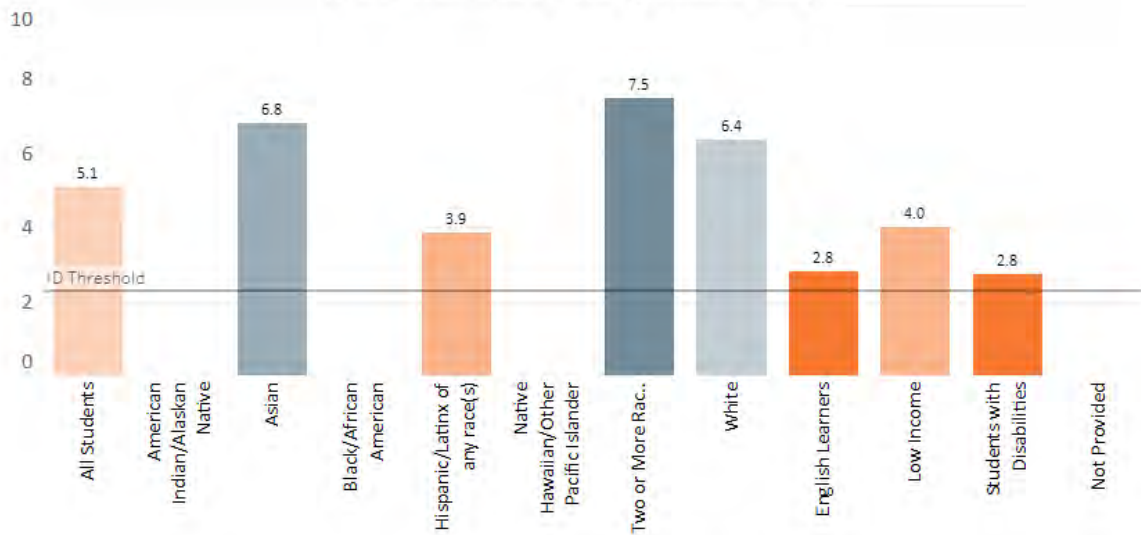
School Status:

Foundational Supports



Missing Data? [Click here to find out why](#) \*

### Overall Framework Score by Student Group



### Measures by Student Group

	All Students	American Indian/Alaskan Native	Asian	Black/African American	Hispanic/Latinx of any race(s)	Native Hawaiian/Other Pacific Islander	Two or More Races	White	English Learners	Low Income	Students with Disabilities
ELA Proficiency Rate	70.6%		77.4%		55.5%			74.2%	14.3%	60.2%	25.3%
Math Proficiency Rate	37.1%		60.0%		23.5%			39.5%		24.9%	
ELA Median SGP											
Math Median SGP											
Graduation Rate	79.2%		75.9%		72.8%		81.8%	81.1%	54.3%	71.1%	44.9%
EL Progress Rate*	71.1%										
Regular Attendance Rate	79.1%	72.0%	87.5%		76.7%		82.9%	79.4%	66.4%	68.3%	61.4%
Ninth Grade On Track Rate	56.5%										
Dual Credit Rate	61.7%	60.0%	68.9%		53.2%		62.8%	64.0%	45.8%	52.6%	38.3%



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## Feedback Summary of the Lacey Community Forum

Twenty participants, plus seven board members and six staff, attended the March 5 community forum in Lacey. Parents, students, school board members, community leaders, and administrators attended. The notes below are from staff's notes on participant discussion. Participants expressed concerns about the following topics (bold and bold underlined items indicate high relative frequency):

### Starting science early

- **Need to spend more time on science in elementary school**
- Need to make science more fun and less scary for elementary teachers/**elementary science certification**, etc.
- Science is already cross-discipline—science helps/reinforces math and English

### PD for teachers and principals

- **Need resources for both teachers and administrators that show what NGSS is and what it's not** (You'd see kids engaged, modeling, doing activities, students in groups discussing, etc.)
- **If principals haven't received NGSS PD, especially around the equity principles, their evaluations are general and don't focus on equity**

### Partnerships between K-12, higher education, and industry

- Facilitate a conversation between high school teachers and professors
- **We live in a STEM-rich state: increase partnerships between K-12 and industry**

### SBE could advocate for:

- **Professional Development for teachers and administrators**
- Resources for hands-on activities in classrooms
- **To sustain the Science Fellows leadership program**; and to have a Science Fellows alumni network so alumni can go in and train teachers in other districts on the science standards

### Equity

- Need equitable resources for teachers and their students across the state
- When adopting curriculum: Do these resources match our kids? Equal gender representation? Equity in wording? Etc.
- **Students need to see people who look like them in a variety of career pathways**

### Other best practices SBE could advocate for, as recommended by community members include:

- **Recruit teachers of color**
- Family engagement
- **Model curriculum**
- Equity for what's available to every kid from every teacher
- **Convener of like-minded organizations**

Please see the following pages for a more detailed transcription of the notes staff took during participant discussion.

## FOCUS ON EQUITY IN SCIENCE EDUCATION FORUM IN LACEY: MARCH 5<sup>TH</sup>

### Transcription of Notes Received (Staff table summary notes first, followed by community member feedback form notes)

#### Forum questions:

- Q1- What was something in your science education or your child's science education that captured your, or your child's interest? Why? If it didn't happen, why do you think it didn't happen?
- Q2- What does science education look like when it is equitable for all students? What does equitable instruction and teaching practices look like?
- Q3- What policies at the state level would support equitable science education? What could the State Board of Education do?

#### In attendance:

7 Board members, 6 staff, 20 community members

#### SBE Representative #1 Notes:

- From Science Fellows:
  - Facilitate a conversation between high school teachers and professors
  - Science gets missed! Please get elementary teachers on board with science (Kids love it! Then vertical alignment happens with the NGSS so I'm not teaching elementary science in middle school)
  - Being a Science Fellow has empowered me. Need school leadership to do this work.
  - I get to go to district leadership meetings as a teacher (Being a Fellow has given me so many opportunities)
- Q1: What captured you/your child's interest in science education? If it didn't happen, why not?
  - Growing up everyone wanted to be a nurse, policeman, etc. There was no emphasis on science. You had science fair and then science was over.
  - I didn't get a love for science until college
  - One of my kids got more exposure than the other. When I was a kid, I remember some interactions but mostly learning out of a book.
  - As a child, I bought model airplanes. All I know about science was self-generated. My own kids went to Seattle Public Schools—no science in elementary and it was very hit or miss
  - Different districts have different curriculum—some have science kits, some don't.
  - High school teachers can be unwilling to shift their thinking. All the new teachers are on board and excited about NGSS.
  - It takes a lot of effort. What engages people to learn more or do more? Not a textbook. Experiments going out into the field. How do you create the environments to strip away the fear and create a conducive environment for creativity.
  - My old teacher would unroll a transparency roll each year. He didn't have to change anything. Then he's start over the next year with the same transparency roll.
  - Students operating between worlds—biology, chemistry, etc. Faculty embracing the interdisciplinary skills embedded in NGSS.
- Q2: What does science education look like when it is equitable for all students/what does equitable instruction look like?
  - Pulling students out who are struggling (miss more instruction time, usually science)→kids get stuck in a box.
  - There are few students who don't have science in middle school (except kids with severe learning disabilities.) In elementary: sometimes thirty minutes a week→gifted



and talented kids get it all the time. (Higher-performing kids: all the time/lower-performing kids: much less. Principal driven. Some teachers in pockets can focus attention on science.)

- In Bethel SD, teacher leaders dug into research and made the case to school leaders to teach more science.
- Sometimes teachers take away hands-on activities as punishment. If you set up hands-on activities well, kids learn so well and they naturally behave how they need to.
- Q3: What policies at the state level would support equitable science education/what could SBE do?
  - If you don't have someone to model science: all kids see is engineers and doctors on TV. That's all they know about STEM fields.
  - We live in a STEM-rich state. Need more of a partnership between industry and K-12 so kids don't have to wait to find out about STEM in college. Even kids who take AP are never told what engineers do/or about that career pathway.
  - Also need to see people who look like you (one of the number one reasons research shows that students don't persist—even for kids with the academic knowledge)
  - Biggest need: PD for principals about NGSS (They emphasize what to focus on in curriculum)
  - They're not getting steeped in NGSS (principals). We need to know equity-based science (NGSS)—not general science. If principals aren't steeped in this, their evaluations are general and don't focus on equity.
  - Louise Archer (UK)—factors for persisting in science: looking at social and knowledge assets/how they influence students' lives. Developing practices for teachers that are culturally responsive.
  - Who's at the table and who's not at the table for policy decisions? Outreach to communities not included in resource allocation decisions. (Their voice and respect in their own communities→to outreach to their communities)
  - Need confidence and trust between teachers, schools, students, parents
  - Doctors, construction workers—they're doing math and science all day long. (Need people of color as advocates)
  - Relevant curriculum/student experience/local community
  - A lot of us are in the process of adopting curriculum. Do these resources match our kids? Equal gender representation? Equity in wording?
  - One Science Fellow is adopting curriculum from California but adapting it to make it more relevant to our region.
  - What it is and what it isn't (NGSS vs. not NGSS)
    - You see kids engaged, modeling, doing activities, students talking/group talking. Not learning out of a book.
  - Need resources that say what NGSS is vs. what it's not for: parents, teachers, principals, etc.

#### SBE Representative #2 Notes:

- Q1: What captured you/your child's interest in science education? If it didn't happen, why not?
  - Inspiration for science education came from applying the scientific method to solvable challenges
- Q2: What does science education look like when it is equitable for all students/what does equitable instruction look like?
  - Need to recruit more educators of color
  - Need to have more science at the elementary level

- For elementary, teachers could be given a science toolkit and simply trained to deploy their state-developed toolkit
- Q3: What policies at the state level would support equitable science education/what could SBE do?
  - Structure (state-level reform) for science helps but really a change in pedagogy is important to really improve (i.e. you can change the system at the state level all you want but it won't be an effective change unless teaching changes first or along with it).
  - Increase resources for science both at the implementation in schools and in the preparation of educators in higher education

#### SBE Representative #3 Notes:

- Q1: What captured you/your child's interest in science education? If it didn't happen, why not?
  - School and community need to recognize and value academic achievement
  - Teachers who are extraordinary, who make science fun and hands-on
- Q2: What does science education look like when it is equitable for all students/what does equitable instruction look like?
  - Equity—does it mean every student gets the same lesson? Should mean every student has the opportunity to learn. It would be difficult/impossible for each student to be learning the same thing in a classroom with 15 different languages and reading levels ranging from 2nd grade to high school level.
  - Science is already cross-discipline—science helps/reinforces math and English
  - Challenges to teaching science—fitting it into an elementary day, and creaking down the high school island
  - Teacher training—more generalists, elementary science certification, split classes with team teaching math/science and humanities
- Q3: What policies at the state level would support equitable science education/what could SBE do?
  - Could mandate science taught in elementary school (Science need to start in kindergarten)
  - Aligning courses so integrated science could be accepted by higher education
  - Assessment—perhaps should be on the transcript, but not required for graduation.
  - Keep science fellows

#### SBE Representative #4 Notes:

- Q1: What captured you/your child's interest in science education? If it didn't happen, why not?
  - Hands-on experience in middle school
    - Example 1: Daughter's HS teacher provided engaging lessons (DNA science)
      - "Authentic and meaningful"
      - Counter experience → previous classes teachers kept knowledge
        - Daughter is now excited about science - change now due to hands-on experience and shared learning
    - Example 2: Dynamic, hands-on experience in 7<sup>th</sup> grade; didn't remember science before that (lessons on energy and space were particularly interesting)
  - Remember key or interesting lessons from science courses; recall lesson in global science
  - Physics course included experiments—Course was FUN
  - Key take away → Need for active learning environment

- Q2: What does science education look like when it is equitable for all students/what does equitable instruction look like?
  - Can state set elementary science instructional time? – Desire to ensure more time available for science.
    - Science currently limited to 30 minutes two times a week
      - Permission to deviate from fixed time
  - Is data on number of minutes available?
    - Study the link between time on science and ELA scores
  - ELA, math/science should be integrated / embedded in one another
    - Opportunity to meld ELA / NGSS – the standards overlap and fit together.
  - Can data be shared with higher education? Need for longitudinal analysis.
  - Time to bring faculty together to look at how they teach science
    - Higher Education / K12 – Pathways; centralized or aligned curriculum
    - Engage STEM professionals
  - State leadership—Science Fellows provide leadership and advocate to sustain programs
  - Let teachers and administrators know what NGSS teaching looks like and how to assess NGSS teaching.
  - Student discourse is critical to support learning
- Q3: What policies at the state level would support equitable science education/what could SBE do?
  - Grants for professional development→support teacher learning
    - Elem math tends not to be a strength
  - Clock hours to recertify in science
  - More time for science→blending across the curriculum
  - What does the “pipeline” look like? Stick together through the pipeline – think in terms of a “viscous liquid”
  - Gatekeepers for science:
    - Math → Elementary math tends to not be a strength
    - Counselors,
    - Scheduling issues
  - Advocacy is critical, change takes time → maintain attention and resources
  - Foster / incentivize partnership between K12 and Higher Education

Summary of feedback forms audience members filled out and left behind at conclusion of forum:

Feedback form questions:

- Q1- What is your organization’s connection to education in Washington?
- Q2- What challenges to the education system do you observe?
- Q3- What are your recommendations to the Board?
- Q4- What recommendations do you have for the Board to strengthen outreach?

Audience member #1:

- Q1: What is your organization’s connection to education in Washington?
  - School teacher—science teacher in a large suburban school district. I teacher in a high school with around 1800 students, high ELL population, 54% free and reduced lunch and multiple ethnicities and cultures
- Q2: What challenges to the education system do you observe?
  - Teacher content knowledge in one area limits their ability to integrate the science from multiple disciplines
- Q3: What are your recommendations to the Board?

- Equitable resources for all teachers and their students
- Strong elementary science program to support middle and high school
- Policies that support professional development to understand the standards
- Q4: What recommendations do you have for the Board to strengthen outreach?
  - Get into more communities with public forums about the new science standards and testing
  - Offer some forums for teacher specific feedback

Audience member #2:

- Q1: What is your organization's connection to education in Washington?
  - I work as a teacher in the Franklin Pierce SD
- Q2: What challenges to the education system do you observe?
  - Lack of highly-qualified educators, coupled with high turnover rates for teachers
  - Minimal mentor support for new teachers
  - Low emphasis on science education
  - Need to foster teacher leadership and training
- Q3: What are your recommendations to the Board?
  - Keep supporting science instruction
  - Fund science PD for more teachers; use the Science Fellows to "share their passions" for science instruction
- Q4: What recommendations do you have for the Board to strengthen outreach?
  - Keep using the Science Fellows

Audience member #3:

- Q1: What is your organization's connection to education in Washington?
  - Science teacher in Fife SD
  - WA Science Fellow
- Q2: What challenges to the education system do you observe?
  - Lack of time, money, expertise to train ALL teachers in NGSS pedagogy
- Q3: What are your recommendations to the Board?
  - Strengthen the links/conversations between K-12 and colleges (of all types) so that the gains made through NGSS pedagogy can continue to be made
  - Mandate a minimum amount of time to be allocated for science in elementary schools
- Q4: What recommendations do you have for the Board to strengthen outreach?
  - Coordination of PD in science across districts & ESDs. PD runs through superintendent and principals.

Audience member #4:

- Q1: What is your organization's connection to education in Washington?
  - Current biology faculty at South Puget South Community College
- Q2: What challenges to the education system do you observe?
  - Lack of science expertise/comfort in elementary schools
  - Perception that science is a college of facts to be memorized, not a process
- Q3: What are your recommendations to the Board?
  - Elementary science certification—related to process and pedagogy, not content
  - Develop opportunities/resources for professional development, including bringing teachers together to share ideas/best practices
    - Advocate for funds for economically-disadvantaged schools to participate

- Outreach to principals and local school boards to emphasize science education
- Provide resources/advocacy with elementary teacher training programs to strengthen science training
- Q4: What recommendations do you have for the Board to strengthen outreach?
  - Identify local and statewide organizations involved in science education and equity— form a sort of meta-council, network of organizations that can be used for communication to communities and feedback to the Board
  - Include the higher education institutions in the conversation (K-12 must align with higher education)

Audience member #5:

- Q1: What is your organization’s connection to education in Washington?
  - Bethel SD is K-12, serving about 19,000 students. We are active in professional learning and leadership networks. In science, we are working hard to implement the Next Generation Science Standards
- Q2: What challenges to the education system do you observe?
  - Access to STEM-related careers is inequitable along lines of race, gender, economics, etc. Several parts of our science system are sustaining this inequity: low opportunity-to-learn in K-5; 6-12 administrators have weak understanding of NGSS-specific instructional practices and dominate PEP conversations with generic best practices; some 9-12 teachers fixate on content-driven curriculum without appreciating cultural practices that turn off students
- Q3: What are your recommendations to the Board?
  - Science PD for administrators:
    - Superintendents, directors, principals, assistant principals
    - NGSS equity-focused resources (Appx. D, etc. equity cases)
    - Culturally responsive teaching and the brain (Hammond)
  - Do away with tradition, content-focused concepts
  - Look at Louise Archer’s work: “science capital”
  - Develop advocacy statements that articulate key features of science education systems that are essential for equitable access to STEM-related careers
  - “Lab science” is a term that encourages hands-on science
  - Inquire what higher education:
    - Is actually like (is it still what science teachers experience)
    - Wants our HS students to learn (do they really want 3-dimensional, phenomenon-driven, equitable learning?)
    - Is doing to change science education
  - Also: we are assessing students and using that data to try to drive change, but—we should be monitoring the kinds of classroom learning experiences that students get, and using that to drive change
- Q4: What recommendations do you have for the Board to strengthen outreach?
  - Community forums to teach and gain voice from people who are not members of dominant groups who control the school systems

Audience member #6:

- Q1: What is your organization’s connection to education in Washington?
  - Private school in the middle of two school districts→we all share students
- Q2: What challenges to the education system do you observe?
  - Lack of science education

- Scared of change
- Lack of vertical curricular alignment, teachers are just concerned about what they teach...not how it is connected to future years
- Q3: What are your recommendations to the Board?
  - Somehow get into the elementariness to open their eyes to what NGSS is
  - Professional development!
- Q4: What recommendations do you have for the Board to strengthen outreach?
  - Intentionally invite people to gatherings

Audience member #7:

- Q1: What is your organization's connection to education in Washington?
  - We support underrepresented students of color and families to pursue STEM degrees and careers. We support classroom teachers through professional development and resources
- Q2: What challenges to the education system do you observe?
  - Lack of investment in teacher development and instruction resources
  - LEA autonomy can create inequity
- Q3: What are your recommendations to the Board?
  - Advocate for OSPI to prioritize science instructional materials and pedagogy practices
  - Like Math, OSPI can research best practices and resources to make a list available for WA state
  - Increase time for science in elementary
  - Partnership with higher education and industry
  - Principal professional development
- Q4: What recommendations do you have for the Board to strengthen outreach?
  - Invest in teacher professional development
  - RFP for state professional development providers
  - Emphasize science for elementary and middle schools
  - Elementary science certification
  - Start in Kindergarten
  - Higher education: accept integrated science

Audience member #8:

- Q1: What is your organization's connection to education in Washington?
  - WA Science Fellows is a group of teachers collaborating to strengthen science (NGSS) statewide. I'm a current National Board Certified Teacher in science at the middle school level in King County
- Q2: What challenges to the education system do you observe?
  - As a middle school teacher, I face a huge disadvantage when elementary schools don't teach or teach limited science. In addition, class sizes affects the quality of my teaching. I have classes as big as 33 with 5 or more SPED/ELL students.
  - Lastly—the principals in my building have no concept of NGSS & changes in science teaching
- Q3: What are your recommendations to the Board?
  - Train administrative candidates and CURRENT administrators HOW WSSLS (NGSS) impacts their students and WHAT the WSSLS ARE.
  - Love the idea of science certification for K-6 teachers!
- Q4: What recommendations do you have for the Board to strengthen outreach?



- Again: start with administrators at districts. If they have knowledge, they can fold in the “gate keepers” to support science in schools (K-12)
- Recruit teachers of color for all grade levels (K-12)

Audience member #9:

- Q1: What is your organization’s connection to education in Washington?
  - We support educators, administrators, and family supports from prekindergarten through high school.
- Q2: What challenges to the education system do you observe?
  - Time—for planning, professional development, etc.
  - Money for resources, professional development, and to pay teachers for additional time
  - Quality of teachers and their mindset
- Q3: What are your recommendations to the Board?
  - Encourage teachers to engage in math and science modeling kindergarten→12
  - Provide institutes for grade level bands
    - K-2, 3-5, 6-8, 9-12 to see next Generation Science practices in action
- Q4: What recommendations do you have for the Board to strengthen outreach?
  - (Left blank)

Audience member #10:

- Q1: What is your organization’s connection to education in Washington?
  - K-12 public school district
- Q2: What challenges to the education system do you observe?
  - Time for teacher professional development that is paid outside of school day and school year
  - Teacher shortage—all area
  - Changes to certification and communicating that to current teachers
- Q3: What are your recommendations to the Board?
  - How can SBE recognize national certifications like American Sign Language interpreters to be certified for classroom instruction, a licensed engineer to be a certified teacher at high school level
  - Move math and science test to performance tasks developed at state/ESD level and locally graded then reported as a 1,2,3,4 scale to count as accountability. Looking for a system like the old CBA/CBPA but much more developed system
- Q4: What recommendations do you have for the Board to strengthen outreach?
  - (Left blank)

Audience member #11:

- Q1: What is your organization’s connection to education in Washington?
  - I am a parent and community leader: emphasis on POC in STEM is necessary for future growth & probability=mindful of inclusiveness
- Q2: What challenges to the education system do you observe?
  - Relevance—STEM—relatable curriculum—more options that aren’t discussed—job related/profession = make connection to careers; STEM that aren’t always discussed outside of IT & Engineering/computer programming
- Q3: What are your recommendations to the Board?
  - Be open to doing things that are not comfortable to formulate positive change—reach out to communities of color—school districts that are disproportionate/lacking interest/low enrollment. Find a cheerleader=purposeful agent who thrives in NGSS

- Q4: What recommendations do you have for the Board to strengthen outreach?
  - Actually do the work=comfortability is not an option—take it off the table—move in possibilities. Find advocates to assist/collaborate—look at vision/big picture. Equity & inclusiveness=consider seriously issues which close gaps—make positive changes that increase interest.

If you have questions regarding this memo, please contact Alissa Muller at [Alissa.muller@k12.wa.us](mailto:Alissa.muller@k12.wa.us).



# THE WASHINGTON STATE BOARD OF EDUCATION

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

March 5-7, 2018  
South Puget Sound Community College  
Hawks Prairie Campus  
Event Center, Room 194  
4220 6<sup>th</sup> Ave SE  
Lacey, WA 98503

## Meeting Minutes

### Monday, March 5

*The community forum was held at the South Puget Sound Community College, Hawks Prairie Campus, from 5:30 p.m. until 7:30 p.m. on Monday, March 5, 2018.*

### Tuesday, March 6

Members Attending: Chair Kevin Lavery, Chris Reykdal, Dr. Alan Burke, Ms. Connie Fletcher, Mr. Peter Maier J.D., Mr. Jeff Estes, Ms. Holly Koon, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Ricardo Sanchez, Mr. Ryan Brault, Ms. Patty Wood, Ms. Lindsey Salinas, Mr. Joseph Hoffman (14)

Staff Attending: Dr. Randy Spaulding, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Linda Sullivan-Colglazier, Ms. Alissa Muller, Ms. Terri Eixenberger (9)

Members Absent: Ms. Janis Avery (1)

### **CALL TO ORDER**

Chair Lavery called the regular bi-monthly meeting of the Washington State Board of Education to order at 8:34 a.m. A moment of silence was observed for the victims and families of the Parkland, Florida school shooting.

Dr. Timothy Stokes, President of South Puget Sound Community College, welcomed the Washington State Board of Education members and staff to the Hawks Prairie, Lacey campus. Dr. Stokes stated that the level of preparedness of students entering the Community College from high school had improved over the past five to seven years. A review of the status of the college was provided. It was noted that there had been a 14% per year increase in Running Start students – one of their fastest growing programs. Discussion ensued on how to increase participation in the Running Start program for students of different ethnicities. Dr. Stokes added that there is a challenge in acquiring faculty and staff of color and that their goal is to see a more diverse population. The demographic for students of color at the college is 32%.

Ms. Maddy Thompson, Governor Inslee’s Senior Policy Advisor, K-12 Education, introduced herself and provided background on her experience. She thanked State Board of Education members for inviting her to the meeting and extended an invitation to talk with each member individually. Ms. Thompson can be reached at [maddy.thompson@gov.wa.gov](mailto:maddy.thompson@gov.wa.gov)

### **Consent Agenda**

**Motion made by Member Wood** to approve the consent agenda as presented.

**Motion seconded by Member Bolt.**

**Motion carried unanimously.**

### **Resolution for Mona Bailey**

Dr. Thelma Jackson, on behalf of Mona Bailey’s husband, Pete, was presented the Washington State Board of Education resolution to commemorate Mona Humphries Bailey. Pete Bailey sent his regrets that he could not be in attendance at the meeting personally, and extended his thanks to the State Board for the resolution in honor of his wife. Members shared their thoughts about Mona Bailey, her contributions to education, and what a special person she was.

**Motion made by Member Koon** to approve the resolution in commemoration of Board Member Mona Bailey’s service, as shown in Exhibit A.

**Motion seconded by Member Sanchez.**

**Motion carried unanimously.**

### **Overview and Discussion of Strategic Planning Process**

Executive Director Spaulding led the discussion and shared a PowerPoint on the 2018-19 Strategic Planning process that included information on the Role of State Boards of Education, the Statutory Purpose and the Vision and Mission. Also reviewed and discussed were areas of responsibility, the proposed planning process, the 2015-2018 Strategic Plan goals and the SBE ten year vision.

Members engaged in conversation with the equity committee on the use of the equity statement of intent and accompanying equity lens as a foundational element of the plan. Considerable input was given and discussion ensued on “equity as a foundational element in the strategic plan.” Executive Director Spaulding added that the strategic plan comes down to decisions and choices. The intent is to have a product in time for the legislation session in January 2019, with key related deliverables and partner collaboration.

### Collaboration with Key Partners (Part One – To Be Continued in Future Meetings)

Presentations were given by the following key partners:

- Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)
  - Ms. Maria Flores, Director of Title II, Part A, and Special Programs, OSPI
  - Mr. Bill Kallappa, Governor’s Office of Indian Affairs
- Washington Student Achievement Council (WSAC)
  - Ms. Rachelle Sharpe, Deputy Executive Director, WSAC
- Workforce Training and Education Coordinating Board (WTB)

- Ms. Eleni Papadakis, Executive Director, WTB

### **Public Comment**

There was no Public Comment at this meeting.

### **Next Generation Science Standards Communication Plan Update**

Ms. Alissa Muller, Communications Manager  
Ms. Ingrid Stegemoeller, Ready Washington  
Mr. Jeff Estes, Board Member

Ms. Muller, Ms. Stegemoeller and Mr. Estes presented a panel update on a recommendation for a Next Generation Science Standards (NGSS) communication plan as well as a report on the progress staff has made in lining up collaboration agreements with partner organizations.

At the January 2018 meeting, the Board approved a motion directing SBE staff to create a recommendation for a communication plan to utilize the Board's advocacy role to advance the successful implementation of NGSS and report back to the Board. Staff developed a draft communication plan and met with various partner agencies to gauge interest in this work and to obtain commitments from partner organizations to work together on a sustained NGSS communication effort to support high-quality science education in the state.

Partners that have indicated a willingness to collaborate include the following:

- Ready Washington
- OSPI – Office of Science Teaching and Learning
- Washington Association of Educational Service Districts (WAESD)
- Washington Student Achievement Council (WSAC)
- Washington STEM
- Governor's STEM Education Innovation Alliance

Discussion ensued and input was given. Member Maier suggested contacting WSSDA to inquire about hosting a breakout session at their annual conference in November 2018 in Spokane. Chair Laverty thanked the panel for their hard work on a job well done.

### **Update on Accountability System**

Dr. Andrew Parr, Research Director  
Dr. Michaela Miller, Deputy Superintendent, OSPI  
Ms. Tennille Jeffries-Simmons, Assistant Superintendent, Student and School Success, OSPI  
Dr. Deb Came, Assistant Superintendent, Student Information and Assessment, OSPI

Dr. Parr opened the discussion on the statewide school accountability system. He explained that the Achievement Index meets all the federal requirements for ESSA, and the presentation at this meeting would be the first high level look at the Index. Through the Accountability System Workgroup (ASW) workgroup and other ESSA workgroups, it was stated explicitly that this would not be the final Index of all time. The Index is a work in progress.

Dr. Parr said the results and findings discussed at the meeting should be considered preliminary, although substantive updates or changes to the results are not anticipated.

Dr. Parr explained that the new Index appears to favor elementary schools, as these schools have the highest average Index rating and appear to be disproportionately over-represented in the highest performing schools list. The new Index ratings appear to be more strongly correlated to socioeconomic status of the school, than the old Index. Because this is the first year of the new Index, several major changes are as follows:

- The new Index uses an aggregated three-year average of data rather than three individual years of data to calculate Index ratings.
- The new Index no longer uses the Targeted Subgroup calculation which most often lowered the overall Index rating for a school.
- The new Index includes the new indicators of English Learner (EL) Progress and School Quality and Student Success (SQSS).

Dr. Parr shared a PPT detailing charts on the Achievement Index. (*A copy of the PPT can be found on page 72 of the meeting packet posted online.*)

Joining Dr. Parr at this time were Dr. Michaela Miller, Deputy Superintendent, OSPI; Ms. Tennille Jeffries-Simmons, Assistant Superintendent, Student and School Success, OSPI; and Dr. Deb Came, Assistant Superintendent, Student Information and Assessment, OSPI.

Dr. Miller led discussion on objectives that needed to be determined before public release of the Index on March 14, 2018 as follows:

1. Decision points
  - a. Name for Index
  - b. Color display preferences and color palette
  - c. Tier Labels
2. Required Action District – Co-decision making on future changes (March, May, July)
3. Awards – SBE and OSPI

Board members brainstormed and provided input on the name of the Index. The consensus of the Board was to name the Index: **Washington School Improvement Framework**. It was also the consensus of the Board was to allow OSPI to make the decision on the color display.

Dr. Parr asked for input from members on criteria for the Washington Achievement Awards. Members felt that there should be more sophisticated approaches to the identification of schools for recognition. Dr. Miller felt it would be better not to do awards this year using the old data system, but to wait until the new system is rolled out. Some Board members favored going forward with the old data this year, and then working on it so next year there would be new criteria. This will be further discussed at the May Board meeting.

### **Student Presentation on Social-Emotional Learning**

Ms. Lindsey Salinas, Student Board Member

Mr. Joseph Hofman, Student Board Member

Ms. Salinas and Mr. Hofman provided personal updates and gave a presentation on Social-Emotional Learning (SEL). Social and emotional learning is the process of developing and using the skills, attitudes,



and knowledge that help youth and adults to identify and regulate emotions, to develop positive relationships, and to make responsible decisions.

Ms. Salinas and Mr. Hofman defined Social Emotional Learning as follows:

- Self-awareness
- Self-management and emotion regulation
- Social awareness
- Relationships and social skills
- Responsible decision-making

### **Update on the Center for the Improvement of Student Learning**

Ms. Andrea Cobb, Executive Director, Center for the Improvement of Student Learning

Ms. Cobb shared a PPT on the Washington Integrated Student Supports Protocol (WISSP) providing an overview and next steps for implementation. She shared the finalized WISSP with the Board and provided an update.

*WISSP's Mission: To connect people to the research and information they need to eliminate educational opportunity gaps and improve learning and teaching in Washington State.*

WISSP was one of an extensive set of interdependent strategies for closing educational opportunity gaps recommended by the State's Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC). The components of the WISSP framework include needs assessments, community partnerships, coordination of supports, integration within the school, and a data-driven approach.

Discussion ensued and input was given. Chair Laverty said the work that has been done is fabulous and thanked Ms. Cobb for her hard work.

### **Preview of Business Items for Tomorrow's Meeting**

At this point in the meeting, Chair Laverty reviewed the course of business for the next day's meeting, beginning with an Executive Session at 8:00 a.m.

The meeting recessed at 5:10 p.m. on Tuesday, March 6, 2018.

### **Wednesday, March 7, 2018**

Members Attending: Chair Kevin Laverty, Chris Reykdal, Dr. Alan Burke, Ms. Connie Fletcher, Mr. Peter Maier J.D., Mr. Jeff Estes, Ms. Holly Koon, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Ricardo Sanchez, Mr. Ryan Brault, Ms. Patty Wood, Ms. Lindsey Salinas, Mr. Joseph Hoffman (14)

Staff Attending: Dr. Randy Spaulding, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Linda Sullivan-Colglazier, Ms. Alissa Muller, Ms. Terri Eixenberger (9)

Members Absent: Ms. Janis Avery (1)

### **CALL TO ORDER**

Chair Laverty called the meeting to order at 8:00 a.m.

### **EXECUTIVE SESSION**

Chair Laverty adjourned the open session at 8:02 a.m. for the purpose of holding an Executive Session. The meeting returned to Open Session at 8:32 a.m. No action was taken during the Executive Session.

### **Discussion of Self-Evaluation Process for the State Board of Education**

Mr. Kevin Laverty, Chair

Chair Laverty facilitated a preliminary Board discussion regarding an annual Board self-assessment.

Discussion ensued on the following:

- The Board's intent and desired outcome of a self-evaluation;
- Key areas of responsibility or activity the Board would like considered;
- Timeline for developing, administering, analyzing and discussing the Board's 2018 self-evaluation.

Board members engaged in a conversation regarding the duties of the Executive Committee and the duties of the full Board. Some members felt that there should be more communication between the Executive Committee and the full Board. Discussion ensued on the possibility of holding more frequent meetings, rather than every two months as currently scheduled. In light of everyone's busy schedules, the consensus of the Board was not to add extra meetings, but to use technology if the need should arise for extra meetings.

### **Legislative Update**

Ms. Kaaren Heikes, Director of Policy and Partnerships

Ms. Heikes reviewed the status of the 2018 legislative priorities as follows:

- **Fund Special Education**
  - K-12 Budget
    - Appears to be agreement between chambers to increase the special education multiplier from 0.9309 to 0.9609.
    - Safety Net funding not likely to increase
- **Close Opportunity and Achievement Gaps**
  - 2ESHB 1508: Breakfast after the bell (passed)
  - SB 6406: I-200 repeal (dead)
  - HB 2748: Requires district LAP spending to align with WISSP, etc.
- **Social/Emotional Trauma-Informed Teaching and Learning**
  - HB 1377: Improving student's mental health by enhancing nonacademic professional services (passed)
  - E2SHB 2779: Increased access to mental health for children/youth
  - SB 6141: Suicide prevention (passing)
  - SB 6620: safety/gun control (dead)
- **Support for Challenged Schools**
  - Budget
- **Middle School Supports for HSBP**
  - SHB 2686: Strengthens HSBP (at HS level)
- **Roles and Responsibilities: OSPI and SBE**

- SHB 2814: Passed both chambers as introduced with additional subsection (OSPI review & recommend competency-based assessments to Legislature by 11/1/19)

Other bills pertinent to SBE’s statutory duties, Education System Health Indicators work, or otherwise:

- HB 2802 – Continuing ELOC through CISL at OSPI
  - Passed House; presumed dead in Senate
- HB 1896 – Civics (.5 credit requirement for diploma)
  - Concurrence discussions (regarding whether SBE or districts will have the ability to require civics course passage for graduation)
- E2SHB 1600 – Work-integrated learning
  - Passed Legislature

Discussion ensued and input was given.

### **Executive Director Update**

Dr. Randy Spaulding, Executive Director

Dr. Spaulding led a discussion around recognition awards. Board members weighed in and shared their thoughts. Board members were asked to come back to the May meeting with a recommendation or action that would reflect the process and criteria for recognition awards going forward. This will be a business item for Board action at the May meeting.

Mr. Parker Teed, SBE Policy Analyst, discussed the following:

- Option One Waiver Requests from Shoreline and Tacoma School Districts
- Request for Temporary Waiver of 24-Credit Graduation Requirements from Cheney School District for the Class of 2019 and 2020

Staff also covered:

- Update on Rule Amendments for School Improvement Goals (WAC 180-105)
- OSPI/SBE Roles and Responsibilities

Dr. Andrew Parr, SBE Research Director, led an in-depth discussion on Statewide Indicators of Educational System Health. During discussions at prior meetings, members suggested that the peer states utilized in the reporting be updated periodically to reflect the changing characteristics of Washington. Dr. Parr asked for the Board’s approval on the following changes that are being proposed for the next report to the Education Committees of the Legislature.

1. Revise performance goals in a manner that aligns each with the ESSA goal-setting methodology;
2. Update the list of peer states to better match the characteristics and structure of Washington’s economy.

Discussion ensued and input was given. Dr. Spaulding expressed appreciation for the feedback from Board members.

### **BUSINESS ITEMS**

**Motion made by Member Wood** to approve Shoreline School District’s waiver request from the 180-day school year requirement for five school days for the 2018-19 school year, for the reasons requested in its application to the Board.

**Motion seconded by Member Bolt.**

**Motion carried unanimously.**

**Motion made by Member Bolt** to approve South Bend School District's waiver request from the 180-day school year requirement for three school days for the 2018-19, 2019-20, and 2020-21 school years, for the reasons requested in its application to the Board.

**Motion seconded by Member Maier.**

**Motion carried unanimously.**

**Motion made by Member Jennings** to approve Tacoma School District's waiver request from the 180-day school year requirement for four school days for the 2018-19, 2019-20 and 2020-21 school years, for the reasons requested in its application to the Board.

**Motion seconded by Member Estes.**

**Motion carried unanimously.**

**Motion made by Member Koon** to approve Cheney School District's request for temporary waiver of implementation of 24-credit graduation requirements for Cheney School District for the Class of 2019 and 2020 for the reasons requested in its application to the Board.

**Motion seconded by Member Brault.**

**Motion carried unanimously.**

#### **Extra Motion Added to the Agenda**

**Motion made by Member Sanchez** to adopt the name change from the Washington Achievement Index to the Washington School Improvement Framework.

**Motion seconded by Member Jennings.**

**Motion carried unanimously.**

#### **Update on Districts that Receive Credit-Based Graduation Requirement Waivers**

Mr. Parker Teed, Policy Analyst

Mr. Crosby Carpenter, Principal, Chelan School of Innovation, Lake Chelan School District

Ms. Lisa Escobar, Principal, Highline Big Picture Schools, Highline School District

Mr. Tom Venable, Superintendent, Methow Valley School District

Ms. Julie Bamba, Principal, Gibson Ek High School, Issaquah School District

Mr. Teed provided background on credit-based graduation requirement waivers. Panelists were asked to respond to five guiding questions that addressed progress in meeting the standards for increased student learning set forth in the application. In summary, the following are some of the characteristics, promising practices and challenges that each of the school shares:

- The five Big Picture Learning Goals – communication, empirical reasoning, quantitative reasoning, social reasoning and personal qualities.

- Reframing grade promotion as “leveling up” to make the requirements more meaningful to students and to better communicate graduation requirements.
- The schools focus on internships and each school has focused on building its partnerships with mentors, the professional community, and colleges.
- Each school emphasized the importance of parent and family engagement
- Deep relationships among students and their advisors.
- The schools focus on project-based learning and have exhibitions of student learning to put students in a leadership role of showcasing their own learning.
- Sophisticated systems for evaluating student learning on each competency, including a “one student at a time” approach to providing feedback to students and assessing project-based learning.

Each panelist described their programs and students from each school shared their thoughts and personal experiences. Board members asked questions and engaged in conversations with the panelists, and the students.

**Public Comment**

There was no public comment at this meeting.

**National Association of State Boards of Education Conference Report-Out**

Ms. MJ Bolt, Board Member  
 Ms. Connie Fletcher, Board Member  
 Ms. Patty Wood, Board Member

Members Bolt, Fletcher and Wood provided an update on their recent trip to Washington DC for the National Association of State Boards of Education (NASBE) Legislative Conference. The conference theme was “Bridging the Divide”. Members engaged with national experts and boards from other states to develop a nation-wide perspective on the implementation of federal legislation such as ESSA. Specifically, members spoke with members of the Georgia State Board of Education regarding charter schools. They have charter districts, and charter schools. They have traditional schools and arts schools, with strategic waivers. All schools that are not traditional have to meet state performance goals.

Conference sessions were on critical topics in education such as advancing educational equity, career readiness, early childhood education, and working with governors and legislators. Members also had an opportunity to engage with members of Congress, the U.S. Department of Education, and other national education policy stakeholders.

Chair Laverty thanked members Bolt, Fletcher and Wood for their leadership in attending the conference. The NASBE Annual Conference is in October 2018 and will be held in Denver, CO.

There being no further business, Chair Laverty adjourned the meeting at 1:47 p.m. on Wednesday, March 7, 2018.

Minutes prepared by: Ms. Terri Eixenberger  
*Complete meeting packets are available online at [www.sbe.wa.gov](http://www.sbe.wa.gov). For questions about agendas or meeting materials, you may email or call 360.725.6027.*



# THE WASHINGTON STATE BOARD OF EDUCATION

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<b>Title: Discussion of Strategic Planning</b>		
<b>As related to:</b>	<input checked="" type="checkbox"/> <b>Goal One:</b> Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> <b>Goal Two:</b> Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> <b>Goal Three:</b> Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> <b>Goal Four:</b> Provide effective oversight of the K-12 system. <input type="checkbox"/> <b>Other</b>
<b>Relevant to Board roles:</b>	<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
<b>Policy considerations / Key questions:</b>	This section provides an update on the strategic planning process, measuring success, discussion of equity lens and application to the planning process, and information about work of other organizations aligned with the mission of the Board.	
<b>Relevant to business item:</b>	N/A	
<b>Materials included in packet:</b>	This section contains the following documents: <ul style="list-style-type: none"> <li>• May 8 Community Forum Information</li> <li>• Memo on Statewide Indicators of Educational System Health</li> <li>• Strategic Plan Update</li> <li>• Career Connect PowerPoint from Mr. John Aultman, Governor’s Office</li> <li>• Equity Memo</li> </ul>	
<b>Synopsis:</b>	This section of the agenda includes several updates connected to the strategic planning process. <ul style="list-style-type: none"> <li>• Timeline – in response to comments from the Board, the plan timeline has been updated to reflect members’ desire to approve the draft plan at the November meeting</li> <li>• Educational System Health – The Board will further discuss the relationship between the Educational System Health Report and the Strategic Plan. The updated metrics will inform the planning process; however, the final 2018 Educational System Health report will serve as the baseline for measuring progress on the strategic plan initiatives.</li> <li>• The Board’s Equity Committee will share their further refinement of the equity lens and their recommendations to ensure that equity remains at the heart of the strategic plan.</li> <li>• Throughout the meeting, the Board will hear from staff and partner organizations about work that the Board might endorse or leverage as they develop their priorities and strategies.</li> </ul>	





# THE WASHINGTON STATE BOARD OF EDUCATION

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The Board will host a community conversation on May 8th, from 5:30 p.m. to 7:30p.m., to discuss the issues and actions identified as high priorities by parents, students, educators, and community members.

Educational Service District 105, Ahtanum Room, 33 South Second Ave.,  
Yakima, WA 98902

**May 8, 2018**

## **MEETING AGENDA**

- |               |  |
|---------------|--|
| <b>5:30pm</b> | <b>Welcome, introductions and overview</b>   |
| <b>5:45</b>   | <b>Group discussions and sharing</b><br><b>Hopes and aspirations for our students</b><br><b>Barriers to educational achievement</b><br><b>Suggested actions to support student success at the state and local levels</b> |
| <b>7:20</b>   | <b>Next steps</b>  |
| <b>7:30</b>   | <b>Adjourn</b>   |

For further information, please see the State Board of Education website at [www.sbe.wa.gov](http://www.sbe.wa.gov).



# THE WASHINGTON STATE BOARD OF EDUCATION

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## STATEWIDE INDICATORS OF EDUCATIONAL SYSTEM HEALTH

### Policy Considerations

With assistance from partner agencies, the Washington State Board of Education (SBE) is charged with establishing goals and reporting on the goal attainment for the statewide indicators of educational system health under [RCW 28A.150.550](#). Section (5)(a) allows for the recommendation of revised performance goals and (5)(c) specifies that the performance goals for each indicator must be compared with national data in order to identify whether Washington student achievement results are within the top ten percent nationally or are comparable to results in peer states with similar characteristics as Washington.

The next biennial report to the Education Committees of the Legislature is due on December 1, 2018. The latest biennial report on the Statewide Indicators of the Educational System Health was delivered on December 1, 2016 and can be found [here](#).

### Summary

During discussions at the March 2018 SBE meeting, the Board directed staff to align the performance goals of the statewide indicators to the Every Student Succeeds Act (ESSA) long-term goals. Members also directed staff to update the list of peer states to reflect the changing characteristics of Washington. The following changes will be incorporated in the next report to the Education Committees of the Legislature.

- The performance goals will be reset in a manner that aligns each with the ESSA goalsetting methodology.
- The list of peer states will be updated to better match the characteristics and structure of Washington's economy.

The memo also provides an update on the 2017 results of the National Assessment of Educational Progress (NAEP) that are used for the national and peer state comparisons for two of the indicators. The images will show that the overall performance of Washington students about average but with appreciable achievement gaps that are widening.

### Discussion and Findings

#### *Partner Meetings*

The SBE met with and presented on the statewide indicators to the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) in March. The EOGOAC provided limited verbal feedback about the report and I expect the EOGOAC staff to provide additional feedback at a later time. A key theme in the feedback was a desire to ensure the report include appropriate measures to identify progress, or lack thereof, in addressing opportunity gaps. The SBE has been in contact with the Washington Student Achievement Council and other partners identified in the legislation to discuss the statewide indicators work, align goals, and arrange to meet and present at future Board meetings.

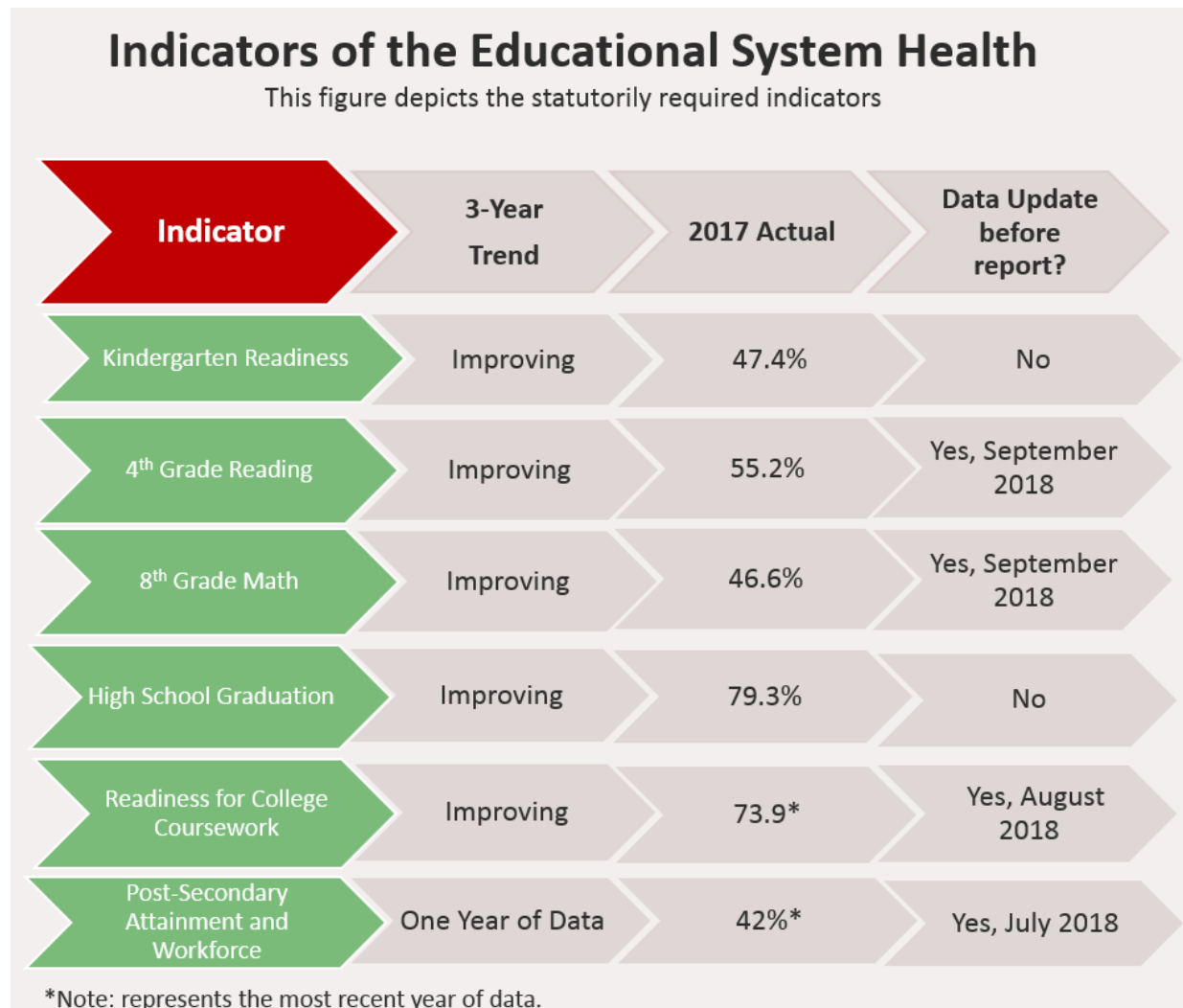
### Revised Performance Goals

In order to more closely align the state and federal accountability framework, the performance goals for the statewide indicators were reset and aligned to the long term goals described in the [Washington ESSA Consolidated State Plan](#). The statewide indicators and the ESSA long-term goals set annual targets for each student group at a school based on the following:

- Baseline values will be established using the 2016-17 data
- The annual targets for all indicators will be set based on a 90 percent endpoint goal, and
- The targets and goals will be based on a period of ten years.

The most recent performance for the specified statewide indicators are summarized in Figure 1 and are available as part of the online packet. The 4<sup>th</sup> and 8<sup>th</sup> grade assessment results for the 2016-17 school year were slightly lower for nearly all student groups but the overall three-year trend is one of incremental improvement. The one-year decline in assessment results occurring in Washington and in other states using the Smarter Balanced assessments (SBAs) is somewhat unusual and has led [some researchers](#) to investigate possible reasons for the declines. The SBA Consortium recently published a [summary of their study](#) of the 2016-17 results supporting the veracity of the assessment results.

Figure 1: summarizes the most recent performance on five of the six statewide indicators.

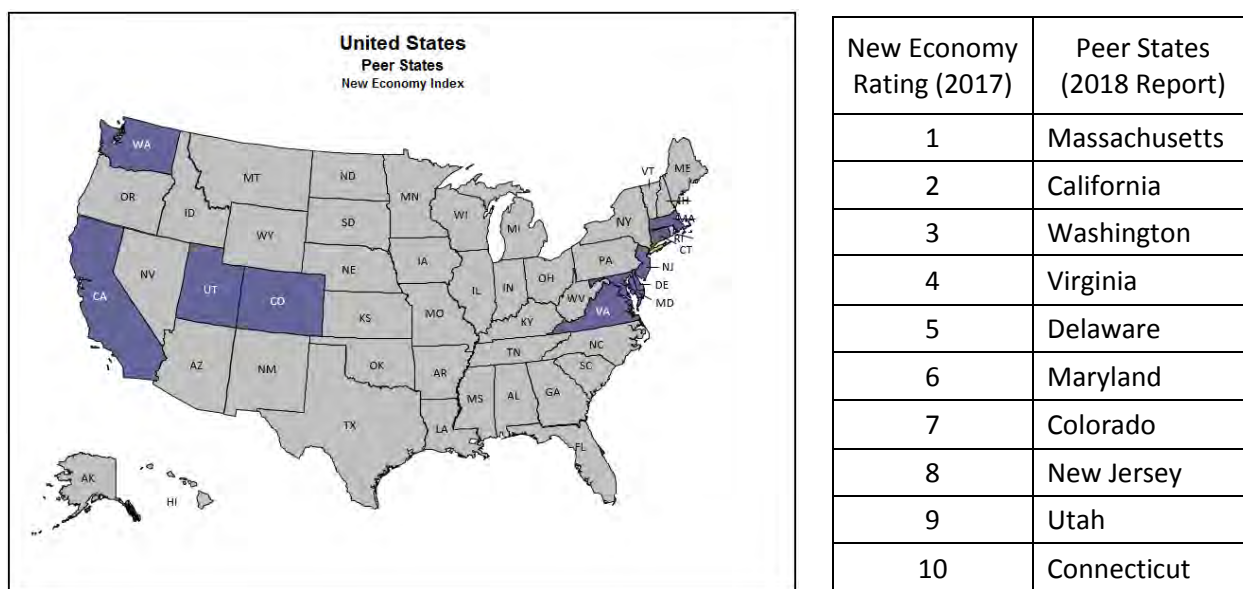


### Updated List of Peer States

The list of peer states is derived from the 2017 State [New Economy Index](#) published by the Information Technology and Innovation Foundation. The New Economy Index is a measure of the degree to which states' economic structure matches the ideal structure of the innovation driven New (Global) Economy. The 2017 Index used 25 indicators divided into five broad categories (Knowledge Jobs, Globalization, Economic Dynamism, Digital Economy, and Innovation Capacity) to capture what is important about the new global economy.

A list of the states that will be utilized for the peer state comparisons and the states' current ranking on the New Economy Index is presented in Figure 2. Massachusetts has been the highest performing state on all the New Economy Indices since 1999. Washington has been in the top five performing states for all of the years since 1999.

Figure 2: Shows the list of peer states to be used for the performance comparisons required in the Statewide Indicators of the Educational System Health biennial report.



### Update on the 2017 NAEP Results

The National Assessment of Educational Progress (NAEP) is used for the national and peer state comparisons for the 4<sup>th</sup> Grade Reading and 8<sup>th</sup> Grade Math indicators. The most recent NAEP results were publicly released on April 10 and shortly thereafter, the Seattle Times published [a short article](#) on the results. The Seattle Times writer led the article with “Washington students show little growth in math, reading on national test” and later acknowledging that the “stagnated” performance of Washington students mirrors a national trend (Appendix A). The article also draws attention to the widening scale score gap between students qualifying for the Free and Reduced Price Lunch (FRL) program and those not qualifying for the program.

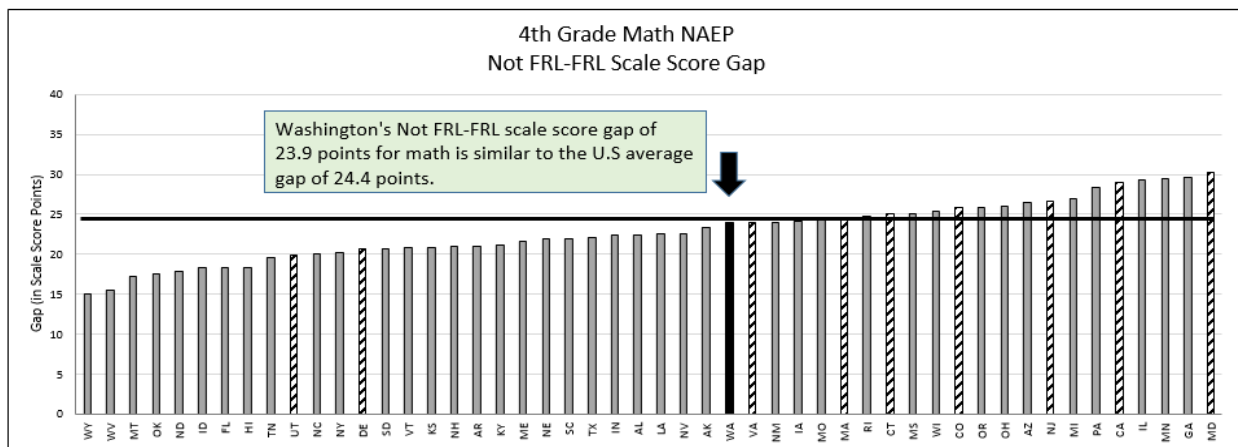
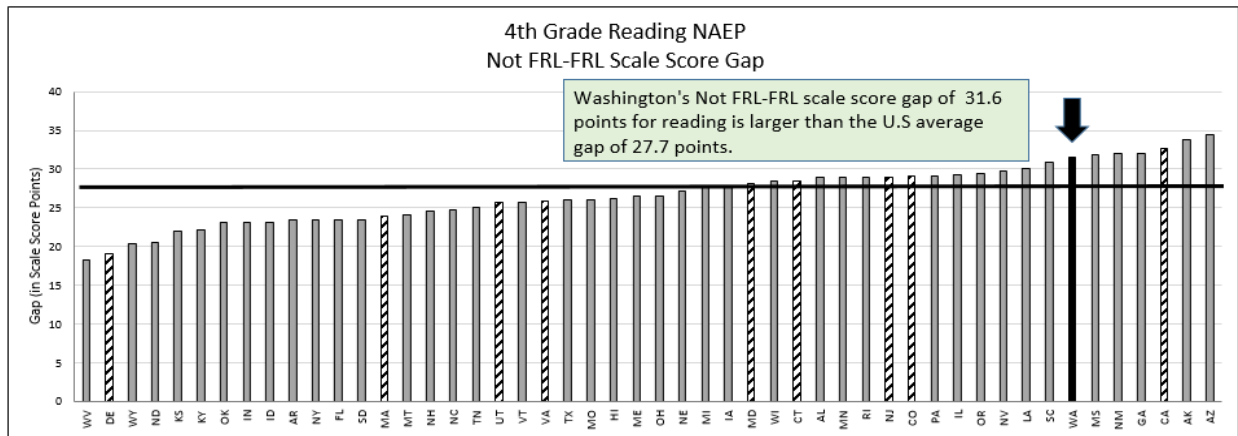
On the following four figures (Figure 3 to Figure 6), a uniform and consistent display of performance on the NAEP is applied to make the Washington results more visible and easier to interpret.

- The performance of Washington students is identified by the black bar with the black arrow above the bar.
- The performance of the peer states is identified with the black and white striped bar.
- The other states are shown identified with gray bars and the United States average is identified with the black horizontal line stretching across the figure.

### 2017 Results for the Not FRL-FRL Scale Score Performance Gaps

The scale score performance gap between Not FRL and FRL student groups for the 4<sup>th</sup> Grade NAEP in reading and math are presented in Figure 3. On Figure 3, states with the smallest gaps are on the left-hand side of the image and states with the largest gaps are on the right-hand side of the image.

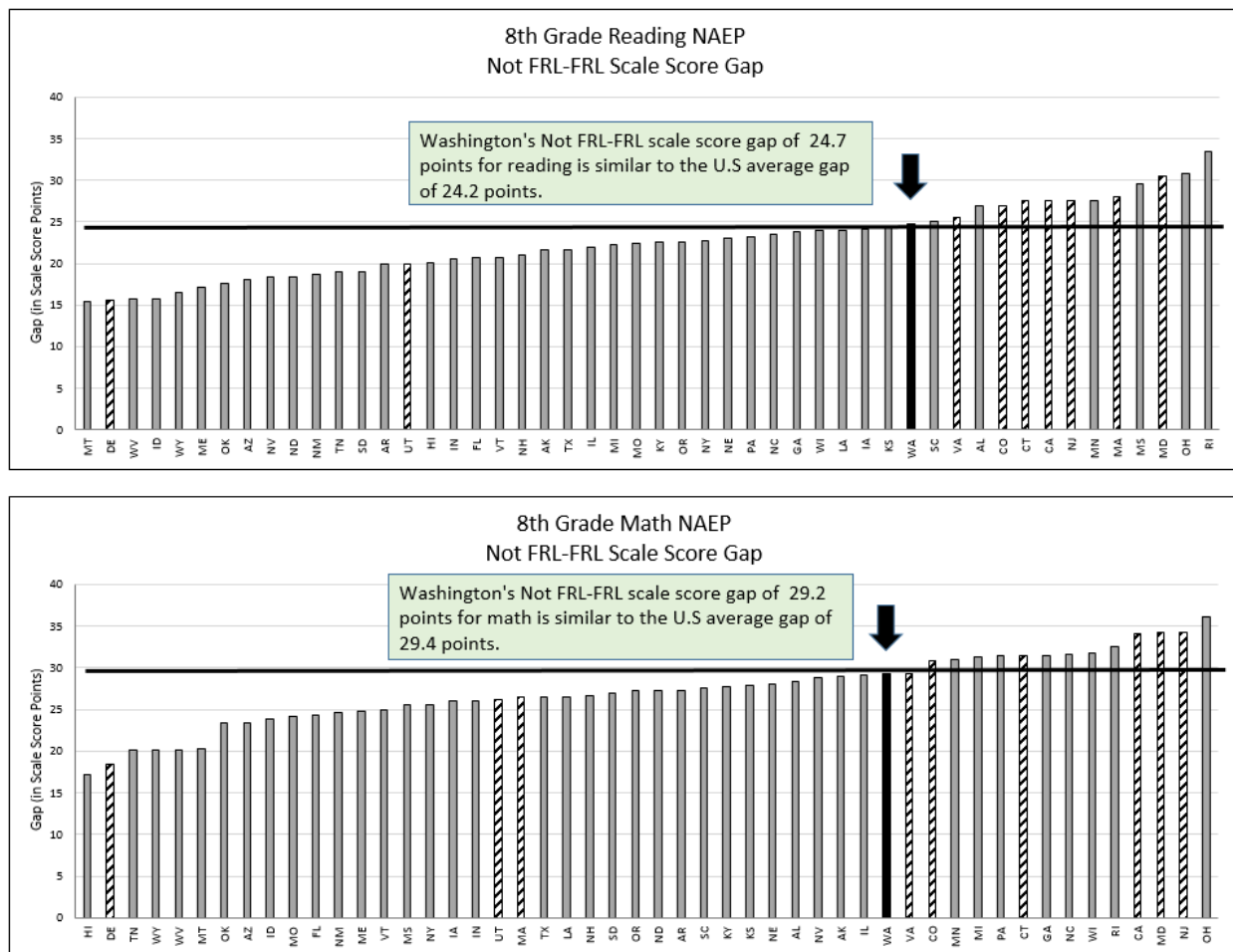
Figure 3: shows the Not FRL-FRL scaled score gap in 4<sup>th</sup> grade reading and math for each of the 50 United States.



- For the 4<sup>th</sup> grade Reading, Washington’s scale score gap was approximately 31.6 points, approximately 3.9 points higher than the U.S. average. Washington’s performance gap between Not FRL and FRL student groups was the 7<sup>th</sup> largest in the 50 states and was the second largest of the peer states.
- For the 4<sup>th</sup> grade Math, Washington’s performance gap was approximately 23.9 scale score points, approximately 0.5 points lower than the gap for U.S. students of 24.4 scale score points. Washington’s performance gap between Not FRL and FRL student groups was third smallest among the peer states.

The scale score performance gap between Not FRL and FRL student groups for the 8<sup>th</sup> Grade NAEP in reading and math are presented in Figure 4. On Figure 4, states with the smallest gaps are on the left-hand side of the image and states with the largest gaps are on the right-hand side of the image.

Figure 4: shows the Not FRL-FRL scaled score gap in 8<sup>th</sup> grade reading and math for each of the 50 United States.



- For the 8<sup>th</sup> grade Reading, Washington’s scale score gap was approximately 24.7 points, approximately 0.5 points higher than the U.S. average. Washington’s performance gap between Not FRL and FRL student groups was the third smallest of the peer states.
- For the 8<sup>th</sup> grade Math, Washington’s performance gap was approximately 29.2 scale score points, which was nearly identical to the U.S. average of 29.4 scale score points. Washington’s



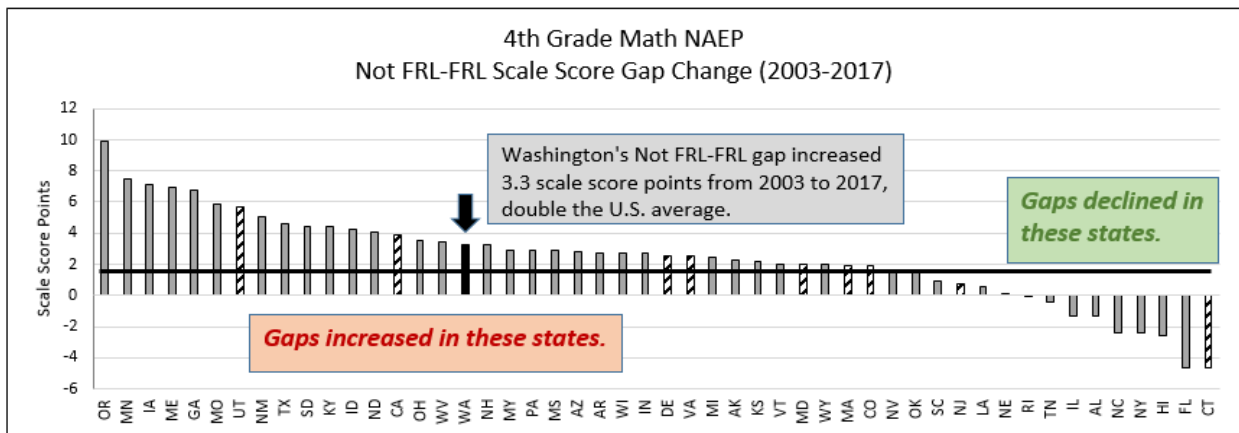
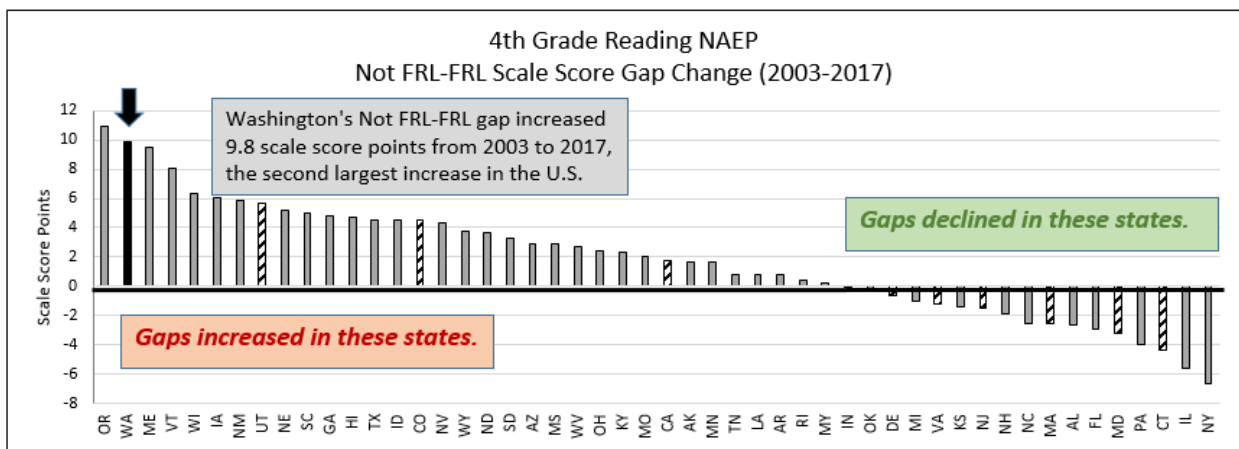
performance gap between Not FRL and FRL student groups was fourth smallest of the peer states, which would approximate the peer state average.

### Changes in the Not FRL-FRL Scale Score Performance Gaps

Large performance gaps between Not FRL and FRL student groups are evident in all 50 states and the scale score gaps for Washington students approximate the U.S. average. The figures that follow show whether these gaps are decreasing or increasing in size over time.

The change in scale score performance gap over time (from the 2003 NAEP administration to the 2017 NAEP administration) for the 4<sup>th</sup> grade is presented in Figure 5. On this image states with declining gaps are situated on the right-hand side of the chart and states with increasing gaps on the left-hand side of the chart.

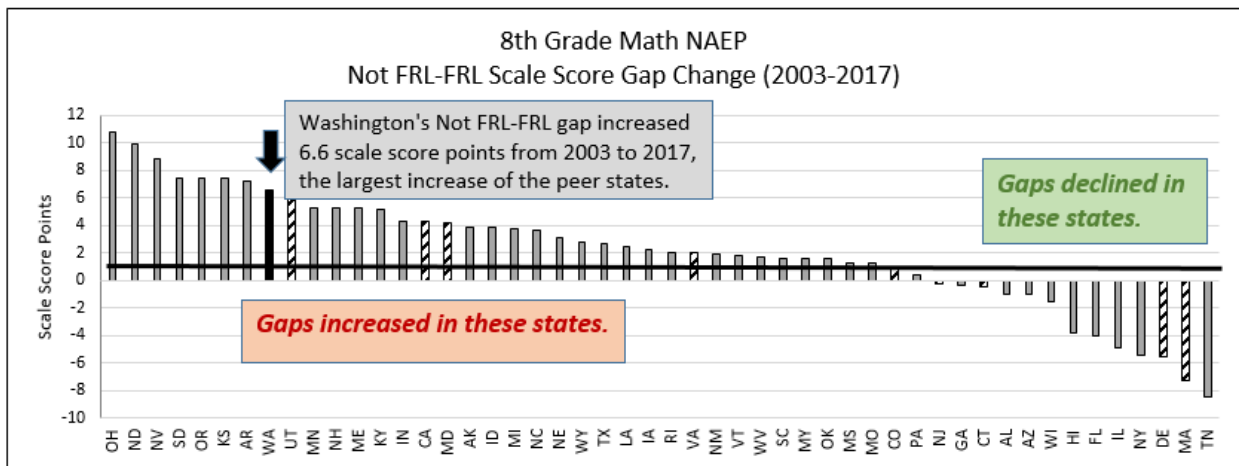
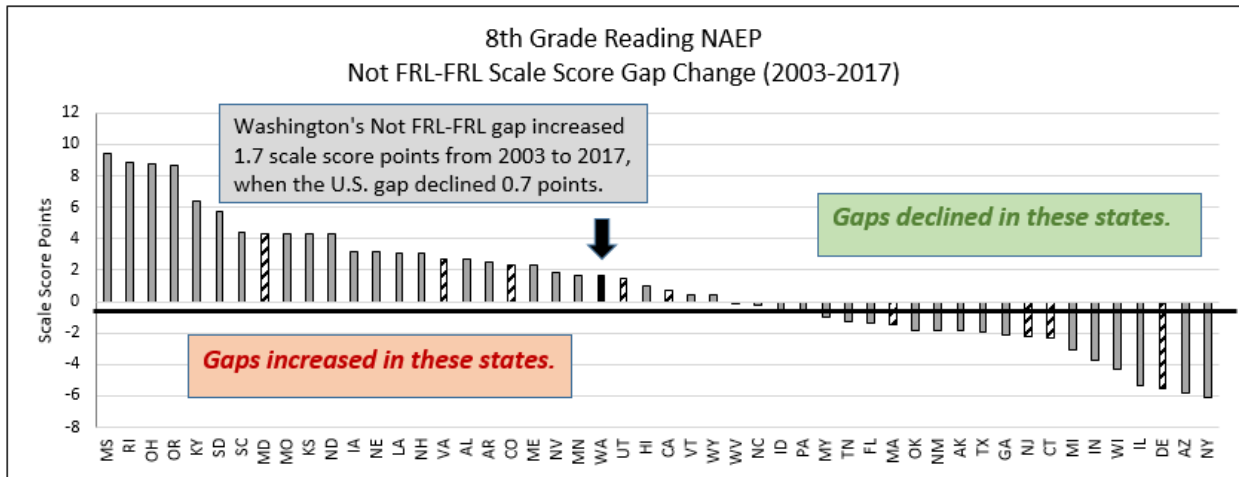
Figure 5: shows the change in the Not FRL-FRL scaled score gap in 4<sup>th</sup> grade reading and math for each of the 50 United States from 2003 to 2017.



- For the 4<sup>th</sup> grade Reading, the Washington Not FRL and FRL performance gap increased approximately 9.8 scale score points from the 2003 to the 2017 administrations. This performance gap increase is the second largest of the 50 United States and is the largest of the peer states.

- For the 4<sup>th</sup> grade Math, the Washington Not FRL and FRL performance gap increased approximately 3.3 scale score points from the 2003 to the 2017 administrations, which is double the U.S. average gap increase. This performance gap increase is the third largest of the peer states.
- On the 4<sup>th</sup> grade NAEP, the Not FRL and FRL scale score performance gap is increasing for both reading and math, but increased the most in reading.

Figure 6: shows the change in the Not FRL-FRL scaled score gap in 8<sup>th</sup> grade reading and math for each of the 50 United States from 2003 to 2017.



- For the 8<sup>th</sup> grade Reading (Figure 6), the Washington Not FRL and FRL performance gap increased approximately 1.7 scale score points from the 2003 to the 2017 administrations. This performance gap increase is the fourth largest of the peer states.
- For the 8<sup>th</sup> grade Math, the Washington Not FRL and FRL performance gap increased approximately 6.6 scale score points from the 2003 to the 2017 administrations, which is substantially larger than the U.S. average gap increase. This performance gap increase is the eight largest of the 50 United States and is the largest of the peer states.
- On the 8<sup>th</sup> grade NAEP, the Not FRL and FRL scale score performance gap is increasing for both reading and math, but increased the most in math.

In summary, the performance gaps between Not FRL and FRL student groups on the 4<sup>th</sup> and 8<sup>th</sup> Grade NAEP are large, but mostly close to the U. S. average. However, the scale score performance gaps increased from 2003 to 2017 for all four of the NAEP assessments.

*Endnote on the 2017 NAEP Results*

In 2017, the NAEP was administered on tablets or digital devices for the first time, rather than the paper-and-pencil format in previous years. The NAEP digital assessments require students to receive, gather, and report information just as they do in their everyday lives. These new assessments are developed in a manner making it possible for more students to participate without special accommodation sessions. The National Center for Educational Statistics conducted two bridge studies to link the old and new versions of the assessment.

**Action**

The Board is not expected to take an action on this agenda item.

*Websites and Links Referenced in the Memo*

Link to RCW 28A.150.550, the authorizing legislation.

<https://app.leg.wa.gov/rcw/default.aspx?cite=28A.150.550>

Link to the Washington ESSA Consolidated State Plan.

<http://www.k12.wa.us/Communications/PressReleases2018/DOE-ApprovesPlan.aspx>

Link to the latest Statewide Indicators of the Educational System Health report.

<http://www.sbe.wa.gov/edsystemhealth.php>

Link to the 2017 New Economy Index and Report.

<https://itif.org/publications/2017/11/06/2017-state-new-economy-index>

Links to article and studies on the 2016-17 Smarter Balanced assessment results.

[https://www.realcleareducation.com/articles/2018/01/04/is\\_the\\_smarter\\_balanced\\_national\\_test\\_broken\\_110243.html](https://www.realcleareducation.com/articles/2018/01/04/is_the_smarter_balanced_national_test_broken_110243.html)

<https://www.smarterbalanced.org/2017-test-score-analysis/>

Seattle Times article on the NAEP results.

<https://www.seattletimes.com/education-lab/school-stats-washington-students-show-little-growth-in-math-reading-on-national-test/>

Please contact Andrew Parr at [andrew.parr@k12.wa.us](mailto:andrew.parr@k12.wa.us) if you have questions regarding this memo.



## Strategic Planning Update

Washington State Board of Education  
May 9, 2018

## Conversation today

- Stakeholder Engagement
  - Site Visit and Forum Report-Out
- Career Connected Learning Update
- Educational System Health
- Equity as a Foundational Principle

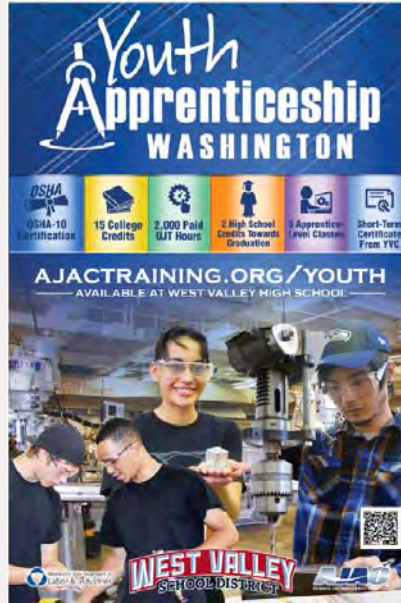


## West Valley High School



### AJAC Youth Apprenticeship Program

- 2,000 hour program designed for high school juniors and seniors.
- Students develop career-ready skills in the aerospace and advanced manufacturing industries.
- Combines paid on-the-job training at an AJAC employer and college-level classroom instruction.
- Can lead to a high school diploma, journey-level card and short-term college certificate.



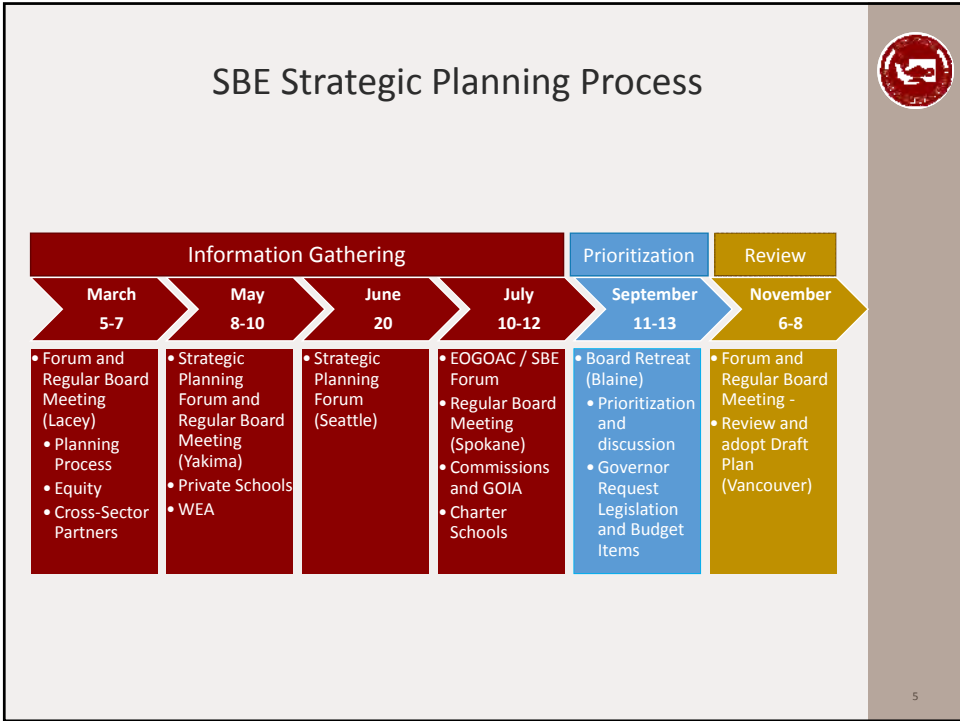
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## Community Forum



- Hopes and aspirations for our students
- Barriers to educational achievement
- Suggested actions to support student success at the state and local levels





## Career Connect Washington

- Mr. John Aultman, Senior Policy Advisor, Governor’s Office
- Mr. Eric Wolf, Director of Policy and Programs, Workforce Training and Education Coordinating Board

The Career Connect Washington Task Force focused on identifying actionable and effective steps to drive awareness of a wide range of educational pathways that lead to rewarding careers for Washington’s young adults. Governor Inslee’s Task Force recommends dramatically upscaling public and private registered apprenticeships, internships, mentoring, and workforce training programs to achieve a goal of serving 100,000 young people over the next five years.

CAREER  
CONNECT  
WASHINGTON  
TASK FORCE

FEBRUARY 2018

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## 2018 Statewide Educational System Health Report



- Requires input from key stakeholders on indicators and recommendations.
- Opportunity to consider additional indicators.
- Will inform SBE strategic planning process.
- Due to Legislature in December of each even numbered year.

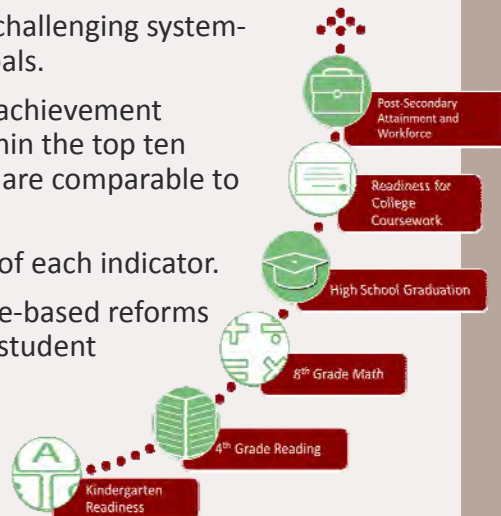
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## Statewide Indicators of System Health

RCW 28A.150.550



- Identify realistic but challenging system-wide performance goals.
- Washington student achievement results should be within the top ten percent nationally or are comparable to results in peer states.
- Report on the status of each indicator.
- Recommend evidence-based reforms intended to improve student achievement.





# Washington Improving on System Health Indicators



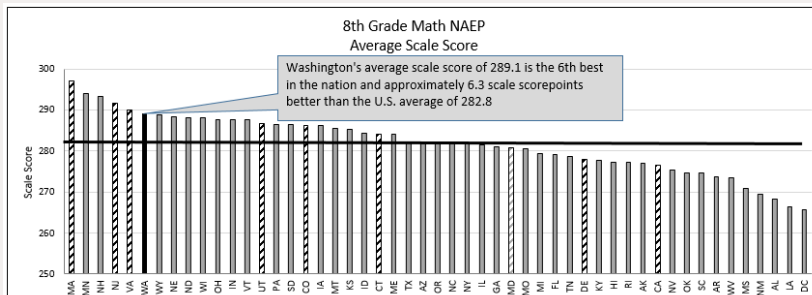
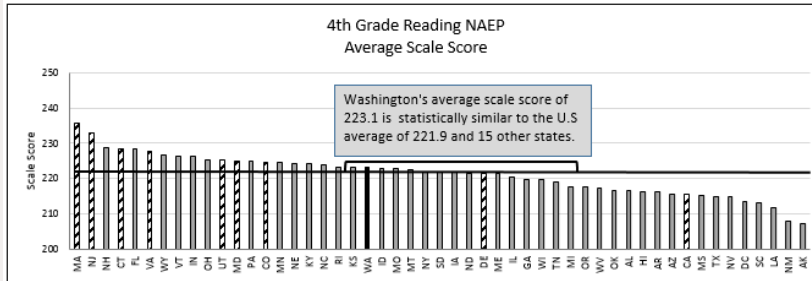
## Indicators of the Educational System Health

This figure depicts the statutorily required indicators

Indicator	3-Year Trend	2017 Actual	Data Update before report?
Kindergarten Readiness	Improving	47.4%	No
4 <sup>th</sup> Grade Reading	Improving	55.2%	Yes, September 2018
8 <sup>th</sup> Grade Math	Improving	46.6%	Yes, September 2018
High School Graduation	Improving	79.3%	No
Readiness for College Coursework	Improving	73.9*	Yes, August 2018
Post-Secondary Attainment and Workforce	One Year of Data	42%*	Yes, July 2018

\*Note: represents the most recent year of data.

# National Comparison of 2017 NAEP Scores



## Measuring What Matters



- Opportunity to learn—Examples Could Include:
  - Exclusionary Discipline
  - Expanded Learning Opportunities
  - Accelerated Coursework
  - Bilingual instruction (or instructional staff)
- School Resources—Examples May Include:
  - Leadership continuity
  - Diversity of teaching staff
  - Quality of Facilities
  - Access to Internship or mentoring opportunities

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## Measuring Progress



- Washington School Improvement Framework
- Educational System Health Indicators
- Other Frameworks:
  - OSPI Report Card and Data Analytics
  - EOGOAC Annual Report
  - Results Washington
  - Student Achievement Council Roadmap Indicators
  - The Governor’s STEM Education Innovation Alliance Dashboard
  - Local and Regional measures (e.g. Community Center for Education Results)



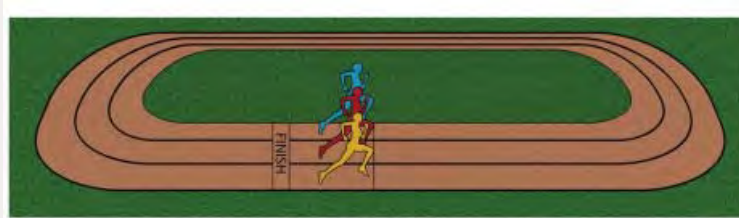
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# September Retreat



Day 1	Facilitated Discussion <ul style="list-style-type: none"><li>• Affirm Vision and Mission</li><li>• Values and/or Principles (to include equity statement)</li><li>• Broad / High level goals (e.g. graduation rate; postsecondary attendance / work)</li></ul>
Day 2	Facilitated Discussion (Noreen Light): <ul style="list-style-type: none"><li>• Revisit discussion from day 1</li><li>• Discuss feedback from prior meetings to identify topical goals and broad strategies (e.g. college readiness, student well-being, etc...)</li></ul> <p>Outcome from days 1 and 2: Direction to staff to draft strategic plan for adoption in November.</p>
Day 3	Establish specific strategies for the 2019-20 Legislative sessions <ul style="list-style-type: none"><li>• Legislative agenda</li><li>• Agency request budget and legislative items</li></ul> <p>Outcome by end of day 3:</p> <ul style="list-style-type: none"><li>• Direction to staff regarding any agency request items.</li><li>• Direction to draft legislative priorities / agenda for adoption in November.</li></ul>

# Equity as a foundational principle



**EQUALITY**



**EQUITY**

## Equity at the of Strategic Planning



### Strategies to keep equity at the of SBE's strategic planning process

1. Embed equity in all elements of our strategic plan, not as a stand-alone.
2. Ask "How will we tend to historically marginalized students in each of our strategic priorities?"
3. Use our Equity Lens tool – the questions in it – to drive our formulation of the new strategic plan, not as a check once strategies are developed.
4. Agree in advance that each Board member will speak up if they see the Board veer off track from our equity statement and/or lens.
5. Stay focused on input that affects the output. Opportunity gap. vs. Achievement gap.
6. Be explicit about how we will choose what to operationalize in our strategic plan.
7. Be aware of how intentionality of policy may get lost in implementation. Ask "How this impacts?" the organizations that implement policy and law.
8. "Confront the brutal facts."

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## Equity



- SBE's Equity Lens
- Equity Summit Concept
- SBE's Equity Statement of Intent

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## Connected Conversations



- **This meeting**
  - Commission on Hispanic Affairs
  - Private Schools
  - Washington Education Association
  - School Safety
- **July / August**
  - EOGOAC joint forum and meeting
  - Governor's Commissions
  - Charter Schools
  - Early Learning
  - Expanded Learning
  - Parent Teacher Association

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Website: [www.SBE.wa.gov](http://www.SBE.wa.gov)  
Blog: [washingtonSBE.wordpress.com](http://washingtonSBE.wordpress.com)  
Facebook: [www.facebook.com/washingtonSBE](http://www.facebook.com/washingtonSBE)  
Twitter: [@wa\\_SBE](https://twitter.com/wa_SBE)  
Email: [sbe@k12.wa.us](mailto:sbe@k12.wa.us)  
Phone: 360-725-6025  
Web updates: [bit.ly/SBEupdates](http://bit.ly/SBEupdates)



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# Career Connect Washington: Strategic Plan

As of April 22<sup>nd</sup>, 2018

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**BAIN & COMPANY** 

# Significant gap between supply and demand of skilled workers in Washington – and a large opportunity for Career Connect WA to fill it



**MANY EMPLOYERS  
SEEKING  
SKILLED LABOR**

**740,000** job openings expected in WA in next five years;  
**70%** will require **postsecondary credentials**



**FEW GRADUATES  
WITH RIGHT  
SKILL SET**

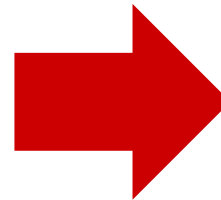
Only **31%** of WA high school students earn a  
**postsecondary credential**

## OPPORTUNITY FOR CAREER CONNECTED LEARNING IN WASHINGTON:

TODAY

**31%**

of Washington state students **do** earn  
a postsecondary credential by age 26



2030 GOAL

**70%**

of Washington state students **will** earn a  
postsecondary credential by age 26



# To address this opportunity, there are many career-connected learning efforts already underway in Washington

/ NOT EXHAUSTIVE



seattle metropolitan chamber of commerce



# Although Washington is a leader in career-connected learning, there are opportunities to improve outcomes overall

## There is much to be excited about in Washington...

### Variety of programs

- Dozens of individual programs serving a wide range of needs

### Many youth served

- Thousands of individuals served by programs today

### Engaged, motivated stakeholders

- Multiple organizations and individuals excited to contribute

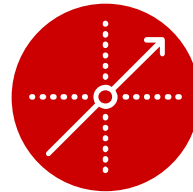
### Funding progress

- Legislation, RFP processes already in place

## ... but we have opportunities to improve



- **Vision:** Our stakeholders are not aligned on (or collectively working toward) a shared, well-understood, long-term vision



- **Scale:** There are aspects of the current career-connected learning ecosystem preventing us from reaching more students / families / employers

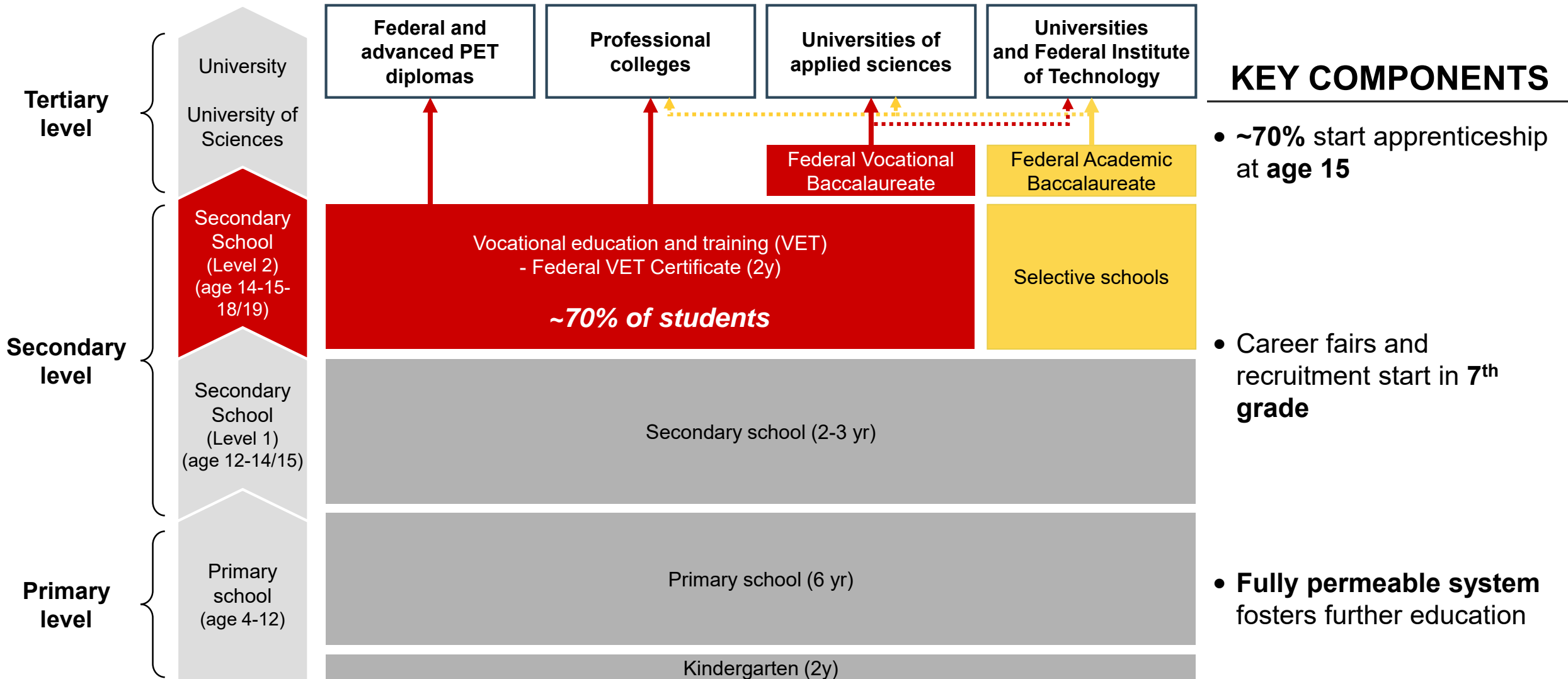


- **Coordination:** We lack coordination across programs, at regional and state level, to make career-connected learning more effective in WA



- **Perception:** There are cultural barriers preventing further adoption of career-connected learning

# A full-potential example: Swiss apprenticeship model has equalized unemployment rates for youth and general population (~3.1%)



Source: Graphic: SFS Group; Data: Die Lage auf dem Arbeitsmarkt – Swiss government September 2017 report

# We will create 6 key deliverables that will enable implementation of a system of career-connected education across Washington



## 10-year program vision

Student offering, career/ed pathways, % WA students enrolled, prioritized schools/districts, employer offering, prioritized industries



## Detailed system design

Identifying key tensions / tradeoffs, ways of integrating with existing programs, and target populations for both pilot and end-state phases



## 10-year growth plan

Initiatives, owners, phasing, costs, milestones, and tracking metrics



## Funding model

Including both philanthropy and self-funding



## Governance model

to be accountable for the rollout and realization of 10-year vision



## Engagement and communications plan

Including key actors who need to commit and support the system

# Vision for what we're building

/ D R A F T



**Long term** articulation of principles, values, and core capabilities

Every young adult in Washington will have **multiple pathways toward economic empowerment**, strengthened by a **comprehensive state-wide system for career-connected learning**.

- **Better outcomes for young adults:** Every young adult will have agency and support to choose from a suite of pathways to post-secondary credentials and high-potential careers, including but not limited to 4-year college, and with equity of opportunity for all demographics

#### **Young adults will...**

- be academically prepared and work-ready
- be supported and guided in making choices about their education and careers
- have meaningful and engaging learning experiences
- complete those experiences
- gain valuable credentials for high-opportunity careers
- move forward on their path toward careers and / or further education.

- **Better outcomes for employers:** Improve talent pipeline with a deeper and more diverse pool of local talent, who are work-ready and trained with relevant career skills

#### **Employers will...**

- have easy, accessible engagement in career-connected learning efforts
- have access to talented candidates that are prepared and trained to fill workforce gaps
- improve retention of that talent over time
- have a workforce of life-long learners, passionate about their career choices
- be well positioned to upskill workforce to meet changing industry needs



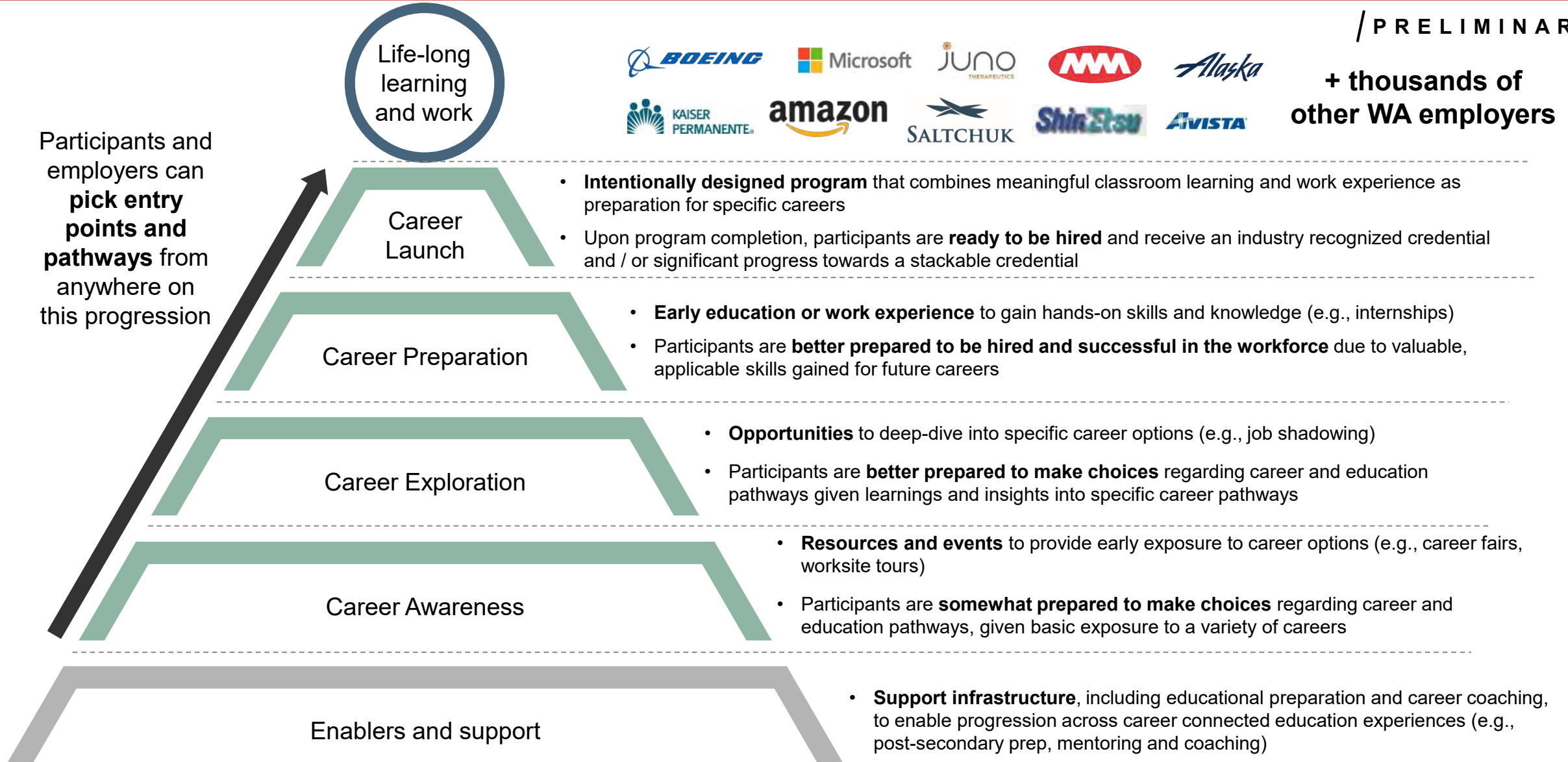
# High-quality career-connected learning experiences serve as the building blocks for a comprehensive system in Washington

/ PRELIMINARY

+ thousands of other WA employers



Participants and employers can pick entry points and pathways from anywhere on this progression



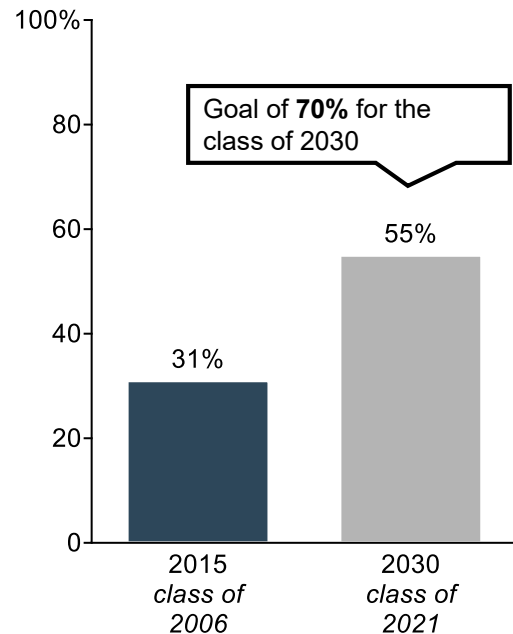
Source: WA STEM Career Connected Learning Framework

# We will know we are successful when Washington improves across 4 key metrics

/ ILLUSTRATIVE

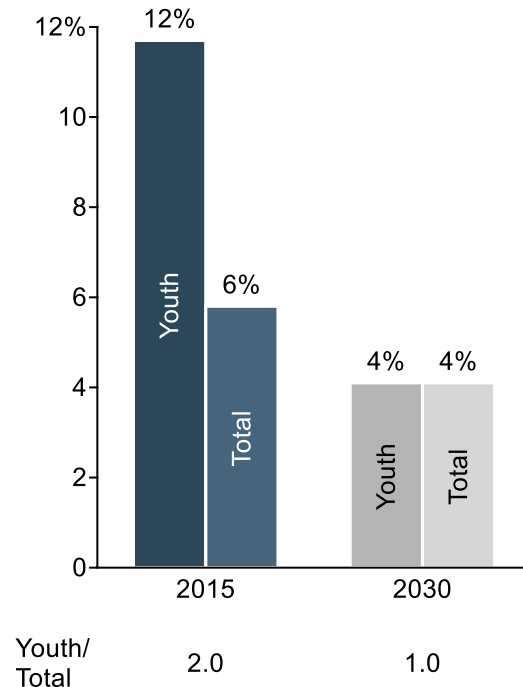
## Increased postsecondary credential attainment...

% WA high school students who earn a postsecondary credential by age 26



## ...increased youth employment...

WA unemployment rate



## ...and increased economic mobility...

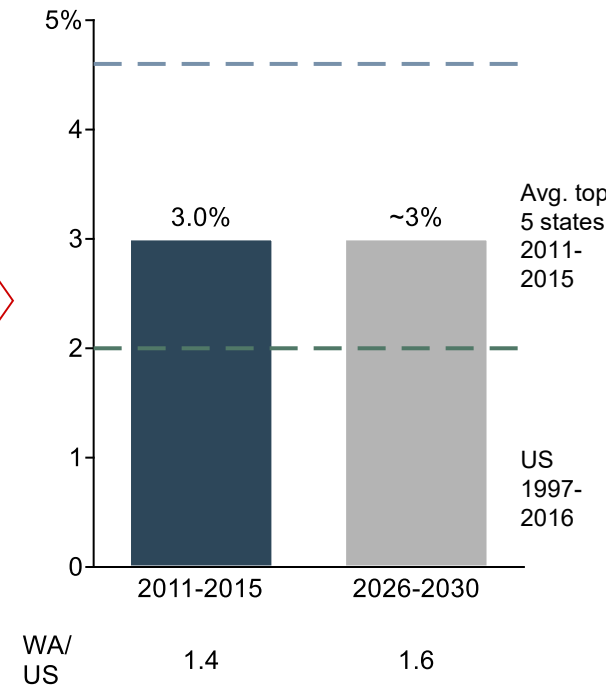
PLACEHOLDER

*5-year growth in real income by quintile*

*Awaiting updated data for Washington Income Distribution from OFM (latest data is from 2011)*

## ...will all drive economic prosperity in Washington

WA 5 year real GDP CAGR



Note: Assumes both youth (16-24) and WA total unemployment reach US average unemployment (4.1%); Assumes US 5 year real GDP CAGR of 2% from 2026-2030; Assumes top quartile states on average ~1.5X US 5 year real GDP CAGR based on top quartile states for 2011-2015

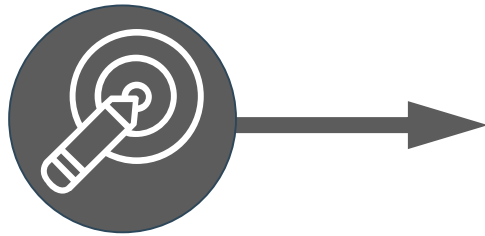
Source: WA Roundtables Pathway to Great Jobs in Washington State; Bureau of Economic Analysis; Bureau of Labor Statistics; U.S. Census Bureau



# From here, we will more clearly define the system we will build, and articulate the nearer-term ambition

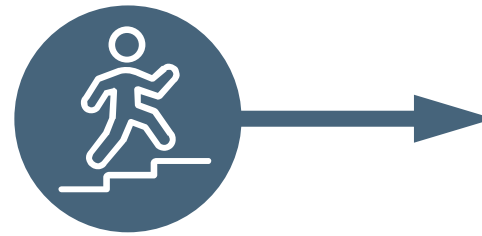


Now that we've aligned on **where we're heading**, we need to define **how we'll get there**



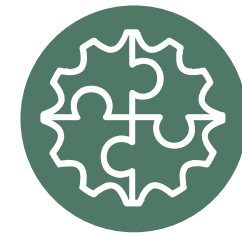
**What are we building to reach our vision?**

Define what it means to have an **integrated career-connected learning system**, the **common language** to discuss that system, and the **types of programs / efforts** the system will support



**How will we scale it over time?**

Determine **how career-connected education in Washington will grow** in the next 1 to 5 years to achieve our 10-year vision for success, and what it will require of employers and other actors



**How will we bring this to life?**

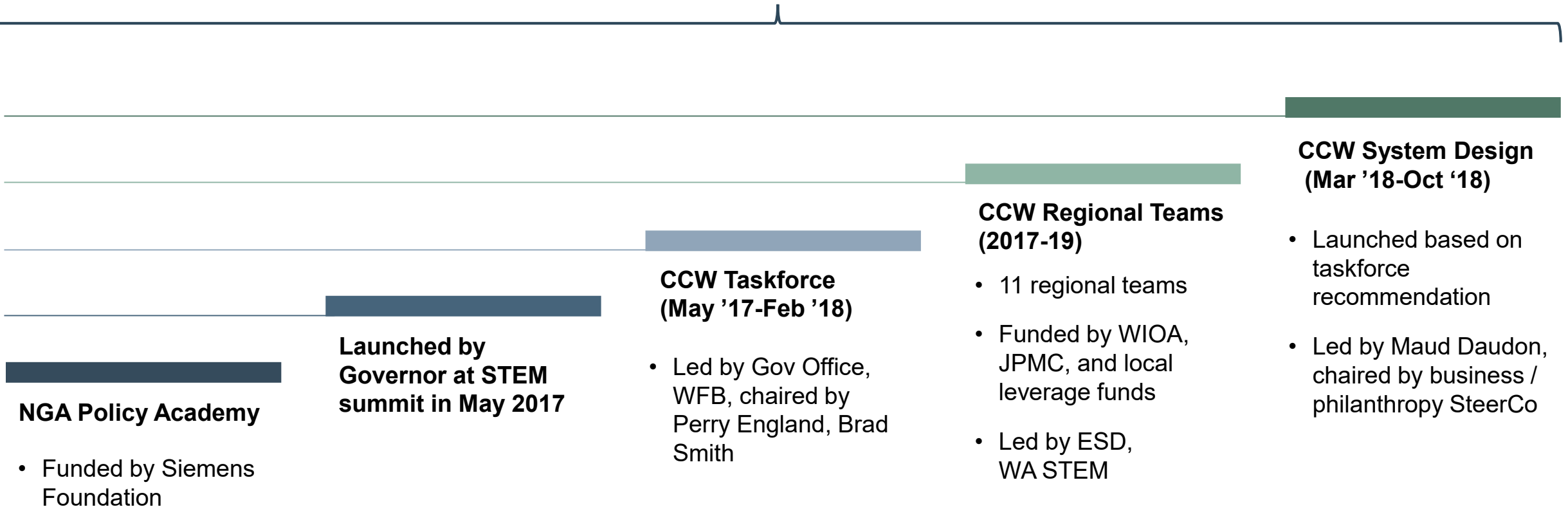
Whatever we choose to build, we will need to **outline the governance model, funding, and intermediate benchmarks** to bring the vision and ambition to life

# Backup

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# Context for our efforts: Ongoing efforts fall under the Governor's career-connected learning initiative, which is progressing through several linked efforts

**Goal from Governor Inslee:** Connect **100,000 Washington youth** during the next **five years** with career-connected learning opportunities that prepare them for high-demand, high wage jobs



# Context for our efforts:

We are engaging a broad group of committed stakeholders in the course of this effort

**Project leadership – Maud Daudon**  
**Project management / coordination – Marc Casale**

## Business and Philanthropy Leadership Steering Committee

### Industry Sector Leaders

Ben Bagherpour, Hans Bishop,  
 Ray Conner, David D'Hondt,  
 Perry England, Tim Engle,  
 Scott Morris, Susan Mullaney,  
 Brad Smith, Brad Tilden,  
 Ardine Williams

**BILL & MELINDA GATES foundation**

### Funders

**ballmer GROUP**

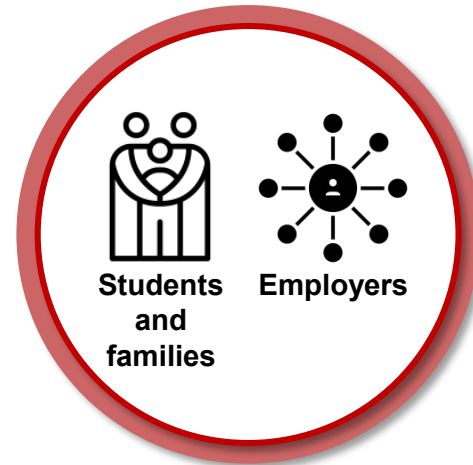
James and Judy  
 K. Dimon  
 Foundation

**Microsoft**  
**Bloomberg Philanthropies**

**WASHINGTON TECHNOLOGY**  
Industry Association

### Industry Association Leaders

**LIFE SCIENCE WASHINGTON**



## Legislative Working Group



## Labor Leadership Group



## Education and Government – led by John Aultman, Kate Davis, and WA Legislature

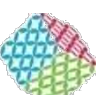


## Industry Sector Groups (incl. employers, labor, etc)

- Healthcare
- IT
- Manufacturing
- Agriculture
- Maritime
- Life Sciences
- Utility
- Aerospace
- Construction

## Intermediaries and Experts (e.g., Road Map Project, Suzi and Eric LeVine)

## Regional Working Groups



## Strategic Planning



## National / Regional Expertise

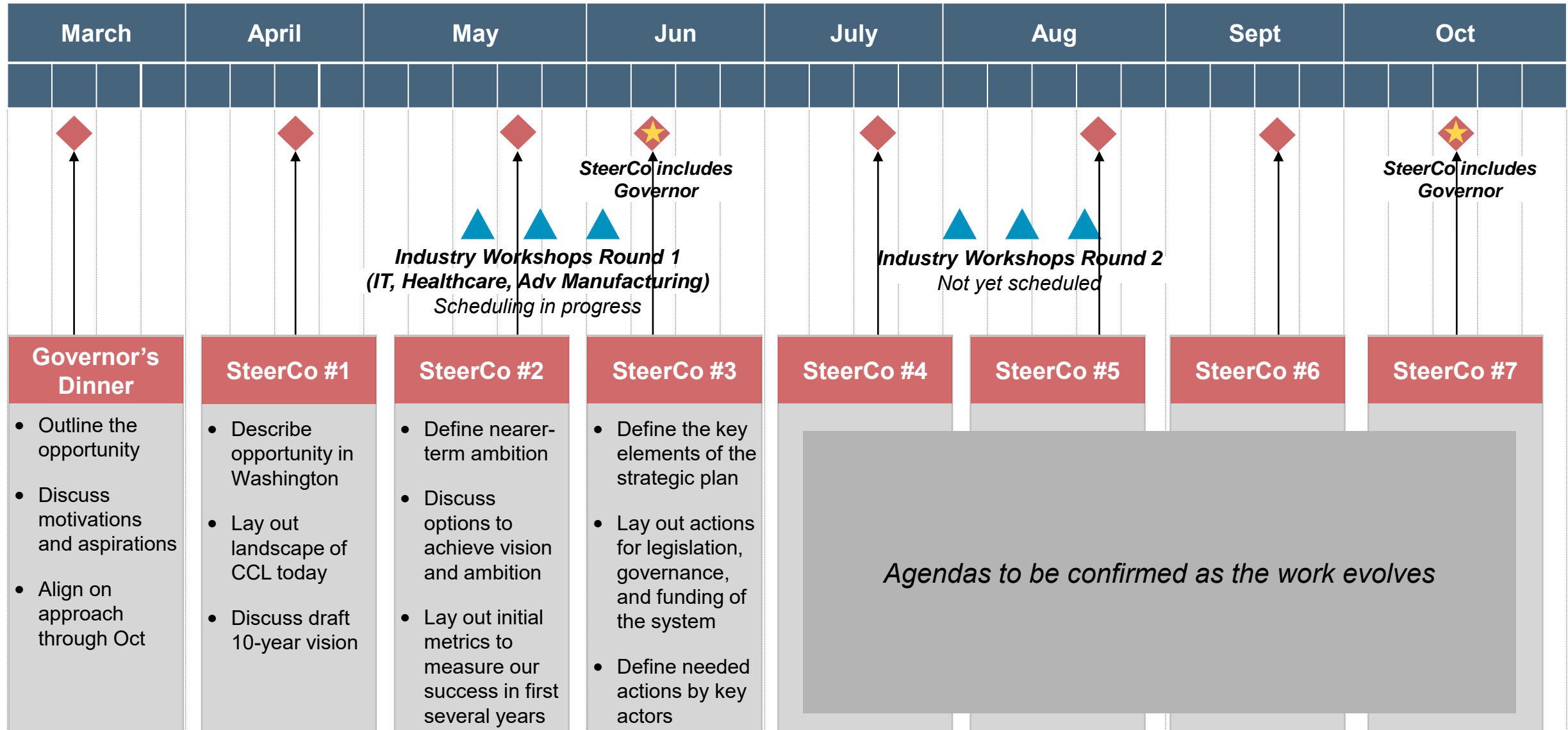


**JOBS FOR THE FUTURE**

## Communications



# Context for our efforts: The Steering Committee for the system design is being led by Washington business, and meets monthly



# Executive summary – where we stand now

## Opportunity

- **Washington is growing GDP >3% per year**, but our **youth are not accessing economically self-sufficient, choice-filled lives** – unemployment remains twice as high for youth as for the state overall
  - Despite the majority of job listings in WA being accessible to youth and paying a sustainable wage, employers are struggling to fill these jobs in a timely manner (<1 month)
  - Most of these jobs (~70%) require post-secondary education, but only ~31% of WA students are earning a post-secondary degree, creating a gap between demand and supply of talent, even as Washington is set to create 740K new jobs by 2021

## Ongoing efforts

- **Many career-connected learning programs exist today in WA**, serving thousands of students statewide with programs that guide them toward fulfilling careers and / or further education
  - Programs are supported by key government agencies, plus enabling programs (e.g., Running Start) and intermediaries (e.g., Road Map Project, WA STEM)
  - With strong support from Governor Inslee, Washington is ramping its efforts to create an integrated, scalable system to reach more youth

## Challenges

- **Washington's breadth in career-connected learning is exciting, but we have opportunities to improve**, and a unique window of opportunity with bipartisan, broad-based support. **We need:**
  - A unified, well-understood, long-term vision, and an understanding of where we fall short today
  - Greater ability to scale career-connected learning to reach more students, families, and employers
  - Better coordination across programs, at regional and state level, to make career-connected learning more effective for students, families, and employers
  - Progress toward removing cultural barriers to further adoption of career-connected learning

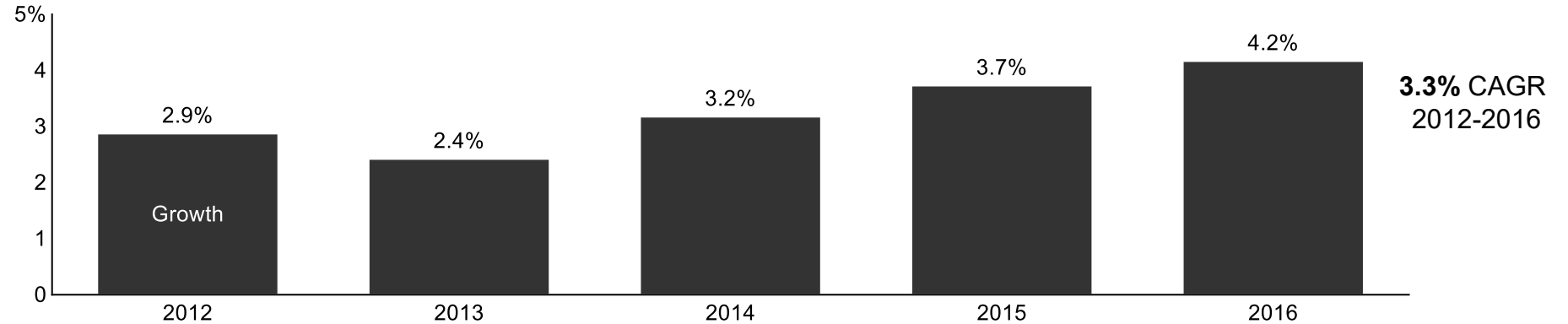
## Vision

- Our **long-term vision** is that every young adult in Washington will have **multiple pathways toward economic empowerment**, strengthened by a **comprehensive state-wide system for career-connected learning**
  - Vision should also improve equity of opportunities for disadvantaged groups (e.g., lower income and minorities)
- In the next Steering Committee meeting, we will focus on our **nearer-term ambition**, with more specific goals for years 1-5

# The opportunity: Washington's economy is growing 3%+ per year, but the youth unemployment rate remains >2X that of WA overall

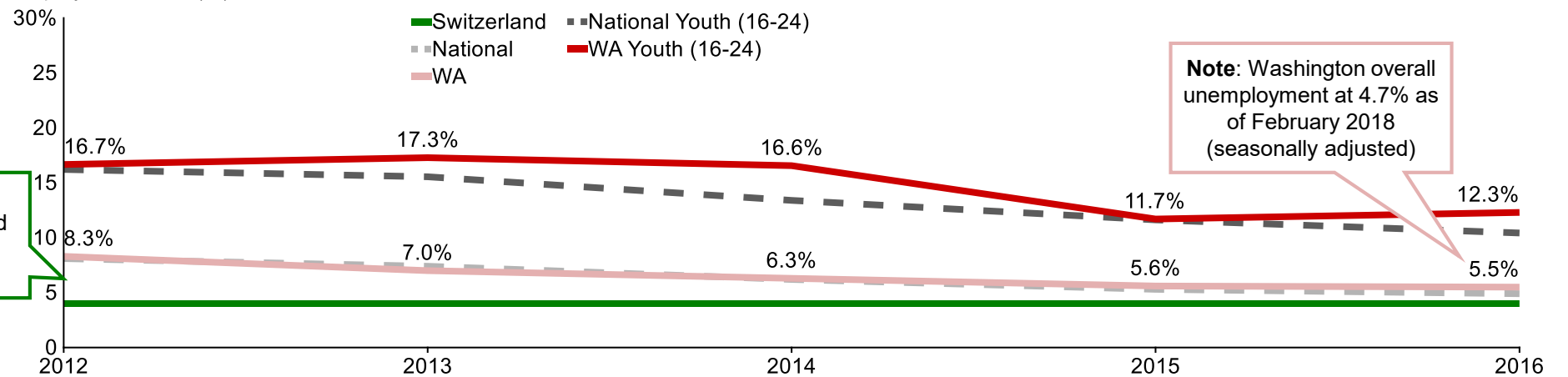
## Washington's economic (GDP) growth

Real YoY GDP Growth, Washington State



## Washington's youth unemployment

Unemployment rates (%)



**Reference point:** Youth unemployment in Switzerland is the same as overall unemployment at ~4%

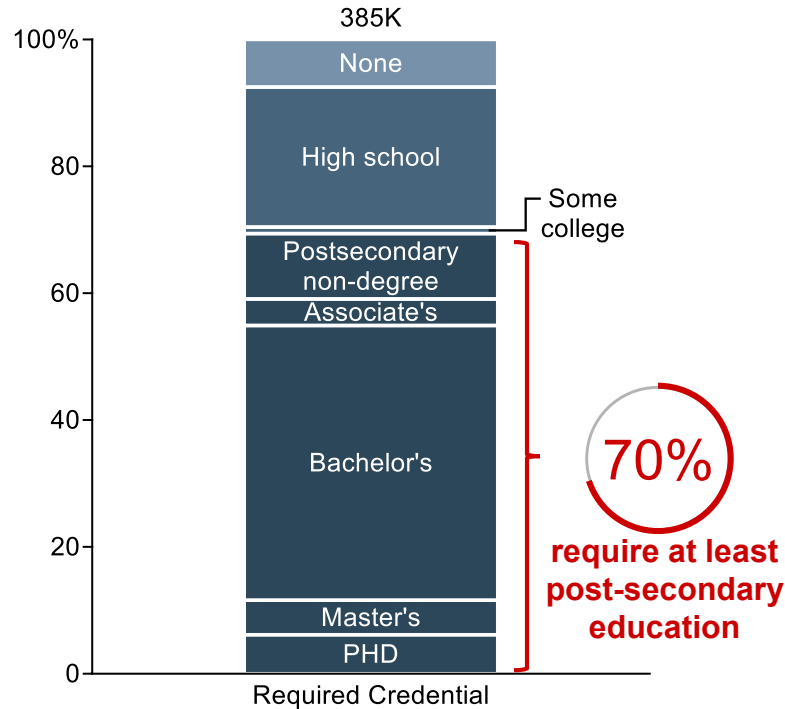
Note: Unemployment rates do not include individuals who are not in the labor force (e.g., students). Unemployment rates are annual (not seasonally adjusted). Source: Bureau of Economic Analysis; Bureau of Labor Statistics; Employment Security Department; Interview with Swiss Industry Association



# The opportunity: Employers' stated job requirements do not align with the credentials being earned by WA youth, creating a gap in talent supply and demand

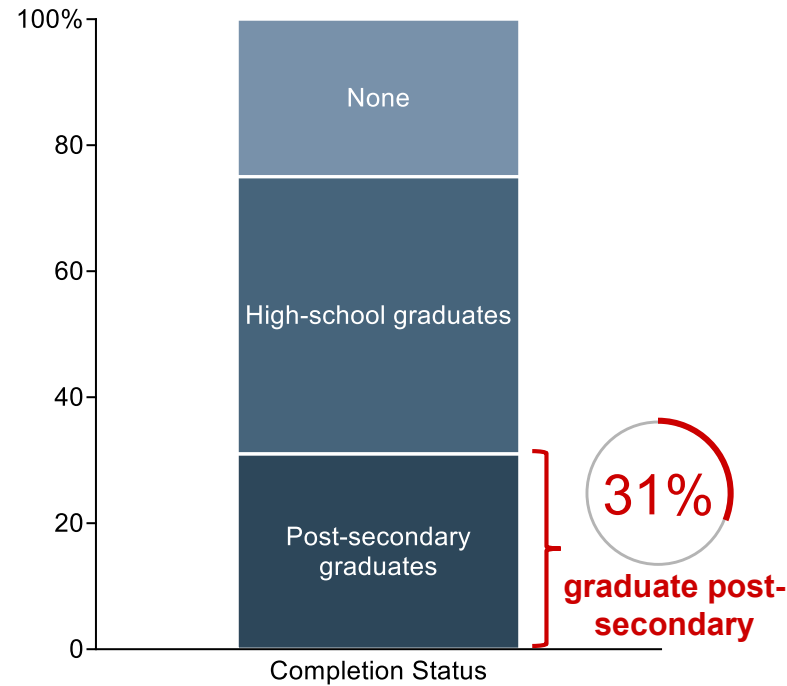
**~70% of high opportunity jobs require post-secondary ed...**

Washington high-opportunity online job postings reporting required credential 2017



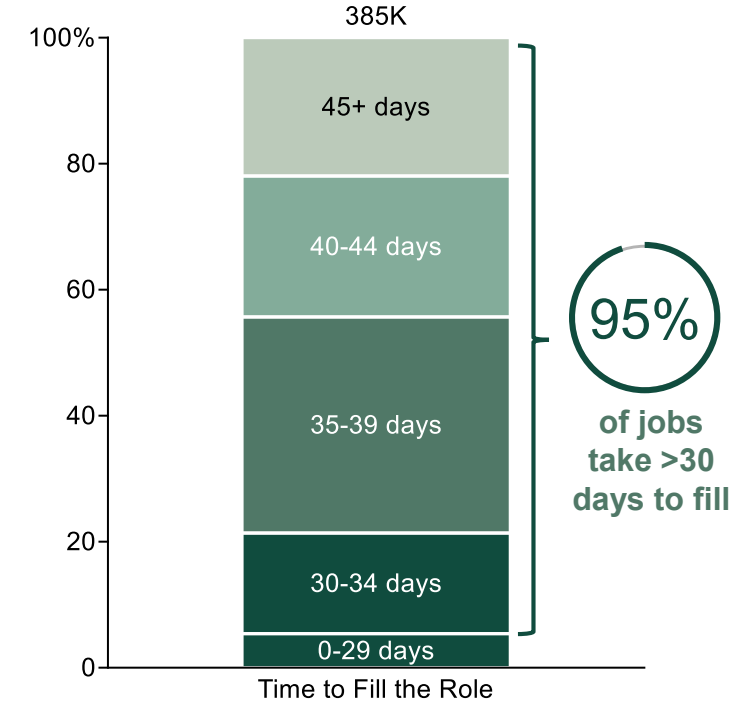
**...but only ~31% of WA students are completing post-secondary...**

Washington high schoolers by completion status (cohort graduating high school in 2006)



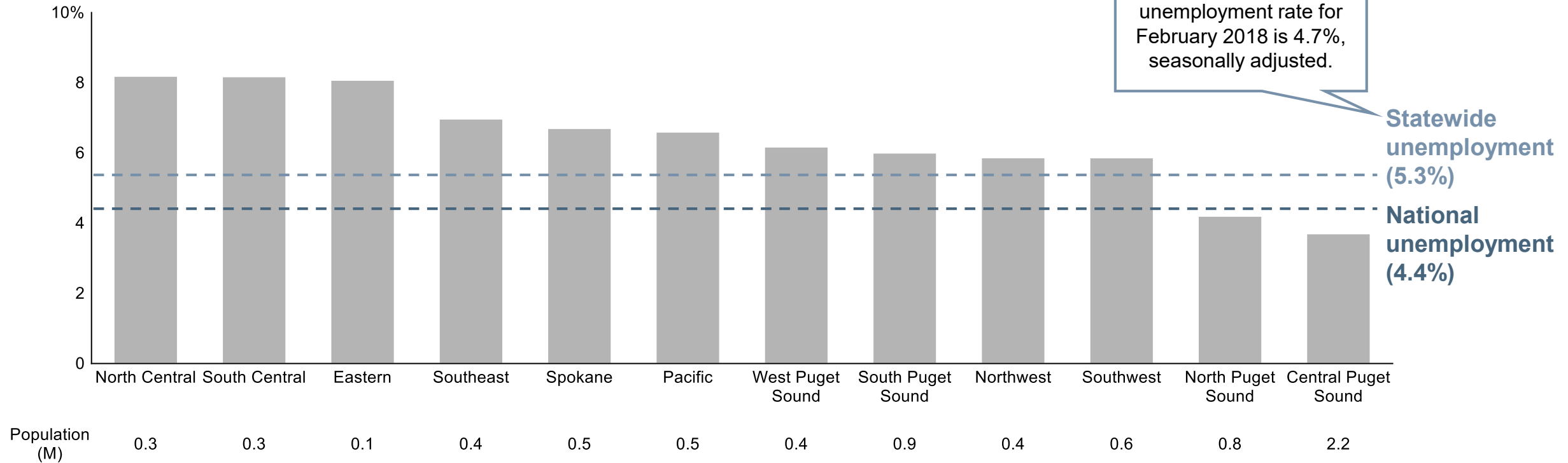
**... creating a labor market inefficiency and unfilled jobs**

Washington high-opportunity online job postings by time to fill 2017



# The opportunity: One effect of this gap is that, despite strong economic growth, Washington residents experience unemployment well above the national average

Unemployment rate by region, February 2018  
(not seasonally adjusted)

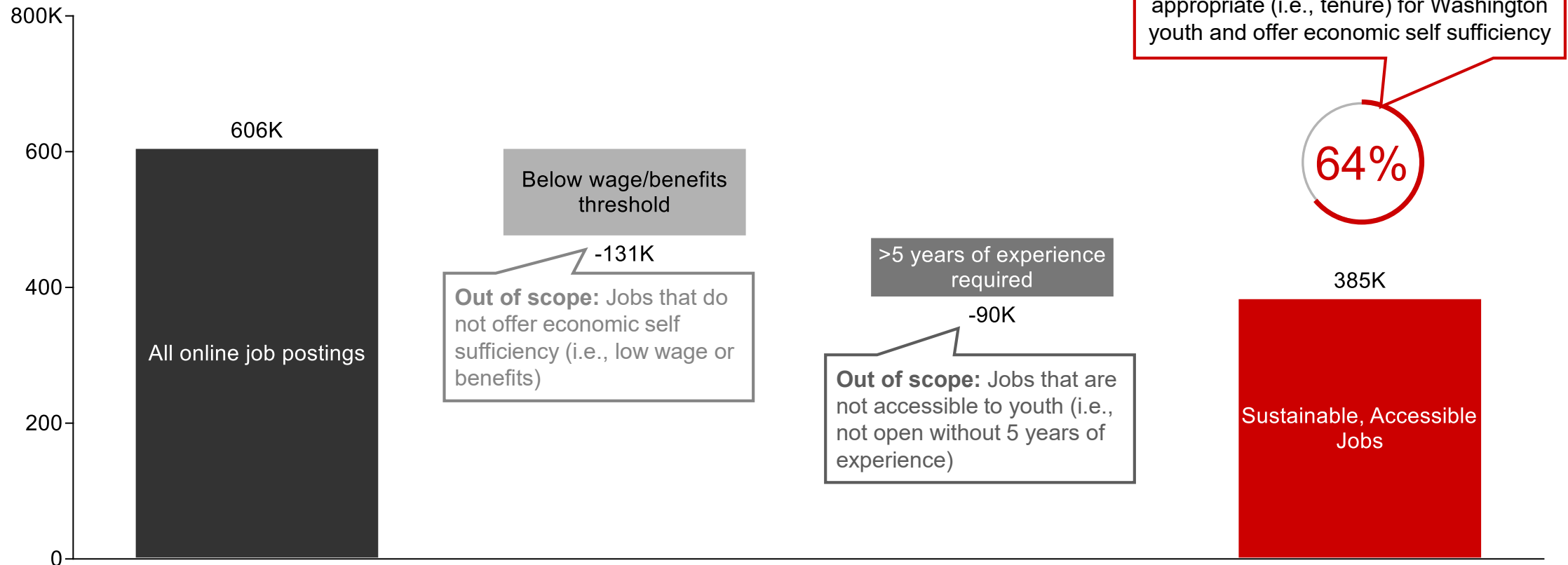


**Unemployment is a serious issue across Washington state, particularly in central and / or rural regions**

# To provide WA youth with economically self-sufficient, choice-filled lives, we must move them toward jobs that offer the right opportunities

## OPPORTUNITY

Washington online job postings 2017



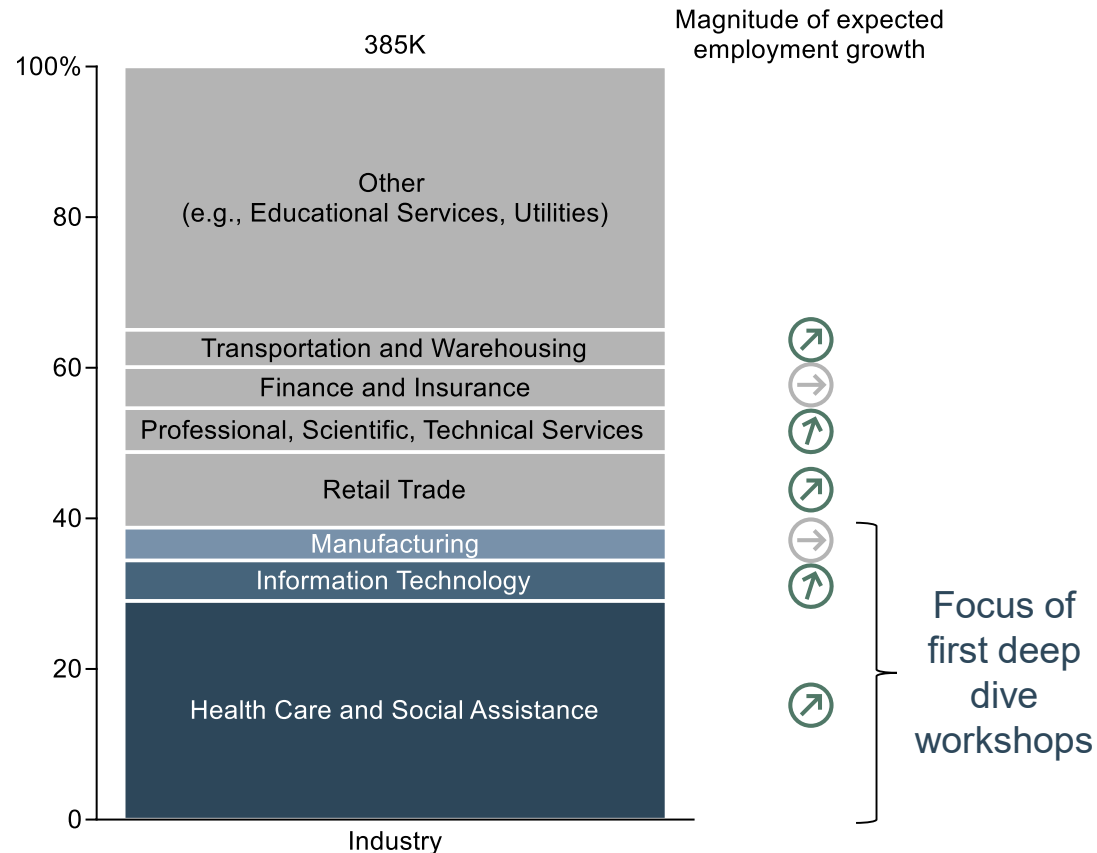
Note: Wage threshold calculated as 50% above WA STEM reported living / family wage of ~\$14 / hour for a value of \$43,500  
Source: Burning Glass; Bureau of Labor Statistics; WA STEM

# Many industries in Washington provide high opportunity jobs today, but struggle to fill those jobs in a timely fashion

## OPPORTUNITY

**385K+ postings for 'high opportunity' jobs last year, across a variety of key Washington industries**

Washington high-opportunity online job postings 2017



Note: Software Developer roles from Professional Services and Amazon postings included in IT. Retail and Healthcare postings skew toward high 'churn' roles and heavy re-postings. Source: Burning Glass; WA State ESD industry employment projections

... but many can take months to fill

/ EXAMPLES

### Manufacturing

- Mechanical Engineer (35-39 days)
- Production Supervisor (35-39 days)

### Information Technology

- Software Developer / Eng. (40-44 days)
- Program Manager (40-44 days)

### Healthcare

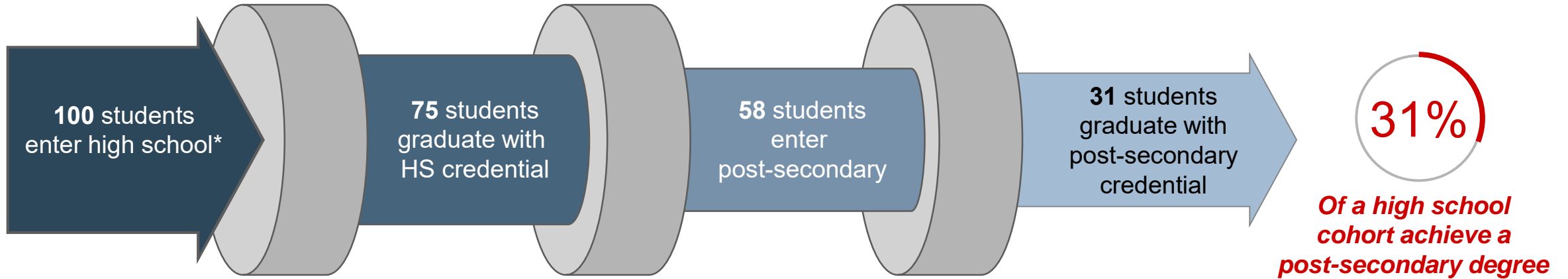
- Registered Nurse (35-39 days)
- Nursing Assistant (30-34 days)

### Other

- Systems Analyst (45+ days)
- Maintenance Technician (35-39 days)

# Education gap begins well before applicants enter the job market, highlighting the importance of K12 education to build the pipeline

## OPPORTUNITY

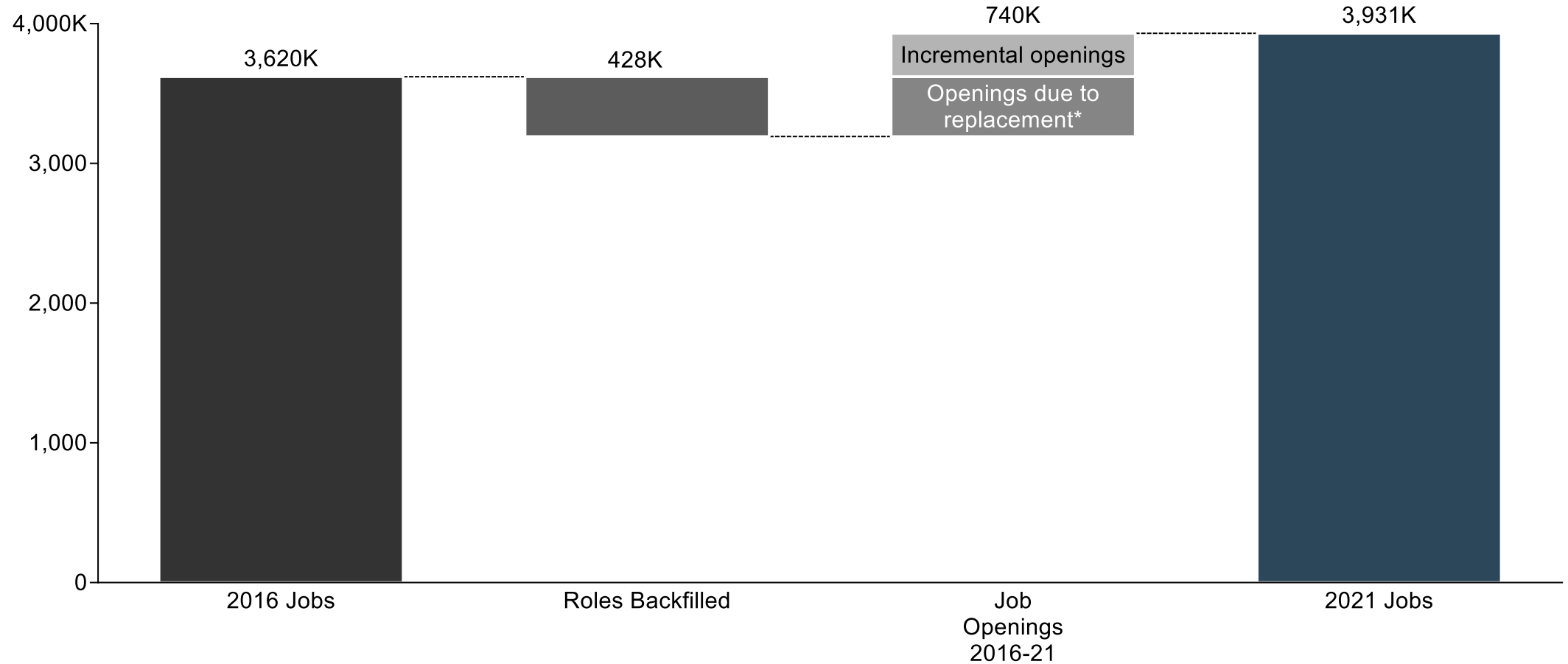


Note: \*Data collected for high school cohort class of 2006  
Source: WA Roundtable Final Report

# Problem will escalate as job growth accelerates – 740K jobs will be added in Washington between 2016 and 2021

## OPPORTUNITY

Projected job openings in WA State 2016-2021



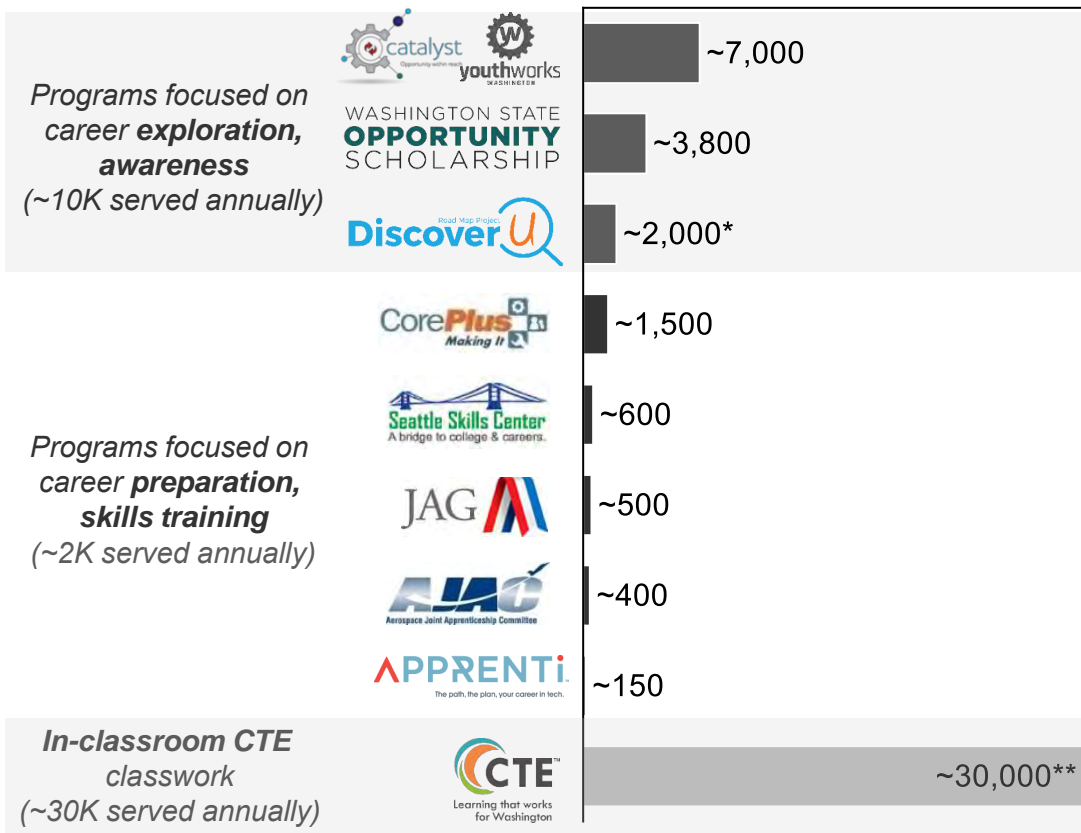
Note: \*Includes retirees, individuals leaving workforce, individuals leaving the state  
Source: Bureau of Labor Statistics; WA Roundtable report

# Washington is serving thousands of students today with a wide variety of programs

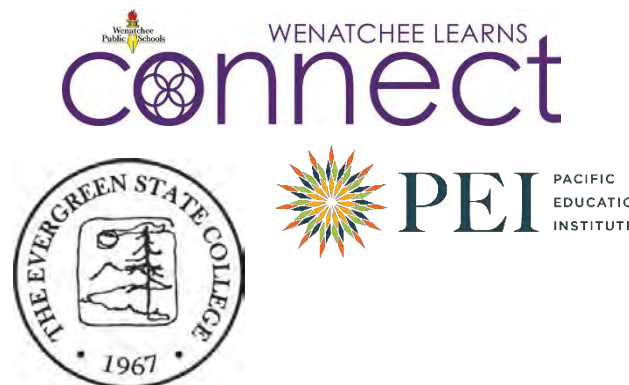
## ONGOING EFFORTS

Ongoing programs serve thousands of students with a variety of CCL opportunities...

Youth served annually (approximate)



...plus several other programs from state and local providers...



/ NOT EXHAUSTIVE

...but CCL only touches a small % of students

1.1M

students in the K12 system in Washington

83K

students to enter 9<sup>th</sup> grade this year

Note: \*Includes students participating in worksite tours \*\*CTE students served based on enrollment in any CTE class  
Source: Steering Committee Interviews; Individual program press releases and publicly-available data; OSPI Key Facts as of 2015

# Most career-connected learning experiences are owned and funded by a range of government agencies, statewide and local

## ONGOING EFFORTS



- **Role in CCL:** Support overall employment for Washington, lead regional teams for initial RFP
- **Key areas of impact:** Operated RFP / grant process for CCL programs, operate Work Source Washington portal for job matching



- **Role in CCL:** Manage workforce standards, including for registered apprenticeships
- **Key areas of impact:** Created WSATC (Apprenticeship & Training Council)



- **Role in CCL:** Advocate for a better educated / prepared WA workforce, led Career Connect Taskforce
- **Key areas of impact:** Participated in Policy Academy to create initial findings on CCL, ran 'Showcase of Skills' for CTE across the state

*Agencies partner to create, fund, and support many career-connected learning (CCL) programs*



- **Role in CCL:** Provide strategic guidance, advocacy for higher education, administer specific programs (e.g., Gear Up)
- **Key areas of impact:** Financial aid support for CCL, Passport to Careers program, manage Washington State Opportunity Scholarship and College Bound



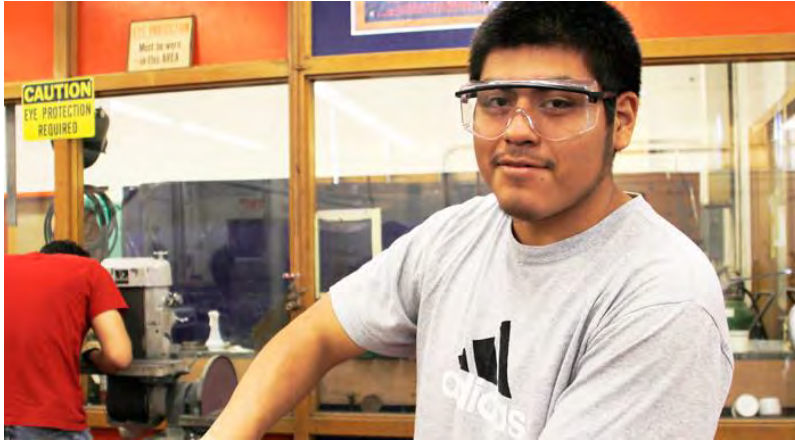
- **Role in CCL:** Operate public education, including Career Training & Education (CTE)
- **Key areas of impact:** Partnerships for student support, administer programming (Core+, STEM)



- **Role in CCL:** Operate community / technical colleges in Washington, including partnering with OSPI on CTE, supporting Running Start
- **Key areas of impact:** Administer dual credit programs for CTE and job skills programs



# Deep dive: CorePlus



## What is CorePlus?

- Career and technical education program (manufacturing)
- Two year commitment: first year dedicated to ~540 hours of basic transferrable skill sets (Core), second year dedicated to ~540 hours of occupation-specific skill sets (Plus)
- Serves ~1,500 students per year
- Curriculum available at 50+ schools across the state with 25+ participating companies
- Skill Centers and Comprehensive High Schools awarded \$450K a year in start-up grants to teach Core Plus

## Key facts

- Developed by MIC (Manufacturing Industrial Council), OSPI, and Boeing
- Received funding from legislature to open 20 new locations in 2017
- Mixed (public / private) funding
- Statewide presence

*“Being in a class that’s professionally based has helped me understand what employers want out of me when I enter the real world.”*

Senior, Seattle Skills Center

*“Most of the time I have no idea why I’m learning something in math class, but I understand the math here because I have to apply it to my project. It just makes more sense to me.”*

Junior, Granite Falls

*“It’s not a shop class for drop outs. Over the last 6 years I have had every valedictorian in my manufacturing class. It was what set them apart to get them into Ivy league schools like MIT or Stanford.”*

Michael Werner, Granite Falls High School

# Deep dive: Apprenti

ONGOING EFFORTS

TECHNOLOGY



## Key facts

- Run by Washington Technology Industry Association (WTIA)
- Free for students
- Focus on underrepresented students
- Mixed (public / private) funding
- National presence

## What is Apprenti?

- Short, intensive training followed by registered apprenticeship
- Guaranteed job offer after acceptance to Apprenti, focused on high-tech positions
- Graduated approximately 150 students to date
- Received \$3.5M in grants for program set-up spread over 5 years from US Dept. of Labor and WA State L&I, with \$200K from JP Morgan
- Received \$4M in state funding

*"[Apprenti] is sending the best-quality candidates, based on their soft skills and their ability to learn."*

Jennifer Carlson, Executive Director WTIA Workforce Institute

*"I was ready to move past the academics and get into the workforce."*

Jared Call, Apprenti apprentice

# Deep dive: Washington State Opportunity Scholarship (WSOS)

ONGOING EFFORTS

ACROSS INDUSTRIES



## Key facts

- \$2,500-\$7,500 given per year for up to 5 years (for a total potential scholarship of \$22,500)
- Created by the Washington State Legislature and industry partners
- Supports students from low- and middle-income households
- Every private dollar raised is matched dollar-for-dollar by the state through a unique public-private partnership
- Statewide presence

Source: WA Opportunity Scholarship website; The Seattle Times

## What is WSOS?

- Strives to fill open seats in high-demand, economy-driving sectors (e.g., aerospace, STEM, health care) by providing targeted scholarships
- In addition to scholarships, WSOS provides professional development, mentorship, skills-building workshops and industry exploration opportunities
- WSOS will serve 16,000 students pursuing high-demand degrees by 2025

*“The success of the program has, in many ways, exceeded our expectations. We’re reaching people of lower means, we’re reaching people of color, women as well as men, people who have never been to college...the opportunity to take this kind of formula and apply to other postsecondary credentials is not only exciting but important for the state.”*

Brad Smith, President of Microsoft

*“There is a resurgence of valuing technical education, and I see this as part of that pendulum swinging a little more...A four-year university is not for everyone. It’s really important that we provide different opportunities for young people.”*

Amy Morrison Goings, President of Lake Washington Institute of Technology

# Other programs enable career-connected learning by supporting K12 education and encouraging post-secondary education

## ONGOING EFFORTS

/ NOT EXHAUSTIVE

### Role of “enabling” programs

#### Train critical skills

- Employers expect students to bring primary skills (e.g., math, writing) to the workplace

#### Ready students for post-secondary education

- Students prepared for post-secondary are more likely to succeed in CCL paths – and vice versa

### Deep dive

#### What is Running Start?

- Dual-enrollment program allowing 11<sup>th</sup> and 12<sup>th</sup> graders to attend college courses while in high school
- Provides up to two years of paid tuition to WA community and technical colleges, Central WA University, Eastern WA University, WA State University, Northwest Indian College
- Enables students to complete a significant amount of college credits in advance so that they can then earn a degree faster
- Accounts for 25% of community college enrollment in WA State



#### Dozens of efforts, both local and national



Source: OSPI; The Seattle Times; Steering Committee Interviews

*“[Running Start] teaches you to work for quality, and not for quantity.”*

Nia Hall, Running Start student from Garfield High School

*“If they’re truly ready to take college classes, why should we hold them back?”*

Adam Lowe, National Expert in Dual-Credit Courses

*“In 25 years, this dual-credit program has [become] so successful... that some think the state should...bring in greater numbers of low-income and minority students who could benefit the most from such a program.”*

The Seattle Times Education lab



# An ecosystem of ‘intermediaries’ provide a foundation for CCL by engaging stakeholders and developing research and policy recommendations

## ONGOING EFFORTS

/ NOT EXHAUSTIVE

### Role of intermediaries in CCL

#### Bring stakeholders together

- Serve as connection point for individuals and agencies involved

#### Develop policy recommendations

- Invest in research and strategy for potential policy or programmatic changes

#### Engage with programs indirectly

- Administer and fund specific student-facing programs

### Deep dive

#### What is Washington STEM?



- Aims to match Washington youth with the thriving STEM economy in the state by increasing access, interest, and success
- Creates a “network of networks” to spread STEM best practices across the state
- Maintains an innovation team to incubate ideas for teaching and learning STEM education
- Focuses on passing legislative agenda that increase access to STEM and create pathways to high-demand careers

#### Dozens of efforts, both local and national



Source: WA STEM website; GeekWire; Steering Committee Interviews

*“STEM is everywhere – agriculture, aerospace and technology just to name a few favorite Washington industries – and should be for everyone...[WA state] has all the right ingredients to be a leader in universal STEM education and preparing a diverse and world-class workforce, and we won’t rest at Washington STEM until that is a reality.”*

Caroline King, CEO of Washington STEM

*“We said, we need to do something different, to think outside of district policies and have some collective approach to graduating more of our students, particularly our students of color.”*

Tafona Ervin, Director of Collective Action for Foundation of Tacoma Students

# Vision: Our stakeholders are not aligned on (or collectively working toward) a shared, well-understood, long-term vision



## CHALLENGES

### Educators

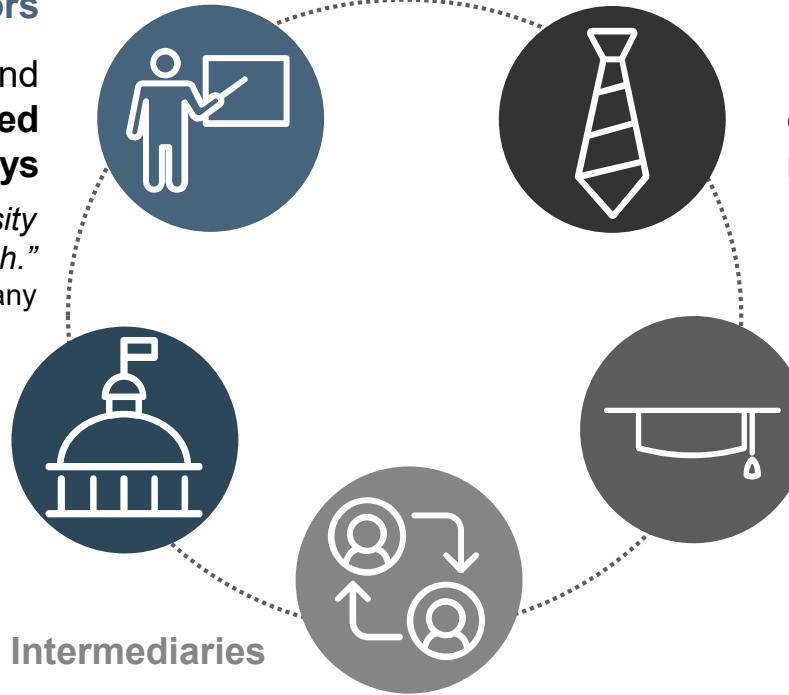
Measure success of students and educators on **traditional metrics, focused on traditional pathways**

*“Educators are measured based on university readiness- everything is to push to a 4 year path.”*  
Executive, Technology Company

### Government

Operates in **organizational siloes** when creating legislation, policy, and funding awards

*“Groups are working individually because the convening mechanism to pull those groups together is missing.”*  
Leader, Philanthropy



### Intermediaries

**Operate independently** to drive individual programming efforts forward

*“There are many individual orgs working on their own efforts. People may say they’re aligned to a state-wide solution but will revert to their own method of program they’ve been developing instead.”*  
Executive, Industry Association

### Employers

Fill many roles by **importing talent from outside WA or finding experienced hires**, rather than investing in the WA talent pipeline

*“Right now, a lot of companies hire from out of state. We should be able to fill more roles locally.”*  
Executive, Life Sciences Company

### Students

**Are educated about and choose traditional paths**, with majority of students not attaining post-secondary education

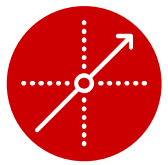
*“If you’re a student in WA, the 2 and 4 year pathways are clear – the classes to take, the test, the application. The steps are clear.”*  
Leader, Education Association

*“There’s a perception in the community at large that apprenticeships are a second tier approach for jobs, that it’s subpar to going to college.”*  
Executive, Technology Company



**How can we bring stakeholders together around a shared vision?**

# Scale: There are aspects of the current career-connected learning ecosystem preventing us from reaching more students / families / employers



## CHALLENGES

### Barrier to scale

Existing infrastructure not leveraged across programs

Program solutions not always repeatable, particularly across different WA regions

Funding model doesn't incentivize growth

### Impact

- New programs expend effort and lose momentum 're-inventing the wheel'
- Programs do not always share learnings and/or resources
- Regional employers build point solutions, even when there are opportunities to build once, then scale statewide
- Rural students have a narrower set of opportunities
- Current funding model (e.g., credit/completion targets for community colleges) doesn't move stakeholders to the right outcomes, and becomes a roadblock for growth

### How it manifests

*"We need to **think about this as a system** – if we think about it only with the lens of individual programs, we will never scale."*  
Executive, Non-profit

*"There are individual efforts all over the state, but they don't build on what the others have already started... We need to **tap into existing support systems** to accelerate."*  
Executive, Healthcare Company

*"The economy in Seattle is not the economy on the east side of Washington... if all the apprenticeships are in Seattle, **we are missing the mark.**"*  
Executive, Healthcare Company

*"We have to **figure out a different model** for kids who aren't close to skill centers."*  
Leader, Education Association

*"There are huge **negative funding implications** when we have students learning **outside a traditional classroom**. We take a hit straight to our budgets"*  
Leader, Education Association

# Coordination: We lack coordination across programs, at regional and state level, to make career-connected learning more effective in Washington

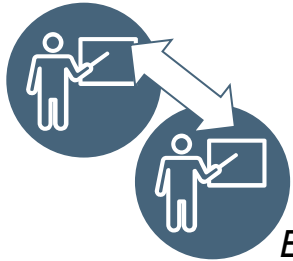


## CHALLENGES

/ NOT EXHAUSTIVE

A few examples of stakeholder coordination challenges surfaced so far...

Educator

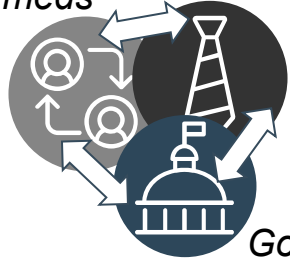


**Credit transferability among educational institutions is too complex:** Dozens of transfer agreements between community colleges and 4-year universities negotiated individually, creating a web of policies for students to navigate.

*“Every community college in WA has a different equivalency guide set up with the University of Washington. Why can’t we streamline to one?”*

Leader, Education Association

Intermeds Employer

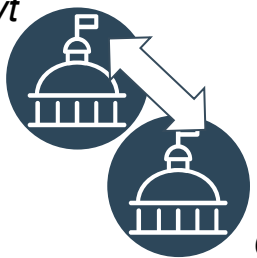


**Employers missing a clear, simple way to engage in the ecosystem:** Some employers are inundated by disjointed requests for supports from all angles, and others struggle to identify the right path to engage.

*“Once employers express an interest, they’re inundated – there’s no coordinated approach.”*

Executive, Construction Company

Govt



**Lack of clarity around ownership or decision rights:** Even when solutions to critical barriers are identified, efforts are diluted when it the responsible party isn’t clearly identified and given the right decision authority.

*“Efforts are too diluted across various initiatives across agencies – I think there are too many levers are being pulled at once.”*

Executive, Healthcare company

Source: Steering Committee interviews



# Perception: There are cultural barriers preventing further adoption of career-connected learning



## CHALLENGES

### The challenge

#### Cultural resistance to prioritizing pathways beyond standard 4-year college track

*“Perception is that **apprenticeships are a second-tier approach**, that they are subpar, don’t lead to good jobs, or prevent students from going to college.”*

Executive, Technology Company

*“In Switzerland, we make it clear that **apprenticeships are not a dead end** – many still go to college afterward, or immediately go into a good career.”*

Leader, Swiss Industry Association

### What good looks like

- **Multiple paths** to high quality jobs with ability to shift between – no tracks, fully permeable
- **Community understands and promotes variety** in pathways to reach employment or further education



**How can we shift mindsets?**

#### Limited sense of collective responsibility among employers for state talent pool

*“We are a state of rugged individualists... but we need to learn to take on **collective initiatives**.”*

Executive, Industry Association

*“The Swiss model is community-based... and **cost is shared by the entire community**.”*

Leader, Industry Association

- Employers see their role as **preparing a workforce for the state and industry**, not just for their own talent pipeline
- Students learn a set of skills that are **portable across industries**



**How can we find a more collective approach?**

# To create an achievable strategic plan, we must start with a clear, unified vision that resonates across agencies and stakeholders

## *Vision* Focus for today



*Long term articulation of principles, values, and core capabilities*

## *Ambition*



*Medium term definition of objectives and success – a clear destination*

## *Strategic Plan*



*Short term choices and activities to arrive at our destination*

### **A unified vision isn't trivial:**

- There are several ways to define our big objective – we hear different versions (e.g., “100K students” in 5 years or closing the “70%” gap)
- To make progress, we need a **shared understanding of our purpose** across stakeholders, actors, and the various agencies involved
- Our job today is to **produce a shared understanding of our purpose** that can serve as a critical input to the ambition and strategic plan for career-connected learning in Washington



# THE WASHINGTON STATE BOARD OF EDUCATION

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

## EQUITY POLICY AND STRATEGIC PLANNING CONSIDERATIONS

### Equity in Strategic Planning

To keep equity at the forefront of our strategic planning process – guiding principles recommended by SBE’s Equity Committee are:

1. Embed equity in all elements of our strategic plan, not as a stand-alone.
2. Ask “How will we tend to historically marginalized students in each of our strategic priorities?”
3. Use our equity lens tool – the questions in it – to drive our formulation of the new strategic plan, not as a check once strategies are developed.
4. Agree in advance that each Board member will speak up if s/he sees the Board veer off track from our equity statement and/or lens.
5. Stay focused on input that affects the output. Opportunity gap. vs. Achievement gap; there is a correlation, perhaps a causal relationship. The Equity Committee is viewing “educational equity” as an input, a systemic input.
6. Be explicit about how we will choose what to operationalize in our strategic plan.
7. Be aware of how intentionality of policy is lost in implementation. Ask “How this impacts?” the organizations that implement policy and law.
8. “Confront the brutal facts,” e.g., composition of SBE’s Board, disparate academic and discipline data for marginalized student groups, parameters of SBE’s purview, etc.

### Equity Convening

For at least a year, some Board members and staff have considered hosting an equity summit. The Equity Committee proposes to the full Board that SBE host an “Educational Equity Policy Summit” sometime in late fall 2018, in partnership with EOGOAC and others.

The target audience would be state level policymakers and other individuals and entities that can impact and develop state level education policy, e.g., legislators (particularly leadership and members of the education committees), the Governor’s Office, EOGOAC, institutions of higher education, state level education boards and commissions, and OSPI.

The intended outcomes of this summit would be a common definition/understanding of “educational equity” and a piece of state wide legislation or policy that directly contributes to *‘eliminating the predictability and disproportionality in student achievement outcomes by race, ethnicity and socioeconomic conditions’* as stated in the SBE Equity Statement of Intent. An important measurement of success in this goal will be the successful repeal of I-200.



## THE WASHINGTON STATE BOARD OF EDUCATION

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Potential summit agenda items include determining common definitions of words and terms, including “educational equity,” “opportunity gap” and “achievement gap.”

Next steps in this process are:

- To present this idea to the entire Board at our May meeting and verify broader support for this summit.
- To begin looking for a facilitator or speakers for the day.
- To create a list of invitees.
- To begin creating an agenda.

### **Equity Statement and Equity Lens**

Equity Committee members will continue to vet the Equity Statement of Intent with peers and keep track of suggestions for improvement. The Equity Committee intends to bring SBE’s Equity Statement back to the full Board at the January 2019 meeting for modifications and changes as we learn and continue to grow in the process of attaining educational equity.

Staff and Equity Committee members continue to share the Equity Lens and obtain input from key partners, and it will be updated as needed.

If you have questions regarding this memo, please contact Kaaren Heikes at [kaaren.heikes@k12.wa.us](mailto:kaaren.heikes@k12.wa.us).



# THE WASHINGTON STATE BOARD OF EDUCATION

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<b>Title:</b>	<u>School Recognition</u>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<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
<b>Policy Considerations / Key Questions:</b>	RCW 28A.657.110 (3) directs the State Board of Education (SBE), in cooperation with the Office of the Superintendent of Public Instruction (OSPI), to annually recognize schools for exemplary performance as measured on the Washington School Improvement Framework (formerly the Achievement Index). The SBE is also directed to collaborate with the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) regarding the measures and school recognition for closing gaps.	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>The SBE presented options for school recognition identification methodology and qualifying criteria for the spring 2018 school recognition to the EOGOAC in April. After presenting to the EOGOAC, the SBE received verbal comments and is anticipating a formal written recommendation from the EOGOAC on school recognition that includes the following:</p> <ul style="list-style-type: none"> <li>• Form a committee comprised of members from the EOGOAC, OSPI, and SBE to develop school recognition criteria and an identification methodology to be applied to the winter 2019 Washington School Improvement Framework.</li> <li>• Over the course of the next year, develop meaningful achievement gap measures and the best manner in which to measure the achievement gap changes over time.</li> </ul> <p>The memo describes the rationale for adopting the EOGOAC recommendation. The superintendent’s office has provided similar feedback to SBE staff.</p>	



# THE WASHINGTON STATE BOARD OF EDUCATION

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## SCHOOL RECOGNITION

### Policy Considerations

RCW 28A.657.110 (3) states that the State Board of Education, in cooperation with the Office of the Superintendent of Public Instruction (OSPI), shall annually recognize schools for exemplary performance as measured on the Washington Achievement Index, now the Washington School Improvement Framework (WaSIF). Also, that the SBE shall have ongoing collaboration with the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) regarding the indicators used to measure the closing of the achievement gaps and the recognition provided to the school districts for closing the achievement gaps.

The statute places a significant portion of the authority to recognize schools on the shoulders of the Board, but clearly directs the Board to make the recognition with the cooperation of and collaboration with other agencies.

### Summary

At the March 2018 SBE meeting, the Board directed staff to develop school recognition criteria to meet statutory requirements and to share those criteria and analyses with the EOGOAC. The SBE presented an overview of school recognition to the EOGOAC in March and presented specific recognition criteria and identification methodology to the EOGOAC in April. The EOGOAC provided the SBE with feedback that included the following:

- Form a committee comprised of members from the EOGOAC, OSPI, and SBE to develop school recognition criteria and an identification methodology to be applied to the winter 2019 Washington School Improvement Framework.
- Through the committee or a workgroup and over the course of the next year, develop meaningful achievement gap measures and the best manner in which to measure the achievement gap changes over time.

### Background and Recommendation

Every year in the late spring, the SBE and OSPI host a ceremony for the Washington Achievement Awards. The annual recognition for overall excellence and achievement gap reduction is specified in statute, but the [Washington Achievement Awards](#) have been expanded over the years to include recognition for high progress, high growth, exceptional graduation results, and strong results in English language acquisition. In each of the most recent years, hundreds of schools have been recognized for one or more of the awards.

In 2017, a Puget Sound area assessment director published a [research paper](#) highlighting the fact that many of the schools recognized for overall excellence through the Index results were located in high income areas. In a separate analysis, the SBE found that in spring 2017, approximately one-third of all recognized schools were located in only five of the wealthier, Puget Sound region, school districts.



Schools recognized in 2017 had an average Free and Reduced Price Lunch (FRL) rate of approximately 30 percent, while the schools not recognized had an average FRL rate of 50 percent.

Another concern regarding the school recognition program is that, for the most part, achievement gaps are not considered in the qualifying criteria. Under the identification methodology used through the spring 2017, a school could be recognized for overall excellence even if substantial achievement gaps were present at the school.

With the transition from the Achievement Index to the WaSIF, the SBE is leading an effort to explore new methodologies and define new qualifying criteria for recognition. The identification methodologies presented to the EOGOAC show promise in recognizing schools that are high performing and:

- Are performing better than predicted after controlling for school composition and poverty status.
- Have small or smaller than average achievement gaps.

However, additional work is required to ensure the approach addresses concerns raised by stakeholders and to develop meaningful measures of school success including overall school performance and achievement gap reduction over time.

### **Action**

The Board is expected to discuss and to vote on whether to adopt the EOGOAC recommendation to suspend school recognition for the spring 2018.

Links to materials referenced in the memo:

Washington Achievement Awards:

<http://www.k12.wa.us/EducationAwards/WashingtonAchievement/>

Assessment director research on the Index:

<http://www.wera-web.org/wp-content/uploads/2012/08/WEJ-May-2017-final.pdf>

Please contact Andrew Parr at [andrew.parr@k12.wa.us](mailto:andrew.parr@k12.wa.us) if you have questions regarding this memo.





# THE WASHINGTON STATE BOARD OF EDUCATION

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<b>Title:</b>	<u>Update on Required Action Districts (RAD)</u>	
<b>As Related To:</b>	<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
<b>Relevant To Board Roles:</b>	<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
<b>Policy Considerations / Key Questions:</b>	<p>The Board may consider the following ideas while reading through the information contained in this memo on the districts designated for required action. The theory underpinning required action was built on the foundation that districts would be released from required action based on the same criteria the identification was based upon. While it might be possible to apply modified, NCLB-related, exit criteria to the required action recommendation, the validity and veracity of the data used to adopt the recommendation are questionable to varying degrees. With the large-scale changes from NCLB to ESSA, there is a big question as to whether the current exit criteria developed for NCLB should still apply to ESSA school accountability.</p>	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>Required action (RAD) is a process developed for the primary purpose of supporting districts and schools that were not making progress after implementing a schoolwide turnaround model as a Priority school (or School Improvement Grant recipient) for a number of years. However, with the change to the new Washington School Improvement Framework the criteria for identification of schools has changed substantially. The Office of the Superintendent of Public Instruction (OSPI) intends to formally recommend that the Board release the existing required action districts and revise and request that the legislature revise the statute to better align with the new support framework for school improvement. The memo provides information and analyses created by the State Board of Education for each of the schools leading to the designation of the school districts for required action and articulates the challenges of carrying over the previous designations to the new framework.</p> <p>The memo will be included with the Additional Materials folder at the meeting.</p>	



# THE WASHINGTON STATE BOARD OF EDUCATION

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<b>Title: Career and Technical Education Course Equivalency Frameworks—Consideration for Approval</b>		
<b>As related to:</b>	<input type="checkbox"/> <b>Goal One:</b> Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> <b>Goal Two:</b> Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> <b>Goal Three:</b> Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> <b>Goal Four:</b> Provide effective oversight of the K-12 system. <input type="checkbox"/> <b>Other</b>
<b>Relevant to Board roles:</b>	<input type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and facilitating
<b>Policy considerations / Key questions:</b>	<ul style="list-style-type: none"><li>• Do the CTE standards and the core content standards appear to mesh well into a single course?</li><li>• Is the course likely to help students meet both academic and career goals?</li><li>• Did the process for developing the course equivalencies support strong incorporation of math, science and CTE standards?</li><li>• Have the proposed CTE course equivalencies undergone appropriate review by both core and CTE content experts to help assure fidelity to math, science and CTE standards to meet graduation requirements?</li><li>• How is the course likely to be taught?— If taught by a CTE teacher, will the teacher get core subject area professional development? Will the course be team taught?</li></ul>	
<b>Relevant to business item:</b>	Approval of CTE Course Equivalencies Recommended by the Superintendent of Public Instruction	
<b>Materials included in packet:</b>	In the meeting packet: <ul style="list-style-type: none"><li>• Staff memo.</li><li>• PowerPoint Presentation from OSPI in additional materials.</li></ul> ONLINE ONLY, at <a href="http://www.sbe.wa.gov/materials.php">http://www.sbe.wa.gov/materials.php</a> : <ul style="list-style-type: none"><li>• CTE Course Frameworks.</li></ul>	
<b>Synopsis:</b>	<p>E2SSB 6552, passed in 2014, increased the responsibility of districts to provide students access to CTE course equivalencies in science and math. The bill directed the State Board of Education (SBE) to review a list of equivalent CTE courses developed by the Office of the Superintendent of Public Instruction (OSPI), provide an opportunity for public comment, and approve the list. In May 2015 the Board approved 21 statewide CTE equivalency frameworks; in May 2016, approved 11 frameworks; and in May 2017, the Board approved an additional 2 frameworks for CTE course equivalency.</p> <p>At the May meeting, the Board will consider approval of three statewide CTE course equivalencies in science.</p>	



# THE WASHINGTON STATE BOARD OF EDUCATION

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## CAREER AND TECHNICAL EDUCATION COURSE EQUIVALENCY FRAMEWORKS —CONSIDERATION FOR APPROVAL

### Policy Considerations

Career and Technical Education (CTE) course equivalencies are CTE courses identified by districts as aligning with both professional and technical career standards and academic core subject learning standards. CTE courses recognized as equivalent to core subject area courses may meet both a CTE/occupational education graduation requirement and a core subject area requirement. Such courses allow for a “two-for-one” policy—students meeting two graduation requirements while earning one credit in one course. Course equivalencies allow important flexibility to students in CTE programs, such as most programs at skill centers, consisting of multi-course sequences leading to a professional technical certificate.

At the May 2018 Board meeting, the State Board of Education will consider approval of statewide course equivalency frameworks. Key questions for the Board include:

- Do the CTE standards and the core content standards appear to mesh well into a single course?
- Is the course likely to help students meet both academic and career goals?
- Did the process for developing the course equivalencies support strong incorporation of math, science and CTE standards?
- Have the proposed CTE course equivalencies undergone appropriate review by both core and CTE content experts to help assure fidelity to math, science and CTE standards to meet graduation requirements?
- How is the course likely to be taught?— If taught by a CTE teacher, will the teacher get core subject area professional development? Will the course be team taught?

### Background

CTE programs and courses are characterized by:

- Alignment with proven workforce needs.
- Alignment with industry standards.
- Advisory committees of industry representatives.
- Teachers with substantial work experience in their teaching assignment.
- A curriculum framework: a document that describes the state core content standards, industry standards, and leadership and employability skills associated with the course. Frameworks are reviewed annually by program advisory committees and by OSPI program supervisors.

At this meeting, the Board will consider approving CTE frameworks for statewide course equivalencies. Course equivalencies in CTE have been recognized and encouraged by the Legislature since 2006 ([SHB 2973](#), Chapter 113, Laws of 2006). Figure 1 summarizes some of the significant legislation affecting CTE course equivalencies. RCW 28A.230.097 requires that each “high school or school district board of directors shall adopt course equivalencies for career and technical high school courses offered to

students in high school and skill centers.” OSPI provides [guidance](#) to districts on the process for the development of local CTE course equivalencies.

When a student earns credit in a CTE equivalent course, generally the equivalent course in the core subject area is recorded on the student’s transcript. The student is given a certificate of completion for the CTE course to be included in the student’s high school and beyond plan, as the student’s record that they were taught the CTE standards associated with the course.

In 2014, [SB 6552](#) (Chapter 217, Laws of 2014) expanded the responsibility of districts to provide access to CTE course equivalencies and established statewide course equivalencies in science and math. The bill directed the Office of the Superintendent of Public Instruction (OSPI) to develop statewide CTE course frameworks equivalent to courses in science, technology, engineering and math. The bill further directed that:

The office shall submit the list of equivalent career and technical courses and their curriculum frameworks to the state board of education for review, an opportunity for public comment, and approval.

In addition:

School district boards of directors must provide high school students with the opportunity to access at least one career and technical education course that is considered equivalent to a mathematics course or at least one career and technical education course that is considered equivalent to a science course as determined by the office of the superintendent of public instruction and the state board of education in [RCW 28A.700.070](#). Students may access such courses at high schools, interdistrict cooperatives, skill centers or branch or satellite skill centers, or through online learning or applicable running start vocational courses. ([RCW 28A.230.010](#).)

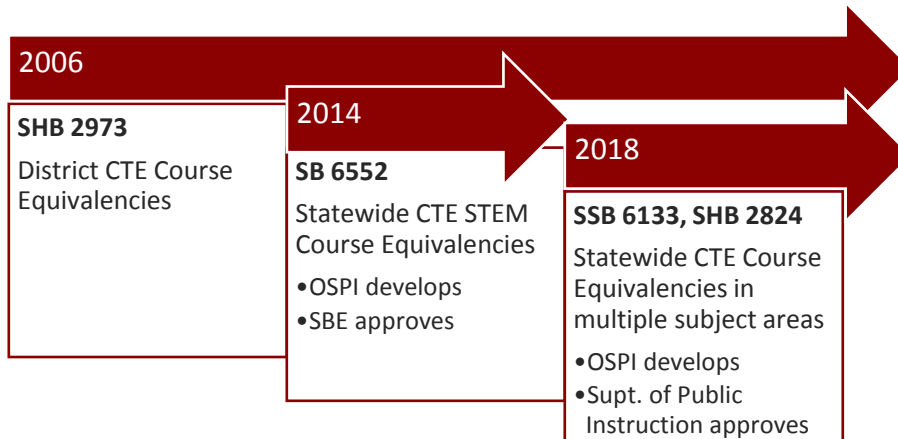
The bill provided a waiver to exempt districts with enrollments of fewer than two thousand students from the requirement to provide students with at least one CTE statewide course equivalency. Currently, only one district has this [waiver](#), which was approved by the Board in May 2017.

In the 2018 session, the Legislature passed [SHB 2824](#) (Chapter 177, Laws of 2018), which exchanged and realigned powers, duties and functions of OSPI and the SBE. Among the duties shifted from SBE to OSPI is approval of CTE course equivalencies. The course equivalencies approved at the May Board meeting are the last the SBE will approve. In the future, new statewide CTE course equivalencies will be developed by OSPI and approved by the Superintendent of Public Instruction. Also in the future, if districts with fewer than two thousand students wish to apply or reapply for a waiver of the requirement to offer at least one statewide course equivalency, the district will apply to OSPI rather than the SBE.

Additional legislative action in 2018, [SSB 6133](#) (Chapter 191, Laws of 2018), expanded the subject areas eligible for statewide course equivalencies from science, technology, engineering and math, to English language arts, math, science, social studies, arts, world languages, health and physical education.

The SBE approved 21 statewide CTE equivalency frameworks in 2015, 11 in 2016, and two in 2017.

**Figure 1: Timeline of Significant Legislation Concerning CTE Course Equivalencies**



### **Action**

OSPI will be recommending CTE course equivalencies in science. [RCW 28A.700.070](#) directs that approval of statewide equivalencies involve review and the opportunity for public comment. Upon receiving the recommended CTE course equivalency frameworks from OSPI, the frameworks were posted on the SBE website. SBE staff solicited review and comments on the frameworks through contact lists of educational agencies and associations.

At the May 2018 meeting, the Board will hear a presentation from OSPI and educators on the development of the frameworks and review and hear any public comments received. The Board will consider approval of the statewide CTE course equivalencies.

If you have questions regarding this memo, please contact Linda Drake at [linda.drake@k12.wa.us](mailto:linda.drake@k12.wa.us)



# THE WASHINGTON STATE BOARD OF EDUCATION

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## Title: Private School Update

### As related to:

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

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### 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                    |   |

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### Policy considerations / Key questions:

At the May 2018 State Board of Education (SBE) meeting the Board will consider approval of private schools recommended by the Office of the Superintendent of Public Instruction (OSPI). The recommendation for approval is based on “minimum state controls necessary to insure the health and safety of all the students in the state and to insure a sufficient basic education to meet usual graduation requirements.” ([RCW 28A.195.010](#)) Staff recommends the Board approve the list of private schools recommended by OSPI, and approve three schools for provisional approval.

In addition, the Board will hear from a private school panel. Key questions are:

- What are shared priorities of the Board and private schools?
- Are there private school priorities that the Board should consider in the Board’s strategic planning efforts?

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### Relevant to business item:

Approval of private schools for the 2018-2019 school year

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### Materials included in packet:

- Included online and in the printed meeting materials:
- A staff memo with background information on private schools
  - A list of private schools for provisional approval
- ONLINE ONLY at: <http://www.sbe.wa.gov/materials.php>
- List of privates school recommended for approval

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### Synopsis:

At the May 2018 Board meeting, the Board will consider approval of private schools for the 2018-2019 school year under RCW 28A.195.040 and Chapter 180-90 WAC. Three schools are seeking provisional approval with a major deviation. Two schools lack a certificated staff member as required by law. Both have submitted a Plan of Action stating that a specific staff member is seeking a conditional certificate. These certificates should be issued well before the start of school. A third school is awaiting a health and fire inspection, that is expected before the start of school.

The schools are Eastside Community School, Fusion Academy, and Lumen Academy.

The Board will hear a brief overview from staff on the role of the Board with Private Schools, and on how the role is changing as a result of HB 2824. Then, a private school panel will:

- Share information about private schools
  - Describe how the schools manifest both their mission and their commitment to student success
  - Describe how private schools interact with state agencies
  - Discuss with the SBE how the Board may help support the priorities of private schools as part of the state’s K-12 education system.
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# THE WASHINGTON STATE BOARD OF EDUCATION

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## PRIVATE SCHOOL UPDATE

### Policy Considerations

At the May 2018 State Board of Education (SBE) meeting the Board will consider approval of private schools recommended by the Office of the Superintendent of Public Instruction (OSPI). The recommendation for approval is based on “minimum state controls necessary to insure the health and safety of all the students in the state and to insure a sufficient basic education to meet usual graduation requirements.” ([RCW 28A.195.010.](#)) Staff recommends the Board approve the list of private schools recommended by OSPI.

HB 2824 will change the Board’s relationship with private schools. The new legislation shifts the private school approval process from OSPI and the SBE to the SBE only. Private schools will continue to work with OSPI on access to Federal programs and reporting requirements. Changes will go into effect as of January 1, 2019, and the Board will be working on rules to implement the changes over the next few months.

The Board will hear from a private school panel which will:

- Share information about private schools
- Describe how the schools manifest both their mission and their commitment to student success
- Describe how private schools interact with state level agencies
- Discuss with the SBE how the Board may help support the priorities of private schools as part of the state’s K-12 education system.

The discussion between the Board and the private school panel may help inform the Board’s strategic planning efforts.

### Background

#### *Private School Requirements, Rights, and Authority*

Table 1 summarizes the requirements, rights, and authority of private schools in RCW 28A.195.

Requirements	Notes
Each year, superintendents of private school districts or principals of private schools will file a statement with OSPI certifying that the minimum requirements of law are being met.	Changed due to SHB 2824: the statement will be filed with the SBE. The certification form is defined in WAC.
No fewer than 180 school days, or the equivalent in instructional hours, and a school-wide annual average of 1,000 instructional hours for grades one through five, and at least 450 hours for kindergarten.	



Teachers must hold a Washington state certification, or be people of unusual competence supervised by a certificated educator. The school must submit an annual statement explaining such circumstances to OSPI.	WAC defines “people of unusual competence.”
Private schools may operate an extension program for parents or guardians for home-based instruction. A certificated educator must supervise the parents or guardians, spend a minimum monthly average of an hour of contact per week with the students, and evaluate the students’ progress. Supervising educators shall not supervise more than 30 extension program students.	
Private schools must take appropriate measures to safeguard permanent records.	
The physical facilities of the school must be adequate to meet the program needs, and meet reasonable health and fire requirements.	
Private school curriculum shall include instruction in “occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of appreciation of art and music, all in sufficient units for meeting state board of education graduation requirements.”	
Maintain policy statements.	
Report attendance to educational service districts by June annually.	Attendance is reported to OSPI annually in the fall.
Private schools may not engage in a policy of racial segregation or discrimination.	
<b>Rights and authorities</b>	<b>Notes</b>
Private school students are not required to meet state learning goals or meet assessment requirements.	Private schools may choose to teach to state learning standards. They also may choose to have their students take state tests (the school pays for the tests and the results are shared only with the school).
Private schools may teach “religious beliefs and doctrines, if any: to pray in class and in assemblies, to teach patriotism including requiring students to salute the flag of the United State if that be the custom of the particular private school.” (RCW 28A.195.020.)	
Private schools are authorized to require that employees undergo a record check with the Washington State Patrol.	
Approved private schools may offer and administer an online school program.	
<b>Private School Advisory Committee</b>	

The Superintendent of Public Instruction is directed to appoint a private school advisory committee broadly representative of educators, legislators and private school groups.

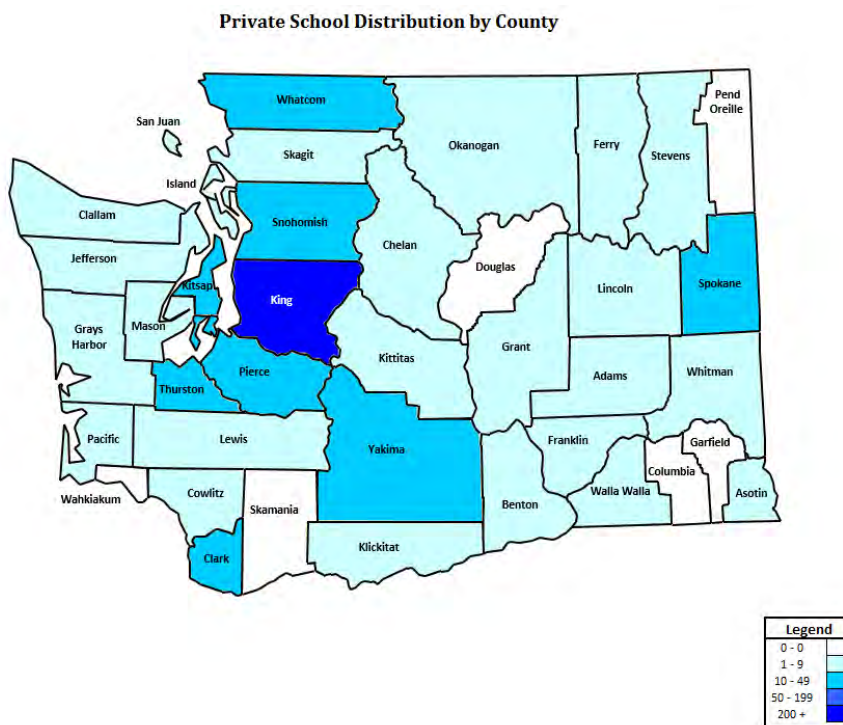
This requirement does not change with the passage of SHB 2824.

### Private School Facts and Figures

The follow data on private school is for the 2017-2018 year. The enrollment numbers were collected in October 2017.

- Total number of approved private schools: 529, with over half in King County (see Figure 1)
- Total number of approved private schools that have students enrolled in 12<sup>th</sup> grade: 167
- Total number of students enrolled in private school: 81,943
- Total number of high school students enrolled in private school: 18,085
- Percent of K-12 students in private schools relative to the total number of K-12 students in Washington: 6.8
- About 40% of private schools have 75 students or fewer; the average private school has 155 students; the largest private school has almost 1,200 students.

**Figure 1:** Distribution of private schools by county



The demographics of students served by private schools cannot be directly compared to public schools because different subgroups of students are reported. Table I lists the racial and ethnic groups reported in private schools and in public schools in 2017-2018. (Note: the ethnicity report total was slightly different from the enrollment report total.)

**Table 1:** Private and Public School Student Demographics

Private Schools			Public Schools		
Total	81,974	Percent of total	Total	1,116,599	Percent of total
American Indian	764	1%	Hispanic	258,347	23%
Asian	11,143	14%	Asian	8,5478	8%
Black	3,817	5%	American Indian/Alaskan Native	15,146	1%
Hispanic	5,675	7%	Black/African American	48,506	4%
White	51,917	63%	Native Hawaiian/Other Pacific Islander	12,155	1%
Other	8,658	11%	White	607,616	54%
			Two or More Races	89,211	8%

*Private School Participation in Federal Programs*

The students enrolled in private schools, as well as private school educators, may be eligible for equitable services through several federal programs. Districts must consult with private schools within their district boundaries to determine how to equitably serve all eligible students. Districts must set aside proportional funds of the district’s allocation for private school students and educators within the district’s boundaries, and consult with the private schools on how to provide services.

According to data from OSPI (provided to the Private School Advisory Committee in October 2017) Title IA funds for services in 2017-2018 ranged from \$357 to \$1,296 per student in districts with private schools that participated in the program.

**Action**

At the May 2018 meeting the Board will consider approval of private schools recommended for approval by OSPI. The Board will also hear from a private school panel which may help inform the Board about private school priorities.

If you have questions regarding this memo, please contact Linda Drake at [linda.drake@k12.wa.us](mailto:linda.drake@k12.wa.us).

Private Schools for Provisional Approval

2018–19

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Fusion Academy Seattle Jennifer Rumack 214 E Galer St Seattle WA 98102-3716 616.301.1221	6-12	0	30	0	King
Lumen Academy Initial Dr. Angela Calhoun 13940 NE 166th St (Mail: 14461 156th Ave NE Woodinville 98072) Woodinville WA 98072 719.648.6672	K-5	0	10	0	King
Eastside Community School Initial Griffith T. Owen 556 124th NE Bellevue WA 98005-3100 206.295.7414	P-8	30	120	0	King



# THE WASHINGTON STATE BOARD OF EDUCATION

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## Title: Process and Timeline for Executive Director Review

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<b>As related to:</b>	<input type="checkbox"/> <b>Goal One:</b> Develop and support policies to close the achievement and opportunity gaps.	<input type="checkbox"/> <b>Goal Three:</b> Ensure that every student has the opportunity to meet career and college ready standards.
	<input type="checkbox"/> <b>Goal Two:</b> Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> <b>Goal Four:</b> Provide effective oversight of the K-12 system.
		<input checked="" type="checkbox"/> <b>Other</b>
<b>Relevant to Board roles:</b>	<input type="checkbox"/> Policy leadership	<input type="checkbox"/> Communication
	<input type="checkbox"/> System oversight	<input type="checkbox"/> Convening and facilitating
	<input type="checkbox"/> Advocacy	
<b>Policy considerations / Key questions:</b>	The Board will discuss the process and timeline for their review of the executive director.	
<b>Relevant to business item:</b>	N/A	

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<b>Materials included in packet:</b>	This section contains the following documents: <ul style="list-style-type: none"><li>• ED Board Evaluation Process Checklist</li><li>• SBE Executive Director Performance Evaluation Board Member Form 2018</li><li>• SBE Executive Director Self Evaluation Form</li><li>• SBE Executive Director Performance Evaluation Staff Form 2018</li><li>• SBE Executive Director Performance Evaluation Stakeholder Form 2018</li><li>• ED State Board of Education Job Description</li></ul>
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<b>Synopsis:</b>	The Board annually reviews the Executive Director in July of each year. At the May meeting the Board will review draft evaluation process checklist and evaluation forms to select elements will be employed for the review at the July Board meeting.
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## THE WASHINGTON STATE BOARD OF EDUCATION

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### **SBE Executive Director Evaluation Procedure 2018**

#### **General Notes:**

HR should handle most of the communication with the Board Members to avoid any concerns around conflict of interest. As a staff member of the SBE, the Board Executive Assistant (EA) will have a minimal communication role in the evaluation process.

**Timeline for 2018:                      Board Meeting July 11 - 12, 2018**

#### **May**

- Mid-month** HR begins working with the Board Chair and AAG on changes or suggestions received from the prior year to improve the annual Executive Director (ED) evaluation process.
- End of May** HR makes any changes/updates to the evaluation process or forms, updated forms due to the AAG and Board Chair.
- End of May** Board Chair, HR and AAG (if needed) share procedure and forms with the Executive Committee. If there are changes to the process or forms out of this review, the Board Chair gives changes to the HR for finalizing prior to sending the form to the Board members (this happens in June).
- May** HR conducts salary survey for comparable jobs, to be provided at the July Board Meeting.

#### **June**

- Second Week of June:** Board Chair sends the SBE staff evaluation form to staff. Staff are instructed to return the completed evaluation forms to the Board Chair June 30th. Board Chair forwards the completed evaluation forms to HR for compiling prior to the July meeting.
- Second Week of June:** The Board Chair sends the self-evaluation form to the ED, requesting it be completed and returned to the Board Chair by June 30th. Board Chair forwards the self-evaluation to HR prior to the July meeting.
- Second Week of June:** HR sends the Board Member Evaluation Form and Procedure to the Board Members with instructions to **send the completed evaluation form to HR – Carole Lynch, [Carole.Lynch@k12.wa.us](mailto:Carole.Lynch@k12.wa.us) no later than [insert return date at least a 3 weeks before the July Board Meeting.]** Include the following instruction for board members “If you have questions or comments on the process please send a separate email with questions to HR – Carole Lynch, [Carole.Lynch@k12.wa.us](mailto:Carole.Lynch@k12.wa.us) and/or AAG Linda Sullivan Colglazier at [LindaS1@ATG.WA.GOV](mailto:LindaS1@ATG.WA.GOV). Please do not contact other board members. This is important

to avoid violation of the Open Public Meetings Act.”

**Late June or early July**

**Two weeks before July Meeting:** HR sends the Summary Sheets to Board members:

- Copy of the summary of staff evaluations
- Copy of the summary of stakeholder evaluations
- Copy of the summary of board member evaluations
- Copy of the summary of comments received from all evaluations.
- Copy of the Executive Director’s self-evaluation
- Copy of the salary survey information.

**Board Meeting – Day 1 or 2**

- Board Chair convenes an Executive Session to review the results of the evaluation process and discuss the board member, stakeholder, and staff evaluation summaries, as well as the ED self-evaluation. Board Members will have received previously (but extra copies will be available at meeting):
  - Copy of the summary of staff evaluations
  - Copy of the summary of stakeholder evaluations
  - Copy of the summary of board member evaluations
  - Copy of the summary of comments received from all evaluations.
  - Copy of the Executive Director’s self-evaluation
  - Copy of the salary survey information.
- The Board Chair gives an overview of the results of the evaluation. For example, pointing out areas of alignment and differences, or variation from prior years’ evaluations. HR and AAG attend this Executive Session to answer HR or legal questions.
- Allow at least 2 hours for the Executive Session. Discussion may include salary increase for the ED; looking at the salary survey, Board’s budget, history of past increases, and tied to performance. No vote or consensus is sought during Executive Session.
- At the end of the Executive Session, HR collects all summary/evaluation/comment paperwork from the Board members.
- Open session with Board Members - salary issue is discussed and voted on – may be postponed to later meeting due to time constraints.

**Wrap-Up**

- Board Chair and Vice-Chair meet with ED to go over the results of the evaluation, covering any issues to be addressed; for example any professional development needs in the coming year.
- Recap of 2018 process with AAG, Board Chair and HR for improvements.
- Board Chair informs HR in writing of the Board’s decision if there is to be any salary increase.





# THE WASHINGTON STATE BOARD OF EDUCATION

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## Performance Development Evaluation January 2018 – July 2018 Board Member Evaluation of Randy Spaulding, Executive Director SBE

**Evaluator Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

For each question below, mark the number to the right that best fits your assessment of how Randy Spaulding meets the criteria as it pertains to his ability to perform the functions of the Executive Director position for the Washington State Board of Education.

All items allow for written observations and suggestion(s) for development if appropriate. If you have no information or observations to note please enter N/A in the comments section provided after each criterion category. Please leave any and all notes in the comments space below for each criterion category.

### Evaluator Procedures

1. Voting Board members will use this evaluation form to evaluate the Executive Director.
2. Student Board members are welcome to complete it as well and can provide comments in the sections provided.

Questions/Criteria	Performance of the Executive Director Role					N/A
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	
<b>Section 1: Leadership</b>						
A. Models the highest professional standards.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
B. Creates reasonable timelines and guides the board and staff to completion.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
C. Organizes and supports the staff and board members to be effective team members.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
D. Informs board members of emerging and sensitive issues affecting completion of board goals.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	



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Comments:

Questions/Criteria	Performance of the Executive Director Role					N/A
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	
<b>Section 2: Implementation of the SBE Strategic Plan</b>						
A. Meets expected annual outcomes from the SBE Strategic Plan.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
B. Facilitates the work of board members toward completion of the Strategic Plan.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
C. Directs the legislative objectives of the SBE and monitors potential impacts of proposed legislation on Strategic Plan goals and objectives.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
D. Uses and supervises staff effectively to support Strategic Plan goals.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Comments:						
<b>Section 3: Relationship with the Board</b>						
A. Presents well thought out recommendations to the Board.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
B. Communicates reliably, accurately, and openly with the Board.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	



# THE WASHINGTON STATE BOARD OF EDUCATION

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C. Responds appropriately to Board member requests.	1	2	3	4	5	
D. Uses individual and collective talents of the Board members to maximize Board potential.	1	2	3	4	5	
E. Seeks and accepts Board members opinions/suggestions of his work.	1	2	3	4	5	
F. Has a respectful working relationship with the Board.	1	2	3	4	5	

Comments:

Questions/Criteria	Performance of the Executive Director Role					N/A
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	

**Section 4: Relationship with Outside Stakeholders (e.g., legislative branches, Governor’s office, affinity groups)**

A. Communicates reliably, accurately, and transparently with outside stakeholders.	1	2	3	4	5	
B. Responds appropriately to requests.	1	2	3	4	5	
C. Has a respectful working relationship with outside stakeholders.	1	2	3	4	5	
D. Seeks input and feedback from outside stakeholders when developing SBE recommendations.	1	2	3	4	5	

Comments:



# THE WASHINGTON STATE BOARD OF EDUCATION

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Section 5: Fiscal - Management						
A. Provides sound budget management aligned with board and organizational priorities.	1	2	3	4	5	
B. Pursues and secures appropriate and adequate sources of support for policy activities.	1	2	3	4	5	
C. Manages and maintains adequate control of funds and spending.	1	2	3	4	5	
Comments:						
Section 6: Business - Management						
Uses effective practices in human resource management: implements effective hiring practices and aligns staff with essential activities.	1	2	3	4	5	
Possesses and applies knowledge of legal issues affecting the Board.	1	2	3	4	5	
Comments:						
Questions/Criteria	Performance of the Executive Director Role					N/A
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	
Section 7: Staff and Personnel Relationships						
Develops good staff morale and loyalty to the organization.	1	2	3	4	5	



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Delegate's authority to staff members appropriate to the position each holds.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Holds personnel accountable for their performance and takes action when performance does not meet standards for the Board.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Comments:						



# THE WASHINGTON STATE BOARD OF EDUCATION

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## Performance Development Evaluation January 2018 – July 2018

**Randy Spaulding, Self Evaluation**

**Date:** \_\_\_\_\_

For each question below, mark the number to the right that best fits your assessment of how Randy Spaulding meets the criteria as it pertains to his ability to perform the functions of the Executive Director position for the Washington State Board of Education.

All items allow for written observations and suggestion(s) for development if appropriate. If you have no information or observations to note please enter N/A in the comments section provided after each criterion category. Please leave any and all notes in the comments space below for each criterion category.

### Evaluator Procedures

1. Voting Board members will use this evaluation form to evaluate the Executive Director.
2. Student Board members are welcome to complete it as well and can provide comments in the sections provided.

Questions/Criteria	Performance of the Executive Director Role					N/A
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	
<b>Leadership</b>						
Models the highest professional standards.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Creates reasonable timelines and guides the board and staff to completion.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Organizes and supports the staff and board members to be effective team members.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Informs board members of emerging and sensitive issues affecting completion of board goals.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Comments:						



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Questions/Criteria	Performance of the Executive Director Role					N/A
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	
<b>Implementation of the SBE Strategic Plan</b>						
Meets expected annual outcomes from the SBE Strategic Plan.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Facilitates the work of board members toward completion of the Strategic Plan.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Directs the legislative objectives of the SBE and monitors potential impacts of proposed legislation on Strategic Plan goals and objectives.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Uses and supervises staff effectively to support Strategic Plan goals.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Comments:						
<b>Relationship with the Board</b>						
Presents well thought out recommendations to the Board.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Communicates reliably, accurately, and openly with the Board.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Responds appropriately to Board member requests.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Uses individual and collective talents of the Board members to maximize Board potential.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Seeks and accepts Board members opinions/suggestions of his work.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Has a respectful working relationship with the Board.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	





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Comments:

Questions/Criteria	Performance of the Executive Director Role					N/A
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	

**Relationship with Outside Stakeholders (e.g., legislative branches, Governor’s office, affinity groups)**

Communicates reliably, accurately, and transparently with outside stakeholders.	1	2	3	4	5	
Responds appropriately to requests.	1	2	3	4	5	
Has a respectful working relationship with outside stakeholders.	1	2	3	4	5	
Seeks input and feedback from outside stakeholders when developing SBE recommendations.	1	2	3	4	5	

Comments:

**Fiscal - Management**

Provides sound budget management aligned with board and organizational priorities.	1	2	3	4	5	
Pursues and secures appropriate and adequate sources of support for policy activities.	1	2	3	4	5	
Manages and maintains adequate control of funds and spending.	1	2	3	4	5	

Comments:

**Business - Management**

Uses effective practices in human resource	1	2	3	4	5	
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# THE WASHINGTON STATE BOARD OF EDUCATION

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management: implements effective hiring practices and aligns staff with essential activities.						
Possesses and applies knowledge of legal issues affecting the Board.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	



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Comments:

Questions/Criteria	Performance of the Executive Director Role					N/A
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	
<b>Staff and Personnel Relationships</b>						
Develops good staff morale and loyalty to the organization.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Delegate's authority to staff members appropriate to the position each holds.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Holds personnel accountable for their performance and takes action when performance does not meet standards for the Board.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Comments:						



# THE WASHINGTON STATE BOARD OF EDUCATION

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**Performance Development Evaluation January 2018 – July 2018**  
**Staff Member Evaluation of Randy Spaulding, Executive Director SBE**

**Evaluator Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

For each question below, mark the number to the right that best fits your assessment of how Randy Spaulding meets the criteria as it pertains to his ability to perform the functions of the Executive Director position for the Washington State Board of Education.

All items allow for written observations and suggestion(s) for development if appropriate. If you have no information or observations to note please enter N/A in the comments section provided after each criterion category. Please leave any and all notes in the comments space below for each criterion category.

Questions/Criteria	Performance of the Executive Director Role					
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	N/A
<b>Section 1: Leadership</b>						
A. Models the highest professional standards.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
B. Creates reasonable timelines and guides the board and staff to completion.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
C. Organizes and supports the staff and board members to be effective team members.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	

Comments:



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Questions/Criteria	Performance of the Executive Director Role					
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	N/A
<b>Section 2: Implementation of the SBE Strategic Plan</b>						
A. Meets expected annual outcomes from the SBE Strategic Plan.	1	2	3	4	5	
B. Facilitates the work of board members toward completion of the Strategic Plan.	1	2	3	4	5	
C. Directs the legislative objectives of the SBE and monitors potential impacts of proposed legislation on Strategic Plan goals and objectives.	1	2	3	4	5	
D. Uses and supervises staff effectively to support Strategic Plan goals.	1	2	3	4	5	
Comments:						
Questions/Criteria	Performance of the Executive Director Role					
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	N/A
<b>Section 3: Relationship with Outside Stakeholders (e.g., legislative branches, Governor’s office, affinity groups)</b>						
A. Communicates reliably, accurately, and transparently with outside stakeholders.	1	2	3	4	5	
B. Responds appropriately to requests.	1	2	3	4	5	
C. Has a respectful working relationship with outside stakeholders.	1	2	3	4	5	



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D. Seeks input and feedback from outside stakeholders when developing SBE recommendations.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
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Comments:

Questions/Criteria	Performance of the Executive Director Role					
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	N/A

### Section 4: Fiscal - Management

A. Provides sound budget management aligned with board and organizational priorities.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
B. Pursues and secures appropriate and adequate sources of support for policy activities.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
C. Manages and maintains adequate control of funds and spending.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	

Comments:

Questions/Criteria	Performance of the Executive Director Role					
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	N/A

### Section 5: Business - Management

Uses effective practices in human resource	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
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# THE WASHINGTON STATE BOARD OF EDUCATION

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management: implements effective hiring practices and aligns staff with essential activities.						
Possesses and applies knowledge of legal issues affecting the Board.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Comments:						
Questions/Criteria	Performance of the Executive Director Role					
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	N/A
<b>Section 6: Staff and Personnel Relationships</b>						
Develops good staff morale and loyalty to the organization.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Delegate's authority to staff members appropriate to the position each holds.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Holds personnel accountable for their performance and takes action when performance does not meet standards for the Board.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Comments:						





# THE WASHINGTON STATE BOARD OF EDUCATION

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**Performance Development Evaluation January 2018 – July 2018  
Stakeholder Evaluation of Randy Spaulding, Executive Director SBE**

**Evaluator Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

For each question below, mark the number to the right that best fits your assessment of how Randy Spaulding meets the criteria as it pertains to his ability to perform the functions of the Executive Director position for the Washington State Board of Education.

All items allow for written observations and suggestion(s) for development if appropriate. If you have no information or observations to note please enter N/A in the comments section provided after each criterion category. Please leave any and all notes in the comments space below for each criterion category.

Questions/Criteria	Performance of the Executive Director Role					
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	N/A
<b>Section 1: Leadership</b>						
A. Models the highest professional standards.	1	2	3	4	5	
B. Creates reasonable timelines and guides the board and staff to completion.	1	2	3	4	5	
C. Organizes and supports the staff and board members to be effective team members.	1	2	3	4	5	

Comments:



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Questions/Criteria	Performance of the Executive Director Role					
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	N/A
<b>Section 2: Relationship with Outside Stakeholders (e.g., legislative branches, Governor's office, affinity groups)</b>						
A. Communicates reliably, accurately, and transparently with outside stakeholders.	1	2	3	4	5	
B. Responds appropriately to requests.	1	2	3	4	5	
C. Has a respectful working relationship with outside stakeholders.	1	2	3	4	5	
D. Seeks input and feedback from outside stakeholders when developing SBE recommendations.	1	2	3	4	5	
Comments:						

## **State Board of Education**

**Title: Executive Director**

**Reports to: Board**

**Revised 3/29/18**

### **Agency Profile**

The State Board of Education (the Board) provides advocacy and strategic oversight of public education, implements an accountability system that results in improved student learning, and provides leadership in the creation of a system that personalizes education and respects diverse cultures, abilities, and learning styles. In carrying out these responsibilities 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 has established 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 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.

### **About the Position**

The Executive Director of the Board is an exempt position; appointed by, reporting to, and serving at the pleasure of the Board. 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 staff and an annual budget of just over one million dollars.

**The essential functions of this position include but are not limited to:**

- Assure that the Board has access to relevant information and understands the impact and implications of their policy options.
- Operationalize an “equity lens” for the Board to utilize in making effective policy decisions.
- Identify opportunities for Board contributions to the continuous improvement process for public education;
- Provide research, policy analysis and environmental scans on issues of import to the Board;
- Draft documents for consideration by the Board;
- Identify relevant connections between Board initiatives and other P-20 stakeholders; and facilitate direct interaction among stakeholders and the Board.
- Manage a complex set of initiatives from policy creation to implementation in a timely manner.
- Develop policy and budget proposals for the Governor and Legislature.
- Collaborate 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.
- Represent the Board at conferences and functions, make presentations to the Legislature and other bodies, and speak for the Board to news media and public forums on matters arising before the Board. Involve Board members as collaborators and spokespersons whenever possible.
- Lead and manage the office including: development of staff as individuals and a team, align their responsibilities and accountability to Board goals; build a satisfied and effective team; budgeting, writing grant applications and managing contracts.

**Key competencies or experience necessary for success in the role**

- Strong commitment to continuous improvement in educational outcomes for all students.
- Ability to seek innovative solutions for systemic disparities in student experiences and outcomes.
- Demonstrated experience advancing equity and keen understanding of opportunity and achievement gaps, and challenges facing students of color, students with disabilities, and low-income children and families.
- 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

--DRAFT--

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.



# THE WASHINGTON STATE BOARD OF EDUCATION

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<b>Title: Student Presentation</b>	
<b>As related to:</b>	<input checked="" type="checkbox"/> <b>Goal One:</b> Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> <b>Goal Two:</b> Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input type="checkbox"/> <b>Goal Three:</b> Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> <b>Goal Four:</b> Provide effective oversight of the K-12 system. <input checked="" type="checkbox"/> <b>Other</b>
<b>Relevant to Board roles:</b>	<input checked="" type="checkbox"/> Policy leadership <input type="checkbox"/> System oversight <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and facilitating
<b>Relevant to business item:</b>	There is no board action expected on this topic at this board meeting.
<b>Materials included in packet:</b>	N/A
<b>Synopsis:</b>	Student presentations allow SBE board members an opportunity to explore the unique perspective of their younger colleagues. Lindsey Salinas will present on her past, present, and future plans.

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# THE WASHINGTON STATE BOARD OF EDUCATION

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

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<b>Title: School Safety Panel</b>		
<b>As related to:</b>	<input checked="" type="checkbox"/> <b>Goal One:</b> Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> <b>Goal Two:</b> Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> <b>Goal Three:</b> Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> <b>Goal Four:</b> Provide effective oversight of the K-12 system. <input checked="" type="checkbox"/> <b>Other</b>
<b>Relevant to Board roles:</b>	<input type="checkbox"/> Policy leadership <input type="checkbox"/> System oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and facilitating
<b>Relevant to business item:</b>	12. Approval of School Safety Resolution	
<b>Materials included in packet:</b>	<ul style="list-style-type: none"><li>• Office of Education Ombuds Strategic Plan, as requested by panelist Ms. Rose Spidell.</li><li>• Draft of School Safety Resolution.</li></ul>	
<b>Synopsis:</b>	<p>Chair Laverty will introduce the group and facilitate the discussion. Mr. Tim Garchow will start by explaining WSSDA’s role in school safety and some of the various perspectives on school safety that exist throughout the state. After Mr. Garchow gives a lay of the land, then Mr. Kevin Chase will present on the strategies being used in ESD 105, including how to intervene to reduce gap time between when a school shooting incident begins and when the police response arrives. Finally, Ms. Rose Spidell will present on the need for counselors, mental health supports, and describe issues regarding threat assessment.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"><li>• What state-level policies would you stand behind for improving school safety? What can’t the state do that local districts can?</li><li>• What are the policy levers for improving school safety? At the local level? At the state level?</li><li>• What sort of school safety events are districts planning for?</li><li>• What guidance or resources are available to help prevent a school shooting? To intervene during a shooting? To alleviate challenges following a school shooting?</li></ul> <p>The National Association of State Boards of Education (NASBE) has provided valuable resources on school safety. Please see the following list:</p> <ul style="list-style-type: none"><li>• <a href="#">Full recording of the NASBE webinar</a> on school safety</li><li>• <a href="#">National Conference of State Legislatures (NCSL) page on school safety legislation</a></li><li>• <a href="#">Massachusetts Board of Elementary and Secondary Education March 2018 meeting</a> (and <a href="#">video</a> of the meeting)</li><li>• <a href="#">NASBE School Health Policy Guide (2012): Fit, Healthy, and Ready to Learn, Chapter I: Policies to Promote Safety and Prevent Violence</a></li><li>• <a href="#">Federal Commission on School Safety</a></li><li>• <a href="#">Project SERV (School Emergency Response to Violence)</a></li><li>• <a href="#">Recent data from the National Center for Education Statistics (NCES) on crime, violence, discipline, and safety in U.S. public schools</a></li></ul>	

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Our role at the Office of the Education Ombuds (OEO) is to:

Listen to concerns and perspectives and offer accurate, independent, and impartial answers to questions about the K-12 public education system

Offer collaborative problem-solving and dispute resolution tools to address family-school conflicts and promote equity and access

Provide coaching, facilitation, and training to support family and community engagement and systems advocacy

Collect data, identify trends, and make policy recommendations to elected officials and state educational leaders to promote fair and equitable processes and positive student outcomes



*Our Vision: We envision an equitable public education system that is responsive and accountable to every student in the State of Washington.*

*Our Values: Impartiality, Independence, Responsiveness, and Accuracy*

## Casework

We answer questions and provide impartial, independent perspectives on public K-12 school issues. We offer direct, informal, and collaborative support on behalf of students facing opportunity gaps and barriers to inclusion.

### Our Goals:

Respond to questions and concerns about the state's K-12 public schools with accurate and impartial information. Target our direct ombuds support to the opportunity gaps in our state, as identified by our statewide policy partners.

### Initiatives:

- Use existing definitions of opportunity gaps and access barriers from the Superintendent of Public Instruction, Governor's Office, and legislature to target our direct Ombuds support to increase positive outcomes for students experiencing: discipline, graduation barriers, academic failure (or immediate risk), chronic absenteeism; harassment or bullying; inclusion for students with disabilities; transition from high school for students with disabilities; and language access.
- Share timely and helpful resources and identify gaps where families, schools, and communities need more information and tools.
- Provide consistent opportunities for families and communities to have questions addressed through Ask an Ombuds webinars, email, and other ways.

## Outreach and Training

We improve **families and communities'** understanding of how our public K-12 schools work so that schools, families

### Our Goals:

Build ongoing relationships with community partners to empower families, communities, and educators to work together to solve problems and make decisions that improve students with disabilities' transition from high school; language access; school climate; and equitable discipline. Over 3 years, OEO will reach every educational service district in the state to offer an event or training.

### Initiatives:

- Help organizations expand their advocacy skills by offering online and in-person trainings, clinics, and listening sessions. We will focus on families and students that are: Limited English Proficient; experiencing bullying or harassment; preparing for the transition from high school with disabilities; affected by the incarceration or reentry of a family member; or disproportionately affected by discipline.
- Promote equitable access to our services through multimedia and advertising in different cultural and geographic communities in the state.

## Policy Partnership

We believe that good policy begins with positive relationships. We listen to the perspectives of families, students, educators, and community advocates, and share those voices in state policy conversations to improve outcomes for students. We also share policy changes with families and communities to make sure that they know what is happening and can give their feedback.

### Our Goals:

Facilitate family, community, and educator input into education policy from its development to its final stage. We focus on improving collective problem-solving to make processes easier to understand and navigate. As a team, we provide training on important policy changes to communities so that they can be supported in their daily efforts to reduce opportunity gaps and make schools more transparent, collaborative, and inclusive.

### Initiatives:

- Use data from our cases and collaborate with policymakers to elevate student and family voice in critical policy decisions in these areas: language and disability access, harassment and bullying, and welcoming, inclusive school climates.
- Share latest policy changes and best practices with families and schools through our casework.
- Provide quarterly training to stakeholders on recent policy changes to make sure that policy is transparent, inclusive, and accessible to the people affected by it.

## Team Culture

We strengthen our **team's resilience and effectiveness** by improving our communication and problem-solving skills with one another and the public. We promote a culture of shared commitment to educational equity, cultural responsiveness, and public service.

### Our Goals:

Provide opportunities for staff to grow professionally by improving their communication skills and being culturally responsive with each other and the public. Use our team's individual and collective strengths to maintain an efficient, effective organization, and foster a shared commitment to reducing opportunity gaps for students.

### Initiatives:

- Support peer and new employee mentoring.
- Increase clarity, responsiveness, and efficiency of team communications by using collaborative planning tools and technologies.
- Offer quarterly team activities focused on wellness and collaboration to help every team member reflect on how he or she would like to contribute to the team and grow professionally.
- Nurture staff learning and expertise for growing areas of work, such as supporting incarcerated parents, honoring cultural diversity, and reducing bullying.



# THE WASHINGTON STATE BOARD OF EDUCATION

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## DRAFT SCHOOL SAFETY RESOLUTION

WHEREAS, the Washington State Board of Education supports the right of students and staff to attend schools that are safe and free from violence and harassment; and

WHEREAS, providing a safe school environment that ensures both the physical and emotional safety of students and staff creates the conditions necessary to foster academic achievement and is necessary to the health of Washington's K-12 system; and

WHEREAS, safe schools provide an environment where teaching and learning are not distracted; disruptions are minimized; drugs, violence, bullying and fear are not present; students are not discriminated against; expectations for behavior are clearly communicated and standards of behavior are maintained; and consequences for infractions are consistently and fairly applied; and

WHEREAS, even though the loss of life is unacceptable and school shootings are a tragedy that affect the whole of society, they remain a very small percent of the overall homicide rate among school-aged children; and

WHEREAS, student injury and death, including suicide, are statistically much greater from drug abuse, child abuse, suicide, bullying, and auto accidents; and

WHEREAS, the Washington State Board of Education has consistently advocated for additional counseling and mental health staff for our schools; and has passed a resolution to oppose and root out bullying; and

WHEREAS, the most effective approach to creating safe school environments requires a comprehensive, coordinated effort including school-wide, district-wide and community-wide strategies where all institutions, organizations and individuals must accept responsibility for their critical roles and collaborate to establish a positive environment for teaching and learning; and

WHEREAS, the Washington State Board of Education supports local schools, districts and communities in developing, implementing and monitoring policies and programs to address the prevention, intervention and elimination of school violence; and

NOW, THEREFORE, BE IT RESOLVED



## THE WASHINGTON STATE BOARD OF EDUCATION

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That the Washington State Board of Education will continue to advocate for programs that foster and support a positive school climate, free from harassment and violence.

BE IT FURTHER RESOLVED that the State Board of Education urges the state of Washington to invest in, promote and support comprehensive, coordinated and collaborative strategies to prevent drug use, bullying, harassment, discrimination and violence in our schools so that all students have the opportunity to attend school, engage in the classroom and achieve academic success.

DRAFT



# THE WASHINGTON STATE BOARD OF EDUCATION

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## Title: Executive Director Update

<b>As related to:</b>	<input type="checkbox"/> <b>Goal One:</b> Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> <b>Goal Two:</b> Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> <b>Goal Three:</b> Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> <b>Goal Four:</b> Provide effective oversight of the K-12 system. <input type="checkbox"/> <b>Other</b>
<b>Relevant to Board roles:</b>	<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
<b>Policy considerations / Key questions:</b>	This section contains information on multiple business items. The supporting materials address key questions that you may have regarding the business items.	
<b>Relevant to business item:</b>	This section is relevant to the following business items: 5. Approval of Option One Waiver Requests for Richland, Sultan, and Tacoma School Districts 6. Approval of Option Two Waiver Request from Waterville School District 7. Approval of Filing CR-102 on WAC 180-105 (School Improvement Goals) 8. Approval of Filing CR-101 on WAC Chapters Applicable to HB 2824 9. Approval of Filing CR-101 on WAC 180-51-067, -068, and Creation of a New Section of WAC (Civics and High School and Beyond) 10. Approval of Future Board Meeting Dates and Locations	
<b>Synopsis:</b>	The Executive Director Update contains information on business items and upcoming work of the Board. The Executive Director and staff will brief the Board during this agenda time.  The Executive Director and/or staff will also update the Board on: <ul style="list-style-type: none"><li>• NASBE:<ul style="list-style-type: none"><li>o National Association of State Boards of Education (NASBE) Memorandum of Understanding for Early Childhood Education Stipend</li><li>o NASBE, WTB and WA-SBE Conversation with Other States Regarding Career Readiness</li><li>o NASBE Social-Emotional Learning Group</li></ul></li><li>• Waivers:<ul style="list-style-type: none"><li>o Option One Waiver Request from Richland, Sultan, and Tacoma School Districts</li><li>o Option Two Waiver Request from Waterville School District</li></ul></li><li>• Rule-Making:<ul style="list-style-type: none"><li>o Update on Rule Amendments for School Improvement Goals CR-102 (WAC 180-105)</li></ul></li></ul>	

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## THE WASHINGTON STATE BOARD OF EDUCATION

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- 
- o Update on HB 2824 Expedited Rule-Making CR-105 (WAC Chapter 180-22 and WAC 180-18-100)
  - o Overview of HB 2824 Rule-Making Process and CR-101
  - o Civics and High School and Beyond CR-101 on WAC 180-51-067(9), -068(10), and Creation of a New Section of WAC
- Future Board Meeting Locations and Dates
-



## Executive Director Update

Randy Spaulding and Staff

### *A Light from Within* by Kaitlyn Williams



SBE Choice for 2018 Art Show:

Richland High School  
Richland School District

Shawn Murphy is the Instructor

The medium is photography





# New Website

The screenshot displays the new website for the Washington State Board of Education. At the top, there is a navigation bar with links for Families, Educators, Districts, Blog, FAQs, and Contact Us. The main header features the Board's logo and name. Below this is a secondary navigation menu with links for Home, About, Data/Reports, Meeting Dates/Materials, Our Work, Hot Topics, and News. A large banner image shows a diverse group of students and adults, with the text "Families Education programs to help your child achieve".

The "WHAT'S NEW" section contains three news items:
 

- January 16, 2018 - State Board of Education Approves Love of Dr. Maura Brady Olympia, Wash. - "We are abundant at the list of our colleagues and champion for children, Maura Brady," said State Board Chair Kevin Lippert. "Her vision, reasoning and unwavering commitment to the needs of students of color and those programs that reward them is so..."
- December 19, 2017 - State Board of Education Selects New Executive Director Olympia, Wash. - As their special meeting today, the State Board of Education (SBE) selected Dr. Ranya Quashling as their new Executive Director. Quashling will begin as SBE's Executive Director on January 8, 2018. ...
- November 14, 2017 - State Board of Education Adopts 2018 Legislative Priorities Olympia, Wash. - The State Board of Education (SBE) adopted its 2018 legislative priorities at its meeting last week. The Board's top legislative priority is to better funding for students with special needs by increasing the per-student state funding for students with au... (truncated)

The "Hot Topics" section lists:
 

- Achievement & Accountability Workgroup
- Achievement Index
- Education System
- Health
- English Language Acquisition Award
- Graduation Requirements
- Legislative Priorities
- Reformulating
- Secondary to Postsecondary Student Transitions
- Waivers

The "Meetings" section indicates:
 

- Next board meeting: March 6-7, 2018
- Previous board meetings: January 10-11, 2018

The "Twitter" section shows three tweets from the Board of Education regarding student questions, staff engagement, and a public hearing.

The footer includes a "LEGISLATION" section with a link to view all bills, a "CONNECT" section with a sign-up for email updates, and contact information for the Washington State Board of Education, including the address (600 Washington Street SE, Olympia, WA 98504), phone number (360-224-6020), TTY (360-644-3621), and email (info@k12.wa.gov). Social media icons for Facebook, Twitter, YouTube, and LinkedIn are also present.

The graphic features the Washington State Board of Education logo at the top center. The logo is circular with a red border and contains the text "WASHINGTON STATE BOARD OF EDUCATION" around the perimeter and a central emblem of a lamp of knowledge. Below the logo, the text "NASBE Updates" is displayed in a large, black, sans-serif font, centered on a light gray background.



## NASBE



- National Association of State Boards of Education (NASBE) Memorandum of Understanding for Early Childhood Education Stipend
  - Board Action Item – MOU can be found in the board packet
- NASBE Social-Emotional Learning Group
- NASBE, WTB and WA-SBE Conversation with Other States Regarding Career Readiness

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## Conversations with Other States



- Two webinars at the end of the month (tentatively scheduled for 11:00-12:30 on May 29<sup>th</sup> and 30<sup>th</sup>).
- Representatives from Colorado, Delaware, Indiana, Kentucky, Louisiana, and Virginia will be participating.
- Topics of discussion:
  - Equitable access to work-based learning opportunities
  - Coordination across state agencies and organizations
  - Aligning career pathways with graduation requirements
  - Incorporating career pathways into the accountability system
  - Engaging employers

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## Waiver Requests

### Waiver Requests



- Waivers from the 180-day Requirement
  - Option One Waiver Requests from:
    - Richland School District
    - Sultan School District
    - Tacoma School District for SAMI, SOTA, and IDEA
  - Option Two Waiver Request from Waterville School District
  
- Analysis memo can be found in the board packet and full waiver applications can be found online only

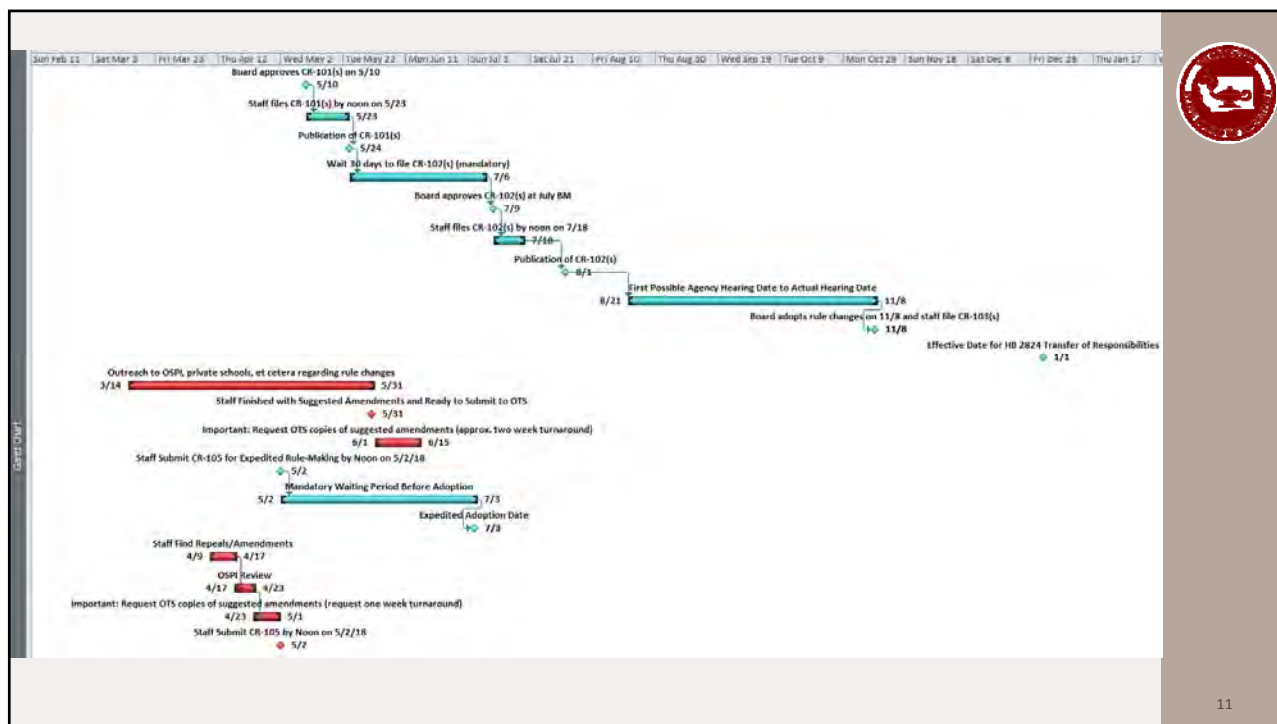


## Rulemaking

### Rulemaking



- These items relate to business items and can be found in the Board packet:
  - Update on Rule Amendments for School Improvement Goals CR-102 (WAC 180-105)
  - Update on HB 2824 Expedited Rule-Making CR-105 (WAC Chapter 180-22 and WAC 180-18-100)
  - Overview of HB 2824 Rule-Making Process and CR-101
    - Attorney General's Opinion on Parent-Teacher Conference Days
  - Civics and High School and Beyond CR-101 on WAC 180-51-067(9), -068(10), and Creation of a New Section of WAC



# Meeting Schedule

## Proposed Changes to Meeting Schedule



- Special Board Meeting in August:
  - 3 Hour Online Meeting
  - NGSS Score Setting
  - Partner Agency Updates
  
- Change to Meeting Locations:
  - Meetings during regular legislative session in Olympia
    - Even Years (Short Session) – January
    - Odd Years (Long Session) – January and March
  - Meetings in each ESD at least every second year

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## Proposed Meeting Locations

2018 2019 2020 2021 2022

ESD 101	1	0	1	0	1
ESD 105	1	1		1	
ESD 112	1		1	0	1
ESD 113	2	2	1	2	1
ESD 114		1		1	
ESD 121		1	1	1	1
ESD 123			1	0	1
ESD 171		1		1	
ESD 189	1		1	0	1
Online	1				

### Legend

Green = Meeting(s)  
added to the ESD

Black = Change happened  
within the ESD

Red = Meeting(s)  
removed from the ESD



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2018				
Date	Current		Proposed	
	Place	City	Place	City
January 10-11	ESD 113	Tumwater		Tumwater
March 6-7	SPSCC Event Center	Lacey		Lacey
May 9-10	ESD 105	Yakima		Yakima
July 11-12	ESD 101	Spokane		Spokane
August 9 (Special Mtg)			OSPI	Olympia
September 11-13	Semiahmoo Resort	Blaine		Blaine
November 7-8	TBD	Vancouver		Vancouver
2019				
Date	Current		Proposed	
	Place	City	Place	City
January 9-10	TBD	Olympia		Olympia
March 13-14	TBD	Tacoma		Olympia
May 8-9	TBD	Wenatchee		Wenatchee
July 10-11	TBD	Spokane		Seattle
September 10-12	TBD	Pullman		Yakima
November 6-7	TBD	Vancouver		Bremerton
2020				
Date	Current		Proposed	
	Place	City	Place	City
January 8-9	TBD	Tumwater		Tumwater
March 11-12	TBD	Seattle		Tacoma
May 13-14	TBD	Pasco		Pasco
July 8-9	TBD	Spokane		Spokane
September 15-17	TBD	Anacortes		Anacortes
November 4-5	TBD	Vancouver		Vancouver
2021				
Date	Current		Proposed	
	Place	City	Place	City
January 6-7	TBD	Olympia		Olympia
March 10-11	TBD	Lynnwood		Olympia
May 12-13	TBD	Richland		Seattle
July 7-8	TBD	Spokane		Yakima
September 14-16	TBD			Leavenworth
November 3-4	TBD	Vancouver		Bremerton
2022				
Date	Current		Proposed	
	Place	City	Place	City
January 12-13	TBD	Olympia		Olympia
March 9-10	TBD	Mount Vernon		Tacoma
May 11-12	TBD	Kennewick		Kennewick
July 13-14	TBD	Spokane		Spokane
September 13-15	TBD	TBD		LaConner
November 9-10	TBD	Vancouver		Vancouver



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Website: [www.SBE.wa.gov](http://www.SBE.wa.gov)  
 Blog: [washingtonSBE.wordpress.com](http://washingtonSBE.wordpress.com)  
 Facebook: [www.facebook.com/washingtonSBE](http://www.facebook.com/washingtonSBE)  
 Twitter: [@wa\\_SBE](https://twitter.com/wa_SBE)  
 Email: [sbe@k12.wa.us](mailto:sbe@k12.wa.us)  
 Phone: 360-725-6025  
 Web updates: [bit.ly/SBEupdates](http://bit.ly/SBEupdates)



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**Memorandum of Understanding  
Between the Washington State Board of Education and the  
National Association of State Boards of Education**

**2018-2019 Stipend Award**

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**I. PARTIES**

This Memorandum of Understanding (MOU) is entered into by the Washington State Board of Education and the National Association of State Boards of Education (NASBE) pertaining to the organizations' partnership to strengthen the work of the Board of Education related to improving the Early Learning Workforce. The funding is granted directly from NASBE and is provided for through the W.K. Kellogg Foundation.

**II. PURPOSE**

The purpose of this MOU is to outline the work, expectations, compensation and general provisions connected to the stipend award.

**III. NASBE'S ROLE AND RESPONSIBILITIES**

NASBE staff members will provide substantial support for project activities above and beyond routine stipend monitoring. NASBE activities for this project are as follows:

- Facilitating monthly/bimonthly conference calls between the state board and NASBE staff.
- Providing technical support for the development of stipend applications and overall implementation.
- Facilitating connections with experts as needed.
- Facilitating in-state convenings to provide guidance and coordination to the Board of Education to improve the quality and effectiveness of work plans, evaluation strategies, and collaborative activities with other agencies and organizations as needed.
- Supporting ongoing opportunities to foster networking, communication, coordination, and collaboration.
- Serving as a conduit for information exchange, including fostering collaboration among Network states that would not normally interact with each other or collaborate on education policy efforts.
- Collaborating to assemble and publish accomplishments, best practices, and lessons learned during the project period.

**IV. THE STATE BOARD'S SCOPE OF WORK**

- The scope of work by the Board of Education required by this MOU is outlined in the original application submitted by the Washington State Board of Education.
- The 18-month work plan submitted by the Board of Education (the work plan template is included with this MOU with an anticipated submission date of May 4, 2018).
- State board members and appropriate staff will participate in conference calls with NASBE staff and attend appropriate convenings of the Network states.

- This is an 18-month project ending on June 30, 2019. The Board of Education shall submit a final report by June 30, 2019, using the appropriate forms provided by NASBE.

## **V. COMMUNICATIONS**

- NASBE will issue an official press release announcing stipend awardees upon the completion of the application/MOU process, and dispersal of stipend funds. NASBE Director of Communications will work with state liaisons on dissemination to appropriate state media, trade press, and other stakeholders. State-issued press releases must be coordinated with the NASBE Director of Communications.
- A primary goal for NASBE is to highlight the work of each stipend state, and to share state's experiences and lessons with the NASBE member network, and the public. This will be accomplished in a variety of ways including via published reports, case studies (State Innovations), commentary, and social media.

## **VI. TERMS AND CONDITIONS**

- The work performed under this MOU shall be subject to all the terms and conditions outlined in this document.
- Neither party shall perform, provide, or request any service or materials that is unlawful, or is to be used in any unlawful manner, or which could be found offensive or which might otherwise be detrimental to the interests of either party.
- NASBE and the Washington State Board of Education are independent entities bound in the relationship of contractor and subcontractor respectively. The work hereunder shall be performed in accordance with generally accepted professional standards.
- As part of this agreement, NASBE and the Board of Education will jointly determine the tasks, timelines, outcomes and resources related to the work.
- In the event the Board of Education fails to commence services or, having commenced the services abandons them in part or in whole, or fails to complete the work to the satisfaction of NASBE, then NASBE reserves the right to cancel or terminate this agreement and the Board of Education will turn over to NASBE the products completed as of the date of cancellation as well as any unexpended funds.
- This MOU shall not be subject to any special conditions unless such special conditions are specifically identified in this agreement or its attachments.
- All terms and conditions of this MOU are herein set out and no other conditions, promises, or representations have been made. The parties' concurrence with the terms and conditions set forth above shall be evidenced by the signatures of their respective agents as set forth below.
- A no-cost extension opportunity might be available upon request.

## **VII. COMPENSATION AND TERMS OF PAYMENT**

- The total compensation under this MOU is \$14,000.00, which will be paid in the following schedule conditional upon satisfaction of specific requirements and conditions outlined below and explained in more detail under the terms and conditions section of this MOU. Payment: \$ 7,000.00; paid 30 days upon receipt of this MOU and a work plan. And \$7,000.00 paid by July 31, 2018. MOU needs to be jointly signed by the Board of Education and NASBE.



# NASBE

National Association of  
State Boards of Education

- The Board of Education shall maintain and make available upon request, all relevant financial and accounting records and evidence pertaining to this agreement in accordance with generally accepted accounting principles.

## VIII. DATES

This MOU will commence on the date of its signing and end on June 30, 2019.

## IX. CANCELLATION

- Cancellation of the Agreement by NASBE may be for (1) default by the Board of Education, or (2) lack of further need for the service by NASBE. Default is defined as the failure of the agency to fulfill the obligations of this agreement. In case of default by the Board of Education, NASBE may cancel this agreement immediately and procure the services from other sources. In the event NASBE no longer needs the services specified in this agreement due to program changes, changes in funding, or other reasons, NASBE may cancel the MOU by giving the Board of Education written notice of such cancellation thirty (30) days prior to the date of cancellation.
- The Board of Education has the right to cancel this agreement. In the event the agency decides to terminate this agreement, it can do so by giving NASBE written notice thirty (30) days prior to the date of the intended cancellation date. Unexpended funds shall be returned to NASBE prior to the stated cancellation date.

## X. RESPONSIBLE PERSONS AND CONTACT INFORMATION

### National Association of State Boards of Education

333 John Carlyle Street, Suite 530  
Alexandria, Virginia 22314

#### Executive Management

Kristen Amundson  
President and CEO  
[kristen.amundson@nasbe.org](mailto:kristen.amundson@nasbe.org)  
703.740.4821

#### Project Oversight and Finance

Robert Hull  
Executive Vice President  
[robert.hull@nasbe.org](mailto:robert.hull@nasbe.org)  
703.740.4837

#### Project Director

Winona Hao  
Director of Early Learning  
[winona.hao@nasbe.org](mailto:winona.hao@nasbe.org)  
703-740-4834

# NASBE

National Association of  
State Boards of Education

## **Washington State Board of Education**

600 Washington Street SE  
P.O. Box 47206  
Olympia, Washington 98504  
360.725.6025

### Executive Management

Kevin Lavery  
Board Chair  
Washington State Board of Education  
[gowssda@gmail.com](mailto:gowssda@gmail.com)

Randy Spaulding  
Executive Director  
Washington State Board of Education  
[Randy.Spaulding@k12.wa.us](mailto:Randy.Spaulding@k12.wa.us)

### Project Lead and Liaison

Kaaren Heikes  
Director of Policy and Partnerships  
Washington State Board of Education  
[Kaaren.Heikes@k12.wa.us](mailto:Kaaren.Heikes@k12.wa.us)

## **XI. SIGNATURES**

\_\_\_\_\_  
Kevin Lavery  
Chair, Washington State Board of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Kristen Amundson  
President and CEO  
National Association of State Boards of Education

\_\_\_\_\_  
Date



# THE WASHINGTON STATE BOARD OF EDUCATION

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

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

### Policy Considerations

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

Does the request by Waterville School District for waiver of the minimum 180-day school year requirement for purposes of economy and efficiency meet the criteria for approval in WAC 180-18-065?

### 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?
Richland	7 (Only for First Grade)	3	Parent-Teacher Conferences	173	0	Renewal	Yes

#### What are the goals of this waiver?

The Richland School District has a goal to reduce the income-based achievement gap in English Language Arts, mathematics, discipline, attendance and graduation rates. The district will also measure local assessment results. The district already has a waiver of five days for parent-teacher conferences and utilizes days for the Family Connection Component (parent-teacher conferences) of the WaKIDS assessment at the Kindergarten level that does not require a waiver. This waiver request simply replicates the WaKIDS parent-teacher conferences at the first grade level with the goal of establishing closer relationships and a better understanding of individual student needs. Thus, this waiver request is simply for two days, at only the first grade level, beyond what the district is already allowed.

In the application, the district provides charts with detailed goals of closing the income-based achievement gap by setting targets to 2020 for the Free and Reduced Price Lunch (FRL) student group and the non-FRL student group.

#### If a renewal, what progress on original goals has been made?

Results are not yet available for the one year of the waiver for parent-teacher conferences that Richland School District received for the 2017-18 school year. Students are currently entering the testing timeframe for that one year of the waiver. Before receipt of that waiver, testing results in English Language Arts and mathematics were generally increasing and the district had maintained a graduation rate of roughly 80%.

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?
Sultan	6 (2 for PD, 4 for PT-Conf)	3	Professional Development and Parent-Teacher Conferences	177	5	Renewal	Yes

**What are the goals of this waiver?**

The goals of the waiver are specific to School Improvement Plans for each school as follows:

- Gold Bar Elementary will complete Response-to-Intervention, including students with disabilities. This school will also use local assessments to differentiate instruction and learning experiences.
- Sultan elementary school will seek to improve academic and behavioral levels with targeted interventions for students performing below grade level. The district plans to increase students reaching grade level in reading and decrease behavior referrals by 25%.
- Sultan Middle School will implement Positive Behavioral Interventions and Supports (PBIS), restorative practices, and Multi-Tiered Systems of Support to achieve whole-student success.
- Sultan High School will implement school-wide agreements among educators to focus on pedagogy, responsibility for learning, identification of critical concepts, and transfer learning among disciplines. The school will continue to implement AVID strategies, PBIS, and a workshop/studio model.

The district plans to improve student outcomes on state assessments and local assessments with various goals described in each school’s School Improvement Plan. The waiver request is aligned to those plans.

**If a renewal, what progress on original goals has been made?**

In response to renewal questions, the district notes that its waiver days were used as planned and resulted in high participation rates in parent-teacher conferences. The district noted its focus on staff collaboration, analysis of student assessment data, Common Core implementation, and implementation of the Smarter Balanced Assessment. Over the past three years, the district has achieved gains in Smarter Balanced results in English Language Arts at four out of seven grade levels, including a major gain at the 11th grade level. Results in ELA decreased at three of seven grade levels, including a considerable drop at the third grade level. The district achieved gains in math at two grade levels, static results at one grade level and decreases at four grade levels. The on-time graduation rate remains at approximately 80%.



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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?
Tacoma (for SAMI, SOTA, and IDEA)	14	3	Alternative Calendar and Professional Development	166	2 (and an additional 6 PD days)	Renewal	Yes
<p><b>Other Notes for Tacoma:</b></p> <p>This waiver renewal request combines a renewal for SAMI and SOTA that was granted on July 2015 with a renewal for IDEA that was granted in July 2016.</p> <p>This waiver renewal request is for 14 days. The prior requests are for 10 days. However, Tacoma School District has a district-wide waiver of four days for professional development. This waiver request combines the 10 days with the four district-wide days to show an easy-to-understand total of 14 days for these three schools.</p>							
<p><b>What are the goals of this waiver?</b></p> <p>The waiver plan and school improvement plan is aligned to the four benchmarks in the Tacoma Public Schools' Strategic Plan: academic excellence, early learning, safety, and community partnerships. The district states that the goals of this waiver are an increase from current levels at School of the Arts (SOTA), Science and Math Institute (SAMI), and School of Industrial Design Engineering and Arts (IDEA) to 100% by 2021 in the following measures: Mastery (essentially meaning course completion rate), English Language Arts, mathematics, and on-time graduation. IDEA is starting SBAC testing in Spring 2018 and, thus, does not have baseline data on which to base its goals. The plan also includes a goal of increasing successful post-high school plans from current levels (from each school as described in online-only waiver documents) to 2021 goals of 75% of seniors participating in an extended internship and 85% of graduates enrolled in post-high school education as measured by the Education Research and Data Center.</p>							
<p><b>If a renewal, what progress on original goals has been made?</b></p> <p>SAMI has increased substantially by nearly 20 percentage points on the English Language Arts Smarter Balanced Assessment over the last three years, despite a large increase from 2014-15 to 2015-16 that was followed by a loss of some of those gains from 2015-16 to 2016-17. Math SBA results have declined by about six percentage points over the last three years. EOC biology proficiency remains high at over 80% of students meeting standard. Graduation rates remain high at nearly 100% of students graduating.</p> <p>SOTA has stayed the same on the English Language Arts Smarter Balanced Assessment over the last three years, despite a large increase from 2014-15 to 2015-16 that was followed by a loss of those gains from 2015-16 to 2016-17. Math SBA results have declined by about five percentage points over the last three years, including a substantial reduction from 2014-15 to 2015-16 that was offset by a substantial rebound from 2015-16 to 2016-17. EOC biology proficiency remains high at over 80% of students meeting standard. Graduation rates remain high at above 95% of students graduating.</p>							

IDEA does not have baseline data for the Smarter Balanced Assessments. Students will begin testing on the SBAC in Spring 2018. IDEA is a recently opened school with no data before the 2016-17 school year. Graduation results are not yet available.

The district provides detail on all five of its goal areas for each of the three schools. For more detail, please see the online waiver materials.

**Option Two Waiver Request**

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?
Waterville	30	3	Option Two-Economy and Efficiency	150	18 for certificated, 11 for classified	Renewal	Yes

Please see information further in the memo for a summary of the waiver application.

Among all of the currently approved districts, they now fill both of the slots for fewer than 150 students and two of the three slots for districts of 150 to 500 enrollment. The application from Waterville School District being considered at the May 2018 Board meeting would fill the final, fifth slot available that is for a district for this waiver program. SBE staff have received an inquiry from a district that would exceed the five total slots.

**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 Requests**

**Richland**, a large district of about 13,500 students in the Tri-Cities of Southeastern Washington, requests a renewal of its waiver of seven days at only grade one for the 2018-19, 2019-20 and 2020-21 school years. The district states that it will meet minimum instructional hours and will not have any additional work days without students. Richland was approved for a parent-teacher conference waiver on April 5, 2018 for five days at all grade levels for the 2018-19, 2019-20 and 2020-21 school years.

The purpose of this waiver request is for two additional days for parent-teacher conferences at the first grade only. Other grade levels currently receive five days of parent-teacher conference time through a parent-teacher conference waiver from the 180-day requirement. The district also utilizes days for the Family Connection Component (parent-teacher conferences) of the WaKIDS assessment at the Kindergarten level that does not require a waiver. This waiver request simply replicates the WaKIDS parent-teacher conferences at the first grade level with the goal of establishing closer relationships and a better understanding of individual student needs. Thus, this waiver request is simply for two days, at only the first grade level, beyond what the district is already allowed.

The district submitted all of the required documents. The district solicited feedback through satisfaction surveys that included teachers and parents, involvement of the Teaching and Learning department at the district, and district leadership. District leadership and the Teaching and Learning department have focused on professional development and leadership regarding issues of poverty and this waiver plan aligns with that work.

**Sultan**, a medium-sized district of about 2,000 students in Northwestern Washington along the southern boundary of ESD 189, requests a renewal of its waiver of six days for the 2018-19, 2019-2020, and 2020-2021 school years. Prior to this waiver request, Sultan has received a waiver of four days for parent-teacher conferences and a separate waiver of two days for professional development. This waiver renewal request combines those two separate requests into one. The district states that it will meet minimum instructional hour requirements.

The purpose of two days of this waiver request is for professional development to ensure that the administrative theory of action supports teachers and impacts student growth. Educators will train on implementation of Common Core, the five dimensions of Teaching and Learning, and will use data from the Smarter Balanced Assessment to improve instruction.

The purpose of four days of this waiver request is for parent-teacher conferences and the district specifies that they would be student-led conferences. Teachers, students, and parents would discuss student data, particularly student growth in these meetings. The district notes high participation in these conferences.

The district submitted all of the required documents. The district stated that its parents and community were given the opportunity to provide input on the waiver through school board meetings, newsletters, the district calendar, Facebook, and the website including links to the OSPI Report Card.

**Tacoma**, a large district of about 28,800 students along the I-5 corridor, requests a renewal of its waiver for the School of the Arts (SOTA), Science and Math Institute (SAMI) and is adding another school – School of Industrial Design Engineering and Arts (IDEA) – to the renewal request for 14 days for the 2018-19, 2019-20, and 2020-21 school years. This waiver request only applies to those three

aforementioned schools. At the last Board meeting, the Board approved of a renewal of Tacoma School District's districtwide Option One waiver for four days for the 2018-19, 2019-2020, and 2020-2021 school years. The district states that it will meet minimum instructional hours and will have two additional teacher work days without students.

The purpose of the waiver is to continue the model of an alternative calendar that allows for increased daily instructional time and weekly job-embedded professional development for staff. The waiver plan results in a lengthening of the student day to seven hours on Monday through Thursday with a 4.33 hour Friday and a lengthening of the teacher workday from 7.5 hours to 8.25 hours. The waiver plan will result in the equivalent number of instructional hours and teacher work hours as other schools in Tacoma. Late start Fridays will make use of the DuFour professional learning community model. The district provides detail that the professional development time will be used for data-driven interventions for students and successful practices for implementation of Common Core and Next Generation Science Standards. Furthermore, the district will also have six workshop days for professional development time with continued professional development on the aforementioned topics and focus on the whole child.

The goal of the waiver will be to improve the data that is presented to students and staff through the Tacoma Public Schools data dashboard. These data include state assessment data, 2018 Index data, student growth percentiles, attendance, and discipline data. In response to renewal questions, the district noted that its graduation goal of 85% by 2020 in its strategic plan has already been reached for some student groups. The district stated that its goal has been met for all student subgroups with the exception of Hispanic, Native American, and Pacific Islander but that all of those groups have shown gains in graduation rate over the past three years.

The district submitted all of the required documents. The district noted that it keeps parents informed about the waiver at monthly meetings, through the e-newsletter, regular automated phone-calls and through the school district website. The district submitted an extensive list of signatures from supporters of the waiver request.

### **Background: Option Two Waivers**

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

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

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

Five districts have applied for waivers under this statute: Bickleton, Paterson and Mill A for districts with fewer than 150 students, and Selkirk and Lyle for districts of 150 to 500. In November 2009 the Board approved requests from Bickleton for waiver of 30 days for three years, from Paterson for 34 days for three years, and from Lyle for 12 days and 24 days, respectively, for two years. Bickleton and Paterson



were granted renewal of their waivers in March 2012 and, again, in March 2015. Paterson was also granted renewal in January 2017. Both continue to operate on calendars of four-day school weeks. Lyle returned to a standard calendar after two years on a four-day week. Mill A was not approved for a waiver as it would have exceeded the cap on waivers for districts with fewer than 150 students. Selkirk was granted a waiver of 30 days for three years in March 2017 and Cusick was granted a waiver of 30 days for three years in July 2017. **Among all of the currently approved districts, they now fill both of the slots for fewer than 150 students and two of the three slots for districts of 150 to 500 enrollment. The application from Waterville School District being considered at the May 2018 Board meeting would fill the final, fifth slot available that is for a district for this waiver program. SBE staff have received an inquiry from a district that would exceed the five total slots.**

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

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

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

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

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

In the 2016 Session the Legislature passed and the governor signed legislative removing the expiration date for waivers granted under RCW 28A.305.141.

### **Option Two Waiver Request**

**Waterville**, a district of about 260 students in ESD 171 in Central Washington, requests a new Option Two waiver of 30 days for the purposes of economy and efficiency for the 2018-19, 2019-20, and 2020-21 school years. Waterville School District does not currently receive a waiver from the 180-day requirement. In the application materials, the district assures the Board that it will continue to meet its instructional hour requirements and will exceed the instructional hour requirement by averaging 1038 hours. Furthermore, the district does not plan to count student-parent-teacher conference time towards its instructional hour calculation. The district is going to offer student-parent-teacher conferences to occur outside of the school day for flexibility and ease-of-access to parents and students.

The application from Waterville School District being considered at the May 2018 Board meeting would fill the final, fifth slot available that is for a district for this waiver program. SBE staff have received an inquiry from a district that would exceed the five total slots.

Waterville plans to redirect its monetary savings to support student learning by providing child care and extended instructional opportunities on Fridays, if requested by parents. The district will provide additional funds to support training for all educators, including classified employees. Prior to this waiver request, classified staff had little opportunity for non-school day training in Waterville. The district plans to redirect time and money towards these professional development opportunities if this waiver request is approved.

The reasons that Waterville is requesting the waiver are similar to the reasons stated by other districts receiving this type of waiver. Also, similar to the other districts that receive Option Two waivers, Waterville is in a remote location and the community has a small population.

The district states that it will have the following economies if the waiver is approved:

- Reduced fuel usage – savings of \$3,500
- Reduced food service – savings of \$12,800 but some of the savings will be offset by lost revenue
- Reduced substitute costs – savings of \$6,000
- Value not stated - Provision of 18 paid professional days that will be provided within the existing state salary schedule without the need for local levy dollars
- Unknown value - Increased economies for parents due to the flexibility of the schedule to conduct appointments (doctor, dental, business, et cetera) in a remote area of the state

The district did not total all of these numbers in its response to question number eight on the application that asks for an estimation of the expected savings. The list of stated economies totals \$22,300 with two economies of unstated value (professional development within state salary schedule and economies for families).

The district listed the following efficiencies:

- Increased uninterrupted instructional time – not only will this waiver increase daily instructional time but it will also greatly reduce travel times for extracurricular activities
- Increased student attendance – district notes research from other states showing improved student attendance from four-day school weeks
  - The district notes in its application that its absenteeism rate is above the state average and plans to reduce that rate through the use of this waiver program.
- Increased number of highly qualified and desirable teacher applicants
- Increased retention/job satisfaction of experienced qualified staff

Beyond the list of efficiencies that the district enumerated, professional development was a recurrent theme throughout the application and is integral to the district's plans for the use of this waiver program. The district also mentioned that it will be better situated to deal with emergency closures due to snow days with receipt of this waiver.

Waterville held a school board meeting on April 16 to solicit feedback from the community and held another meeting on April 25 to complete its solicitation of feedback. To demonstrate community support for the Option Two waiver request, Waterville released a survey to families and offered

opportunities for input. The following documents were submitted by Waterville as evidence of community support for the waiver:

- Letter signed by the President of the Waterville Teacher Leadership Council that notes multiple benefits to staff due to this waiver program:
  - Redirection of funds and time to professional development.
  - Ability for educators to earn clock hours on Fridays.
  - Flexibility of funds for professional development.
  - Attraction and retention of teachers.
  - State review process and oversight of this waiver program.
- List of comments of support from community members, including parents, staff, and students.
- Chart depicting survey results of over 200 survey participants as follows:
  - Do you support the school district moving to a four-day school week?
    - Community - 69% yes, 31% no
    - Students – 76% yes, 24% no
    - Staff – 90% yes, 10% no

The full application from the district, including academic performance data and detail on all required questions, can be found on [www.sbe.wa/materials.php](http://www.sbe.wa/materials.php).

The district submitted all of the required documents.

### **Action**

The Board will consider whether to approve the requests for an Option One waiver presented in the application by Richland, Sultan and Tacoma School Districts and summarized in this memorandum.

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

If you have questions regarding this memo, please contact Parker Teed at [parker.teed@k12.wa.us](mailto:parker.teed@k12.wa.us)

# PROPOSED RULE MAKING



## CR-102 (December 2017) (Implements RCW 34.05.320)

Do **NOT** use for expedited rule making

**Agency:** State Board of Education

**Original Notice**

**Supplemental Notice to WSR** 16-20-019

**Continuance of WSR** \_\_\_\_\_

**Preproposal Statement of Inquiry was filed as WSR** 16-20-019 ; 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), 180-105-040 (Definitions) and 180-105-060 (High school graduation))

**Hearing location(s):**

Date:	Time:	Location: (be specific)	Comment:
July 11, 2018	11:45 am	ESD 101, Conference Center, 4202 S Regal St, Spokane, WA	

**Date of intended adoption:** \_\_\_\_\_ (Note: This is **NOT** the **effective** date)

**Submit written comments to:**

Name: Andrew Parr

Address: 600 Washington St SE, PO Box 47206, Olympia, Washington 98504

Email: Andrew.parr@k12.wa.us

Fax: 360-586-2357

Other:

By (date) July 11, 2018

**Assistance for persons with disabilities:**

Contact \_\_\_\_\_

Phone:

Fax:

TTY:

Email:

Other:

By (date) \_\_\_\_\_

**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.305.130 RCW.

**Statutory authority for adoption:** Chapter 28A.305.130 RCW.

**Statute being implemented:** Chapter 28A.305.130 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 Parr	600 Washington Street SE, Olympia, WA 98504	360-725-6063
Implementation:	Randy Spaulding	600 Washington Street SE, Olympia, WA 98504	360-725-6024
Enforcement:	Randy Spaulding	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:** 4/25/2018


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**Name:** Randy Spaulding

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**Title:** Executive Director

**Signature:**



**WAC 180-105-040 Definitions.** ~~As used in Title 3 WAC:~~

~~(1) "High school" means a public school in the state enrolling students in any of grades nine through twelve.~~

~~(2) "Graduation rate" means the percentage of students who receive a regular high school diploma within four academic years of having enrolled for the first time as ninth grade students. Students who transfer to another school less than four academic years after initial enrollment in the ninth grade shall not be included in the calculation of the graduation rate for the school from which the student transfers. Students who become deceased shall not be included in the calculation of the graduation rate for the school last attended. Students who earn a regular high school diploma after their four academic years will be included in additional calculations and reports for the year a regular high school diploma is completed.~~

~~(3) "Graduation rate goal" means the expected minimum graduation rate reported in a particular year for the prior year's graduating class. For example, the graduation rate goal for 2006 relates to students in the class of 2005.~~

~~(4) "Graduating class" or "class of" or "cohort" of any particular year means the group of students who are scheduled to graduate in that~~

~~particular year after having completed grades nine through twelve in four or fewer academic years.~~

(1) "High school" means a public school in the state enrolling students in any of grades ten through twelve.

(2) "Graduation rate" means the four-year adjusted cohort graduation rate expressed as the percentage of students who receive a regular high school diploma within four academic years of having enrolled for the first time as ninth grade students. Students who transfer to another school less than four academic years after initial enrollment in the ninth grade shall not be included in the calculation of the graduation rate for the school from which the student transfers. Students who become deceased shall not be included in the calculation of the graduation rate for the school last attended. Students who earn a regular high school diploma after their four academic years will be included in additional calculations and reports for the year a regular high school diploma is completed.

(3) "Performance improvement goals" means the long-term goals described in the Washington accountability plan approved by the U.S. Department of Education for the academic achievement indicator, high school graduation indicator, and English learner progress indicator.



(4) "School and school district improvement plans" means the data-driven plan for the district and each school described and required under WAC 180-16-220 that promotes a positive impact on student learning and includes a continuous improvement process.

(5) "Federal requirements" means the accountability and other requirements specified by the U.S. Department of Education in the elementary and secondary education act of 1965 as amended.

(6) "Washington school improvement framework" or "WSIF" means the system of school differentiation described in the Washington accountability plan approved by the U.S. Department of Education as meeting federal requirements. The framework methodology establishes a summative score for the all students group and the reportable student groups specified in WAC 180-105-020 (b) from up to five indicators broadly categorized as academic achievement, student academic growth, English learner progress, high school graduation, and school quality or student success.

(7) "Washington school improvement framework indicators" include the following indicators:

(a) "Academic achievement indicator" means the measure of the percentage of students who are proficient on the assessments of student learning in reading/English language arts and mathematics included as

part of the system of differentiation described in the Washington accountability plan approved by the U.S. Department of Education.

(b) "Student growth indicator" means a measure of academic growth or academic improvement derived from the Washington assessments of student learning included as part of the system of differentiation described in the Washington accountability plan approved by the U.S. Department of Education.

(c) "High school graduation indicator" means the graduation rate and adjustments if any included as part of the system of differentiation described in the Washington accountability plan approved by the U.S. Department of Education. This indicator only applies to high schools as defined in subsection (3) of this section.

(d) "English learner progress indicator" means a measure of the progress in achieving English language proficiency for English learners included as part of the system of differentiation as described in the Washington accountability plan approved by the U.S. Department of Education.

(e) "School quality or student success indicator" means the measure or combination of measures of student engagement and school climate included as part of the system of differentiation described in the

Washington accountability plan approved by the U.S. Department of Education.

(i) "Regular school attendance" is a measure of school quality or student success in the Washington School Improvement Framework. The measure is the percentage of students at a school who had fewer than 18 full day absences (ten percent) during the school year.

(ii) "9th Graders on track" is a measure of school quality or student success in the Washington School Improvement Framework. The measure is the percentage of first-time 9th graders at a school who pass all the credits attempted. This indicator only applies to high schools as defined in subsection (3) of this section.

(iii) "Advanced course-taking" is a measure of school quality or student success in the Washington School Improvement Framework. The measure is the percentage of all enrolled students (grades 9-12) who complete a dual credit course. This indicator only applies to high schools as defined in subsection (3) of this section.

[WSR 05-15-036, recodified as § 180-105-040, filed 7/11/05, effective 7/11/05. Statutory Authority: RCW 28A.655.030 (1)(a). WSR 05-11-046, § 3-20-390, filed 5/12/05, effective 6/13/05.]

**WAC 180-105-020 Reading and mathematics.** ~~(1) Each school district~~

~~board of directors shall by December 15, 2003:~~

~~(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 for reading and mathematics in grades four, seven, and ten; and~~

~~(b) Direct each school in the district that administers the Washington assessment of student learning for grade 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, or tenth grade students in reading and mathematics.~~

~~(2) School districts and schools shall establish separate district-wide and school reading 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 and mathematics for 2004 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 Washington assessment of student learning in the prior year. However, this subsection shall not be construed to affect WAC 180-16-220 (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 2003 Washington State No Child Left Behind (NCLB) Accountability Plan.~~

~~(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 180-105-040(4)) and the other indicator for elementary and middle schools is the unexcused absences goal (Washington State Accountability System under NCLB 2001)] 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.~~

~~(c) The performance improvement goals for assessments administered in the spring of 2014 shall be that all students eligible to be assessed meet standard on the 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 students in the group for a subject and grade are eligible to be assessed on the Washington assessment of student learning.~~

**Performance Improvement Goals.**

(1) As part of the district and school improvement plan required in WAC 180-16-220 each school district board of directors shall by September 1, 2019, and annually thereafter:

a. Adopt district-wide performance improvement goals for the measures included in the Washington School Improvement Framework.

b. Direct each school in the district that enrolls students in grades 3-8 and/or High School to establish goals to increase the measures included in the Washington School improvement Framework consistent with State and District goals.

(2) School districts and schools shall establish separate district-wide and school English Language Arts and mathematics improvement goals using the federal requirements to determine the increase in requirements under subsection (1) of this section for the all students group and each of the groups of students required under the federal requirements.

(3) School districts and schools are not required to publish numerical improvement goals in a grade level or student group referenced



in subsection (2) of this section for any year in which there were fewer than the minimum number of reportable students identified in the Washington accountability plan approved by the U.S. Department of Education. However, this subsection shall not be construed to affect WAC 180-16-220 (2)(b) or any other requirements for school and school district improvement plans.

[Statutory Authority: RCW 28A.305.130. WSR 07-07-052, § 180-105-020, filed 3/14/07, effective 4/14/07. WSR 05-15-036, recodified as § 180-105-020, filed 7/11/05, effective 7/11/05. Statutory Authority: RCW 28A.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, 2005, revise district-wide graduation rate goals for 2006 and each year thereafter and shall direct each high school in the district to revise graduation rate goals for 2006 and each year thereafter, subject to approval by the board.~~

~~(2) 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 2013, until the rate for that group meets or exceeds the goal described in (a) of this subsection.~~

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

**Establishing Goals.**

(1) Annual performance improvement goals for both school districts and schools established pursuant to RCW 180-105-020 shall be determined:

a. Using the most recently available school improvement framework results as the starting point and annual increments to reach the goals outlined below in section 1.b.

b. The performance improvement goals for assessments administered in the spring of 2027 shall be consistent with the goals outlined in the state consolidated plan. At a minimum schools and districts must include the following goals:

i. Ninety (90) percent of students eligible to be assessed meet standard on the required state assessments.

ii. Graduation rate for all students, and each group of students referenced in WAC 180-105-020(2) shall be not less than ninety (90) percent.

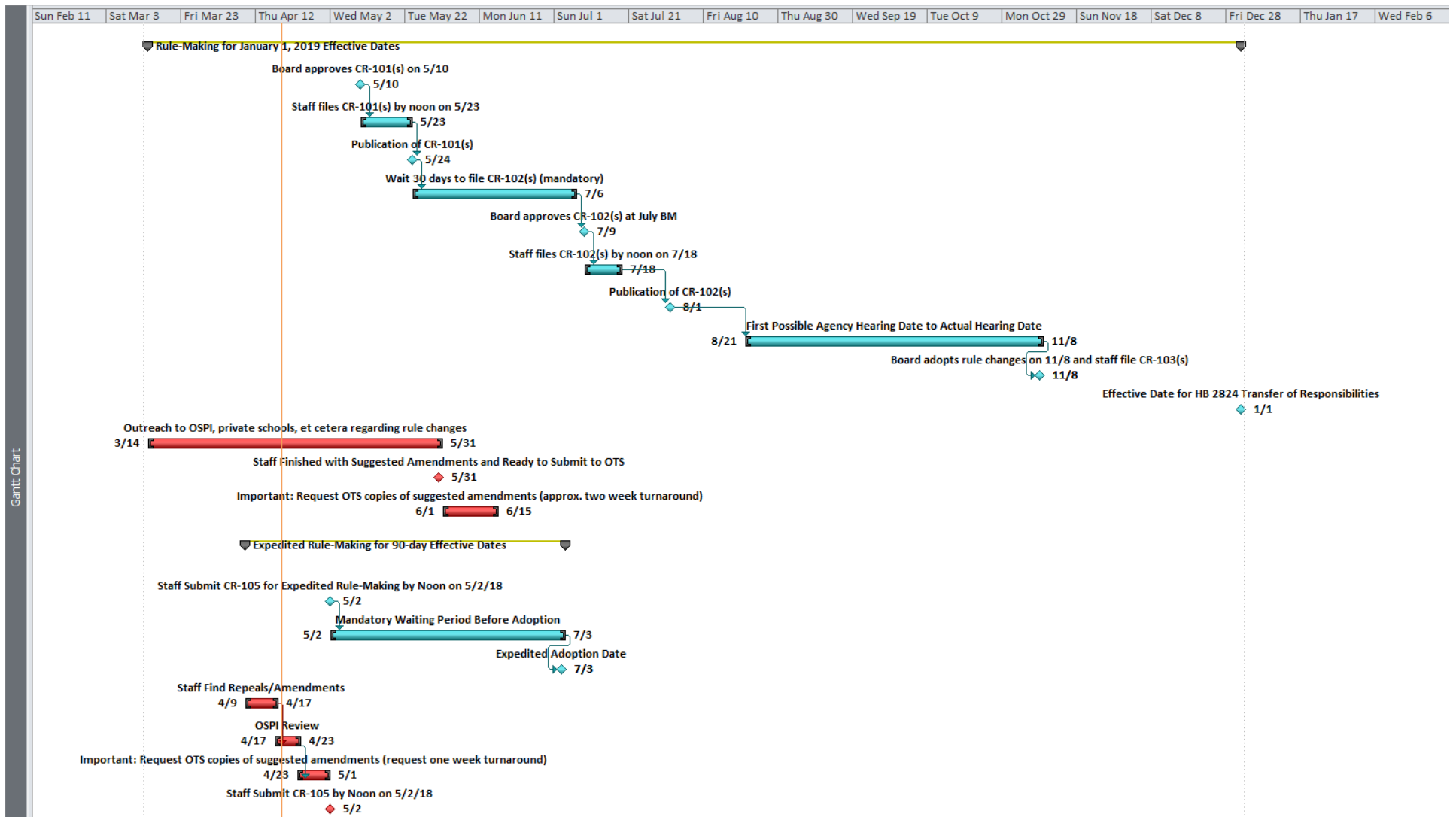
iii. In the districts that administer the Washington English language proficiency assessment described in the Washington accountability plan approved by the U.S. Department of Education to adopt performance improvement goals using the federal requirements to determine the increase in the percentage of students making progress toward English language proficiency included in the Washington School Improvement Framework.

c. Districts and schools shall establish goals for each of the Washington School Improvement Framework indicators as defined in WAC 180-105-040 (11) for all students and each group of students referenced in WAC 180-105-020(2).

(2) School district boards of directors are authorized to adopt district-wide and school goals that exceed the minimum level required

under this section. However, district-wide and school 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.]



Simplified timeline for HB 2824 Rule-Making

- Board considers approval of HB 2824 CR-101 at May 2018 Board meeting
- Staff engage OSPI on proposed amendments and prepare amendments for July 2018 Board meeting
- Board considers approval of CR-102 at July 2018 Board meeting
- Engage public throughout process and hold public hearing in late August 2018
  - If public input warrants substantive changes to the proposed amendments in the CR-102, the Board has the opportunity to file a supplemental CR-102 at the September 2018 Board meeting if the changes are too significant to adopt under the original CR-102.
- Final rule adoption at November 2018 board meeting



# EXPEDITED RULE MAKING

## CR-105 (December 2017) (Implements RCW 34.05.353)

**Agency:** Washington State Board of Education

**Title of rule and other identifying information:** (describe subject) To implement provisions of HB 2824 (Laws of 2018) that have an effective date 90 days after sine die of the 2018 Legislature, the State Board of Education is amending WAC 180-18-100 and repealing WAC Chapter 180-22.

**Purpose of the proposal and its anticipated effects, including any changes in existing rules:** To implement provisions of HB 2824 (Laws of 2018) that have an effective date 90 days after sine die of the 2018 Legislature, the State Board of Education is:

- Amending WAC 180-18-100 to transfer responsibility for processing applications for district waiver of career and technical education course equivalencies from State Board of Education to Office of Superintendent of Public Instruction.
- Repealing WAC Chapter 180-22 to eliminate the role of the State Board of Education in establishing educational service district boundaries.

**Reasons supporting proposal:** House Bill 2824 requires that changes be made to the aforementioned rules, effective 90 days after sine die of the 2018 Legislature.

**Statutory authority for adoption:** The authority for amendment of WAC 180-18-100 is RCW 28A.230.010. The authority for repeal of WAC Chapter 180-22 is RCW 28A.310.020.

**Statute being implemented:** These amendments and repeal implement changes to RCW 28A.230.010 and RCW 28A.310.020 as a result of HB 2824 (Laws of 2018)

**Is rule necessary because of a:**

- |                         |                              |  |
|-------------------------|------------------------------|--|
| Federal Law?            | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| Federal Court Decision? | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| State Court Decision?   | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

If yes, CITATION:

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

- Private  
 Public  
 Governmental

**Name of agency personnel responsible for:**

	Name	Office Location	Phone
Drafting:	Parker Teed	Old Capitol, 600 Washington SE, Olympia, WA 98501	360-725-6047
Implementation:	Randy Spaulding	Old Capitol, 600 Washington SE, Olympia, WA 98501	360-725-6024
Enforcement:	Randy Spaulding	Old Capitol, 600 Washington SE, Olympia, WA 98501	360-725-6024

**Agency comments or recommendations, if any, as to statutory language, implementation, enforcement, and fiscal matters:**

**Expedited Adoption - Which of the following criteria was used by the agency to file this notice:**

- Relates only to internal governmental operations that are not subject to violation by a person;
- Adopts or incorporates by reference without material change federal statutes or regulations, Washington state statutes, rules of other Washington state agencies, shoreline master programs other than those programs governing shorelines of statewide significance, or, as referenced by Washington state law, national consensus codes that generally establish industry standards, if the material adopted or incorporated regulates the same subject matter and conduct as the adopting or incorporating rule;
- Corrects typographical errors, make address or name changes, or clarify language of a rule without changing its effect;
- Content is explicitly and specifically dictated by statute;
- Have been the subject of negotiated rule making, pilot rule making, or some other process that involved substantial participation by interested parties before the development of the proposed rule; or
- Is being amended after a review under RCW 34.05.328.

**Expedited Repeal - Which of the following criteria was used by the agency to file notice:**

- The statute on which the rule is based has been repealed and has not been replaced by another statute providing statutory authority for the rule;
- The statute on which the rule is based has been declared unconstitutional by a court with jurisdiction, there is a final judgment, and no statute has been enacted to replace the unconstitutional statute;
- The rule is no longer necessary because of changed circumstances; or
- Other rules of the agency or of another agency govern the same activity as the rule, making the rule redundant.

**Explanation of the reason the agency believes the expedited rule-making process is appropriate pursuant to RCW 34.05.353(4):** To implement provisions of HB 2824 (Laws of 2018) that have an effective date 90 days after sine die of the 2018 Legislature.

**NOTICE**

**THIS RULE IS BEING PROPOSED UNDER AN EXPEDITED RULE-MAKING PROCESS THAT WILL ELIMINATE THE NEED FOR THE AGENCY TO HOLD PUBLIC HEARINGS, PREPARE A SMALL BUSINESS ECONOMIC IMPACT STATEMENT, OR PROVIDE RESPONSES TO THE CRITERIA FOR A SIGNIFICANT LEGISLATIVE RULE. IF YOU OBJECT TO THIS USE OF THE EXPEDITED RULE-MAKING PROCESS, YOU MUST EXPRESS YOUR OBJECTIONS IN WRITING AND THEY MUST BE SENT TO**

Name: Parker Teed

Agency: Washington State Board of Education

Address: 600 Washington St SE, PO Box 47206, Olympia, Washington 98504

Phone: 360-725-6025

Fax: 360-586-2357

Email: [parker.teed@k12.wa.us](mailto:parker.teed@k12.wa.us)

Other:

**AND RECEIVED BY** (date) \_\_\_\_\_

**Date:** 4/9/2018

**Name:** Mr. Randy Spaulding

**Title:** Executive Director

**Signature:**





**WAC 180-18-100 District waiver from requirement for student access to career and technical education course equivalencies.** (1) Any school district reporting, in any school year, an October P223 head-count of fewer than two thousand students as of January of that school year may apply to the ~~state board of education~~superintendent of public instruction for a waiver of up to two years from the provisions of RCW 28A.230.010(2) for the subsequent school year.

(2) In any application for a waiver under this section, the district shall demonstrate that students enrolled in the district do not have and cannot be provided reasonable access, through high schools, interdistrict cooperatives, skill centers or branch or satellite skill centers, or through online learning or applicable running start vocational courses, to at least one career and technical education course that is considered equivalent to a mathematics course or at least one career and technical education course that is considered equivalent to a science course as determined by the superintendent of public instruction ~~and the state board of education~~ under RCW 28A.700.070.

(3) On a determination, in consultation with the office of the superintendent of public instruction, that the students enrolled in the district do not and cannot be provided reasonable access to at

least one career and technical education course that is considered equivalent to a mathematics course or at least one career and technical education course that is considered equivalent to a science course under subsection (2) of this section, the ~~state board of education~~superintendent of public instruction shall grant the waiver for the term of years requested.

(4) The ~~state board of education~~office of superintendent of public instruction shall post on its web site an application form for use by a district in applying for a waiver under this section. A completed application must be signed by the chair or president of the district's board of directors and superintendent.

(5) In order to provide sufficient notice to students, parents, and staff, the application must be submitted to the superintendent of public instruction in electronic form no later than January 15th of the school year prior to the school year for which the waiver is requested, ~~and no later than thirty days before the board meeting at which the application will be considered.~~ The ~~board~~office of superintendent of public instruction shall post all applications received on its public web site.

[Statutory Authority: 2014 c 217 and RCW 28A.230.090. WSR 14-19-032, § 180-18-100, filed 9/8/14, effective 10/9/14.]

## Chapter 180-22 WAC

### EDUCATIONAL SERVICE DISTRICTS

Last Update: 3/14/07

#### WAC

Repeal the following (all of WAC Chapter 180-22):

~~EDUCATIONAL SERVICE DISTRICTS—ORGANIZATION~~

~~180-22-100 Purpose and authority.~~

~~180-22-140 Territorial organization of educational service districts.~~

~~180-22-150 Educational service districts—Criteria for organization.~~

#### DISPOSITION OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER

180-22-005 Regulatory provisions relating to specific acts. [Order 3-68, § 180-22-005, filed 2/14/68.]

Repealed by Order 3-69, filed 6/27/69 and Emergency Order 1-69, filed 5/1/69.

180-22-010 Definitions. [Order 3-68, § 180-22-010, filed 2/14/68.] Repealed by Order 3-69, filed

6/27/69 and Emergency Order 1-69, filed 5/1/69.

180-22-015 Statewide plan of service areas—Policy. [Order 3-68, § 180-22-015, filed 2/14/68.] Repealed

by Order 3-69, filed 6/27/69 and Emergency Order 1-69, filed 5/1/69.

180-22-020 Statewide plan of service areas—Purpose—Criteria. [Order 3-68, § 180-22-020, filed

2/14/68.] Repealed by Order 3-69, filed 6/27/69 and Emergency Order 1-69, filed 5/1/69.

180-22-025 Statewide plan of service areas—Changes in service area boundaries—Procedure. [Order 3-68, § 180-22-025, filed 2/14/68.] Repealed by Order 3-69, filed 6/27/69 and Emergency Order 1-69, filed 5/1/69.

180-22-030 Statewide plan of service areas—Service area division. [Order 3-68, § 180-22-030, filed 2/14/68.] Repealed by Order 3-69, filed 6/27/69 and Emergency Order 1-69, filed 5/1/69.

180-22-035 Intermediate districts. [Order 3-68, § 180-22-035, filed 2/14/68.] Repealed by Order 3-69, filed 6/27/69 and Emergency Order 1-69, filed 5/1/69.

180-22-105 Purpose. [Statutory Authority: RCW 28A.21.020. WSR 84-21-001 (Order 9-84), § 180-22-105, filed 10/4/84.] Repealed by WSR 02-18-052, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.310.020, 28A.210.080.

180-22-200 Educational service districts—Qualifications of superintendents. [Permanent and Emergency Order 12-77, § 180-22-200, filed 8/30/77, effective 8/30/77; Order 4-77, § 180-22-200, filed 6/2/77.] Repealed by WSR 84-21-001 (Order 9-84), filed 10/4/84. Statutory Authority: RCW 28A.21.020.

180-22-201 Election of educational service district board members. [Statutory Authority: RCW 28A.310.020, 28A.210.080. WSR 02-18-052, § 180-22-201, filed 8/28/02, effective 9/28/02.] Decodified by WSR 06-14-009, filed 6/22/06, effective 6/22/06. Statutory Authority: 2006 c 263. Recodified as § 392-107-201.

180-22-205 Elector provisions. [Statutory Authority: RCW 28A.310.020, 28A.210.080. WSR 02-18-052, § 180-22-205, filed 8/28/02, effective 9/28/02.] Decodified by WSR 06-14-009, filed 6/22/06, effective 6/22/06. Statutory Authority: 2006 c 263. Recodified as § 392-107-205.

180-22-210           Publicity and call of election. [Statutory Authority: RCW 28A.310.020, 28A.210.080. WSR 02-18-052, § 180-22-210, filed 8/28/02, effective 9/28/02.] Decodified by WSR 06-14-009, filed 6/22/06, effective 6/22/06. Statutory Authority: 2006 c 263. Recodified as § 392-107-210.

180-22-215           Candidate qualifications—Forms—Filing—Withdrawal of candidacy. [Statutory Authority: RCW 28A.310.020, 28A.210.080. WSR 02-18-052, § 180-22-215, filed 8/28/02, effective 9/28/02.] Decodified by WSR 06-14-009, filed 6/22/06, effective 6/22/06. Statutory Authority: 2006 c 263. Recodified as § 392-107-215.

180-22-220           Balloting. [Statutory Authority: RCW 28A.310.020, 28A.210.080. WSR 02-18-052, § 180-22-220, filed 8/28/02, effective 9/28/02.] Decodified by WSR 06-14-009, filed 6/22/06, effective 6/22/06. Statutory Authority: 2006 c 263. Recodified as § 392-107-220.

180-22-225           Counting—Ineligible votes—Recount—Certification of election—Special election. [Statutory Authority: RCW 28A.310.020, 28A.210.080. WSR 02-18-052, § 180-22-225, filed 8/28/02, effective 9/28/02.] Decodified by WSR 06-14-009, filed 6/22/06, effective 6/22/06. Statutory Authority: 2006 c 263. Recodified as § 392-107-225.

180-22-250           Board of directors—Election of members. [Order 16-77, § 180-22-250, filed 12/13/77; Permanent and Emergency Order 12-77, § 180-22-250, filed 8/30/77, effective 8/30/77.] Repealed by WSR 84-11-044 (Order 3-84), filed 5/17/84. Statutory Authority: RCW 28A.21.020.

180-22-255           Eligibility—Declaration of candidacy—Withdrawal—Lapse of election. [Statutory Authority: Chapter 28A.21 RCW and 1980 c 179. WSR 81-01-022 (Order 13-80), § 180-22-255, filed 12/8/80; Order 16-77, § 180-22-255, filed 12/13/77; Permanent and Emergency Order 12-77, § 180-22-

255, filed 8/30/77, effective 8/30/77.] Repealed by WSR 84-11-044 (Order 3-84), filed 5/17/84. Statutory Authority: RCW 28A.21.020.

180-22-260 Biographical data—Limitation. [Order 16-77, § 180-22-260, filed 12/13/77; Permanent and Emergency Order 12-77, § 180-22-260, filed 8/30/77, effective 8/30/77.] Repealed by WSR 84-11-044 (Order 3-84), filed 5/17/84. Statutory Authority: RCW 28A.21.020.

180-22-265 Ballots. [Order 16-77, § 180-22-265, filed 12/13/77; Permanent and Emergency Order 12-77, § 180-22-265, filed 8/30/77, effective 8/30/77.] Repealed by WSR 84-11-044 (Order 3-84), filed 5/17/84. Statutory Authority: RCW 28A.21.020.

180-22-270 Voting. [Statutory Authority: Chapter 28A.21 RCW and 1980 c 179. WSR 81-01-022 (Order 13-80), § 180-22-270, filed 12/8/80; Order 16-77, § 180-22-270, filed 12/13/77; Permanent and Emergency Order 12-77, § 180-22-270, filed 8/30/77, effective 8/30/77.] Repealed by WSR 84-11-044 (Order 3-84), filed 5/17/84. Statutory Authority: RCW 28A.21.020.

180-22-275 Publicity. [Order 16-77, § 180-22-275, filed 12/13/77; Permanent and Emergency Order 12-77, § 180-22-275, filed 8/30/77, effective 8/30/77.] Repealed by WSR 84-11-044 (Order 3-84), filed 5/17/84. Statutory Authority: RCW 28A.21.020.

180-22-280 Postage. [Statutory Authority: Chapter 28A.21 RCW and 1980 c 179. WSR 81-01-022 (Order 13-80), § 180-22-280, filed 12/8/80; Permanent and Emergency Order 12-77, § 180-22-280, filed 8/30/77, effective 8/30/77.] Repealed by WSR 84-11-044 (Order 3-84), filed 5/17/84. Statutory Authority: RCW 28A.21.020.

180-22-285 Recount of votes cast—Automatic—By request—Certification. [Permanent and Emergency Order 12-77, § 180-22-285, filed 8/30/77, effective 8/30/77.] Repealed by WSR 84-11-044 (Order 3-84), filed 5/17/84. Statutory Authority: RCW 28A.21.020.

180-22-290 Composition of election board. [Permanent and Emergency Order 12-77, § 180-22-290, filed 8/30/77, effective 8/30/77.] Repealed by WSR 84-11-044 (Order 3-84), filed 5/17/84. Statutory Authority: RCW 28A.21.020.

180-22-295 Contest of elections. [Permanent and Emergency Order 12-77, § 180-22-295, filed 8/30/77, effective 8/30/77.] Repealed by WSR 84-11-044 (Order 3-84), filed 5/17/84. Statutory Authority: RCW 28A.21.020.

180-22-297 Listing of candidates' names. [Permanent and Emergency Order 12-77, § 180-22-297, filed 8/30/77, effective 8/30/77.] Repealed by Order 16-77, filed 12/13/77.

Repeal the following (All of WAC Chapter 180-22

~~EDUCATIONAL SERVICE DISTRICTS ORGANIZATION~~

~~WAC 180-22-100 Purpose and authority. (1) The purpose of this chapter is to establish the procedures for making changes in the number and boundaries of educational service districts.~~

~~(2) The authority for this chapter is RCW 28A.310.020.~~

[Statutory Authority: RCW 28A.310.020, 28A.210.080. WSR 07-07-053, § 180-22-100, filed 3/14/07, effective 4/14/07. WSR 06-19-033, recodified as § 180-22-100, filed 9/13/06, effective 9/13/06. Statutory Authority: 2006 c 263. WSR 06-14-009, recodified as § 392-107-100, filed 6/22/06,

effective 6/22/06. Statutory Authority: RCW 28A.310.020, 28A.210.080. WSR 02-18-052, § 180-22-100, filed 8/28/02, effective 9/28/02. Statutory Authority: 1990 c 33. WSR 90-17-009, § 180-22-100, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.21.020. WSR 84-21-001 (Order 9-84), § 180-22-100, filed 10/4/84.]

~~WAC 180-22-140 Territorial organization of educational service districts. It shall be the purpose of the statewide territorial organization of educational service districts to more readily and efficiently adapt to the changing economic pattern and educational program in the state so that the children of the state will be provided more equal and equitable educational opportunities.~~

[WSR 06-19-033, recodified as § 180-22-140, filed 9/13/06, effective 9/13/06. Statutory Authority: 2006 c 263. WSR 06-14-009, recodified as § 392-107-140, filed 6/22/06, effective 6/22/06. Statutory Authority: RCW 28A.310.020, 28A.210.080. WSR 02-18-052, § 180-22-140, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.21.020. WSR 84-21-001 (Order 9-84), § 180-22-140, filed 10/4/84.]

~~WAC 180-22-150 Educational service districts Criteria for organization. The establishment of educational service districts shall be in~~



~~accordance with the criteria set forth below. In making a determination about the boundaries of an educational service district, reasonable weight shall be given by the state board of education to each criterion individually and to all criteria collectively. Failure to meet any single criterion shall not necessarily prohibit the establishment of an educational service district, if in the judgment of the state board of education, the establishment of the educational service district is warranted by a collective consideration of all the criteria.~~

~~(1) Program and staff. An educational service district shall have the ability to support an administrative unit of sufficient staff to provide a program of educational services that meet the requirements of RCW 28A.310.010, 28A.310.180, 28A.310.190, and 28A.310.350.~~

~~(2) Size. An educational service district should have no more than a maximum area of 7,500 square miles nor less than a minimum area of 1,700 square miles.~~

~~(3) School enrollment. An educational service district should have a potential of 15,000 students or more.~~

~~(4) Topography and climate. In establishing the boundaries of an educational service district, consideration shall be given to topography and climate as these factors may affect the educational services to be provided and the economic efficiency of the program.~~

[WSR 06-19-033, recodified as § 180-22-150, filed 9/13/06, effective 9/13/06. Statutory Authority: 2006 c 263. WSR 06-14-009, recodified as § 392-107-150, filed 6/22/06, effective 6/22/06. Statutory Authority: RCW 28A.310.020, 28A.210.080. WSR 02-18-052, § 180-22-150, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.310.020. WSR 98-05-003, § 180-22-150, filed 2/4/98, effective 3/7/98. Statutory Authority: RCW 28A.21.020. WSR 84-21-001 (Order 9-84), § 180-22-150, filed 10/4/84; Order 4-77, § 180-22-150, filed 6/2/77; Order 3-69, § 180-22-150, filed 6/27/69; Emergency Order 1-69, filed 5/1/69.]

# PREPROPOSAL STATEMENT OF INQUIRY



## CR-101 (October 2017) (Implements RCW 34.05.310)

Do **NOT** use for expedited rule making

**Agency:** Washington State Board of Education

**Subject of possible rule making:** To implement provisions of Substitute HB 2824 (Chapter 177, Laws of 2018) and to make changes to rule as needed, the State Board of Education is amending WAC 180-16-195, WAC 180-16-225, WAC Chapter 180-18 and WAC Chapter 180-90.

**Statutes authorizing the agency to adopt rules on this subject:** RCW 28A.305.130. The authority for amendment of WAC 180-16-195 is RCW 28A.150.250. The authority for amendment of WAC 180-16-225 is RCW 28A.150.220, RCW 28.305.130, and RCW 28A.305.140. The authority for amendment of WAC Chapter 180-18 is RCW 28A.305.140. The authority for amendment of WAC Chapter 180-90 is RCW 28A.195.040..

**Reasons why rules on this subject may be needed and what they might accomplish:** Substitute House Bill 2824 (Chapter 177, Laws of 2018) exchanges specific powers, duties, and functions among the Superintendent of Public Instruction and the State Board of Education, thus requiring rule-making to implement the statutory change of roles. In particular, the exchange of roles in the private school approval process and in the 180-day waiver application process and the change of duty in basic education compliance require rule-making to implement Substitute House Bill 2824 (Chapter 177, Laws of 2018).

**Identify other federal and state agencies that regulate this subject and the process coordinating the rule with these agencies:** Office of Superintendent of Public Instruction. State Board of Education staff will regularly engage the Office of Superintendent of Public Instruction staff regarding these rule changes in a series of meetings and by email.

**Process for developing new rule (check all that apply):**

- Negotiated rule making
- Pilot rule making
- Agency study
- Other (describe)

**Interested parties can participate in the decision to adopt the new rule and formulation of the proposed rule before publication by contacting:**

Name: Parker Teed  
Address: 600 Washington Street SE, Olympia, WA 98504  
Phone: 360-725-6047  
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Other:

(If necessary)

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

Additional comments:

**Date:** 3/26/2018

**Name:** Mr. Randy Spaulding

**Title:** Executive Director

**Signature:**



Published on *Washington State* (<http://www.atg.wa.gov>)

[Home](#) > Days devoted entirely to teacher/parent-guardian conferences in public schools likely count toward the statutory minimum of 180 school days required by RCW 28A.150.220.

Attorney General

## **EDUCATION—SCHOOLS—Definition Of “School Days”**

**Days devoted entirely to teacher/parent-guardian conferences in public schools likely count toward the statutory minimum of 180 school days required by RCW 28A.150.220.**

February 16, 2018

Isabel Muñoz-Colón  
Chair, Washington State Board of Education  
PO Box 47206  
Olympia, WA 98504

Cite As:  
AGO 2018 No. 3

Dear Chair Muñoz-Colón:

By letter previously acknowledged, you have requested our opinion on the following paraphrased question:

**Can a school district count a full scheduled day of teacher/parent-guardian conferences as one of the 180 school days required by RCW 28A.150.220(5) (a), or must it request a waiver under RCW 28A.305.140?**

### **BRIEF ANSWER**

Days devoted entirely to teacher/parent-guardian conferences likely count toward the statutory minimum of 180 school days required by RCW 28A.150.220(5)(a). Thus a waiver would not be required.

### **BACKGROUND**

RCW 28A.150.220 provides the minimum requirements of the statewide instructional program of basic education that school districts must offer. Each school year must consist of a minimum of 180 “school days.” RCW 28A.150.220(5)(a). School districts also must provide at least 1,000 annual “instructional hours” to kindergarteners through

eighth graders, and at least 1,080 annual “instructional hours” to ninth through twelfth graders. RCW 28A.150.220(2)(a), (b).

“School year” is defined as “the minimum number of school days required under RCW 28A.150.220 and begins on the first day of September and ends with the last day of August . . . .” RCW 28A.150.203(11). A “school day” is defined as “each day of the school year on which pupils enrolled in the common schools of a school district are engaged in academic and

[original page 2]

career and technical instruction planned by and under the direction of the school.” RCW 28A.150.203(10).

“Instructional hours” is defined in a separate statute as “those hours students are provided the opportunity to engage in educational activity planned by and under the direction of school district staff, as directed by the administration and board of directors of the district, *inclusive of* intermissions for class changes, recess, and *teacher/parent-guardian conferences* that are planned and scheduled by the district for the purpose of discussing students’ educational needs or progress, and *exclusive of* time actually spent for meals.” RCW 28A.150.205 (emphases added).

Under these definitions, school districts must hold at least 180 school days and provide the minimum required instructional hours between September 1 and August 30 of the following year. While teacher/parent-guardian conferences are expressly included in the definition of “instructional hours,” and thus clearly count toward that requirement, the conferences are not explicitly included in the definition of a “school day.” Thus a question persists about whether days scheduled in their entirety for teacher/parent-guardian conferences fall within the definition of a “school day” and count toward the 180 “school day” requirement.

The State Board of Education has operated under the view that a day devoted entirely to teacher/parent-guardian conferences likely does not count as a “school day.” This is because not all students in the district are engaged in “academic and career and technical” instruction on those days. RCW 28A.150.203(10) (definition of school day). However, the Board is authorized to grant districts waivers of the 180 school day requirement.<sup>[1]</sup> Thus, exercising its statutory waiver authority, the Board adopted a rule in 2012 establishing an expedited procedure for districts to request waivers of up to five school days for the sole purpose of conducting full-day teacher/parent-guardian conferences. WAC 180-18-050(3).

This background and these relevant provisions of RCW Title 28A provide the backdrop against which we analyze your question.

## ANALYSIS

We conclude that a Washington court would likely find that a day devoted entirely to teacher/parent-guardian conferences amounts to a “school day” and thus counts toward the statutory minimum requirement of 180 school days per school year. Therefore, no waiver would be necessary. As we describe in the analysis below, however, there are

arguments to the contrary. Because a court might conclude that the statute is ambiguous, the State Board of Education may

*[original page 3]*

wish to issue a rule interpreting the statutes to clarify this point. RCW 28A.150.220(7) (“The state board of education shall adopt rules to implement and ensure compliance with the program requirements imposed by this section . . . .”). Such a rule would be entitled to deference in the courts and would help solidify the certainty of this conclusion. *Port of Seattle v. Pollution Control Hr’gs Bd.*, 151 Wn.2d 568, 587, 90 P.3d 659 (2004) (“if an ambiguous statute falls within the agency’s expertise, the agency’s interpretation of the statute is ‘accorded great weight, provided it does not conflict with the statute’”) (quoting *Pub. Util. Dist. 1 v. Dep’t of Ecology*, 146 Wn.2d 778, 790, 51 P.3d 744 (2002)). Alternatively, the Board could consider seeking legislative clarification of this point.

Our objective in construing a statute is to determine the legislature’s intent. *Darkenwald v. Emp’t Sec. Dep’t*, 183 Wn.2d 237, 244-45, 350 P.3d 647 (2015). This analysis begins with the plain meaning of the statute, which encompasses “the text of the provision, the context of the statute in which the provision is found, related provisions, amendments to the provision, and the statutory scheme as a whole.” *State ex rel. Banks v. Drummond*, 187 Wn.2d 157, 170, 385 P.3d 769 (2016). “Where the statutory language is unambiguous, we accept that the legislature means exactly what it says.” *State v. Marohl*, 170 Wn.2d 691, 698, 246 P.3d 177 (2010). But if, after considering this plain language analysis, “the statute remains ambiguous or unclear, it is appropriate to resort to canons of construction and legislative history.” *Banks*, 187 Wn.2d at 170. “A statute is ambiguous when it is susceptible to two or more reasonable interpretations, but a statute is not ambiguous merely because different interpretations are conceivable.” *State v. Gray*, 174 Wn.2d 920, 927, 280 P.3d 1110 (2012) (internal quotation marks omitted).

The plain language of RCW 28A.150.203(10), in the context of related statutes, indicates that a full day devoted entirely to teacher/parent-guardian conferences counts as a “school day.” This conclusion finds additional support in the history of statutory amendments to the relevant statutes.

### **Plain Language and Statutory Context**

A “school day” is defined as “each day of the school year on which pupils enrolled in the common schools of a school district are engaged in *academic and career and technical instruction* planned by and under the direction of the school.” RCW 28A.150.203 (10) (emphasis added). This definition does not explicitly mention teacher/parent-guardian conferences, but it also does not mention any specific examples of activities that count as “academic and career and technical instruction,” so the omission of teacher/parent-guardian conferences does not tell us very much.

The key question is whether a day devoted entirely to teacher/parent-guardian conferences would count as a day “on which pupils . . . are engaged in academic and career and technical instruction[.]” RCW 28A.150.203(10). RCW Title 28A never defines either “academic and career and technical instruction” or simply “instruction.” But the next sequential statute after RCW 28A.150.203 defines “instructional hours” as “those hours

students are provided the opportunity to engage in educational activity planned by and under the direction of school district

*[original page 4]*

staff, as directed by the administration and board of directors of the district, *inclusive of* intermissions for class changes, recess, and *teacher/parent-guardian conferences* that are planned and scheduled by the district for the purpose of discussing students' educational needs or progress, and exclusive of time actually spent for meals." RCW 28A.150.205 (emphases added). Thus, while the statutes never define "instruction," they do define "instructional hours," and it would be odd if what the legislature defined as "instructional hours" did not count as "instruction." See *Banks*, 187 Wn.2d at 170 (analysis of a statute's meaning must consider related statutes). Because the legislature has defined teacher/parent-guardian conferences as "instructional hours," we think the best reading of the statutes is that the conferences qualify as "instruction" within the meaning of RCW 28A.150.203(10), and thus that days spent on teacher/parent-guardian conferences count as "school days" under RCW 28A.150.220(5)(a).

### **History of the Statutory Amendments**

The history of the amendments to the statutes defining school days and instructional hours supports this interpretation. From 1909 until 1971, "school day" was defined temporally and consisted of "six hours for all pupils above the primary grades" and "not less than four hours" for pupils in the primary grades. Laws of 1909, ch. 97, tit. 3, ch. 1, § 3.<sup>[2]</sup> In 1971, the legislature changed the meaning of "school day" to "each day of the school year on which pupils enrolled in the common schools of a school district are engaged in *educational activity* planned by and under the direction of the school district staff, as directed by the administration and board of directors of the district." Laws of 1971, 1st Ex. Sess., ch. 161, § 1 (emphasis added). Since 1971, "school day" has not been defined in terms of a number of hours, or any sort of length of time.

The Washington Basic Education Act of 1977 further established minimum educational requirements. Laws of 1977, 1st Ex. Sess., ch. 359. It established an annual "total program hour offering," rather than an "instructional hour" requirement, in terms of hours by grade grouping. It defined "total program hour offering" similarly to how "instructional hours" is now defined: "those hours when students are provided the opportunity to engage in educational activity planned by and under the direction of school district staff, as directed by the administration and board of directors of the district, inclusive of intermissions for class changes and recess and exclusive of intermission for meals." Laws of 1977, 1st Ex. Sess., ch. 359, § 3(1)(a). The Washington Basic Education Act of 1977 also established the minimum school day requirement of 180 days. Laws of 1977, 1st Ex. Sess., ch. 359, § 3(e).

In 1992, the legislature changed the term "program offering" to "instructional hour offering," required a district-wide annual average instructional hour offering of 1,000 hours, and added a definition of "instructional hours." Laws of 1992, ch. 141, § 502. The definition of "instructional hours" was the same as the definition of "total program hour offering," but it

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specifically provided that instructional hours included teacher/parent-guardian conferences. Laws of 1992, ch. 141, § 302(4). This definition remains unchanged.

Finally, in 2009, the legislature repealed the former definition of “school day,” which had not been amended since 1971, and enacted the current definition, which became effective on September 1, 2011. Laws of 2009, ch. 548, §§ 102(10), 804. The notable change in the definition of “school day” from the previous 1971 version is that “academic and career and technical instruction” was substituted for “educational activity.”

Thus, for 19 years (1992 until 2011), the terms “school day” and “instructional hours” were both statutorily defined in terms of “educational activity.” During that time, a “school day” was one in which students were engaged in “educational activity.” Laws of 1971, 1st Ex. Sess., ch. 161, § 1. And “educational activity” expressly included teacher/parent-guardian conferences. Laws of 1992, ch. 141, § 302(4). It follows that, at least from 1992 to 2011, days devoted entirely to teacher/parent-guardian conferences counted as a “school day,” because the conferences were included within the concept of “educational activity.” See *Lenander v. Dep’t of Ret. Sys.*, 186 Wn.2d 393, 412, 377 P.3d 199 (2016) (“Statutes relating to the same subject are to be read together so as to constitute a unified whole.”).

The question then becomes whether the amendment that substituted the phrase “academic and career and technical instruction” for “educational activity” in the definition of “school day” changed this result. Courts often presume that an amendment to a statute signifies a change in the meaning of that statute. *Darkenwald*, 183 Wn.2d at 252. But there is no reason to infer that the legislature substituted “academic and career and technical instruction” for “educational activity” as a way of excluding days devoted entirely to teacher/parent-guardian conferences. No legislative history supports that inference, and if the legislature had intended that result, it more naturally would have simply amended the statute to say so in so many words. The legislature more likely amended the statute to make clear that a “school day” is not limited to instruction in only core academic courses but also includes “career and technical” education instruction in accordance with state statutory requirements. See RCW 28A.230.097. This reading gives effect to the plain language of the amendment. See *Tesoro Refining & Mktg. Co. v. Dep’t of Revenue*, 173 Wn.2d 551, 556, 269 P.3d 1013 (2012) (courts give effect to the plain meaning of statutory language).

### Alternative Readings

The strongest argument against our reading is an intuitive one. If a school devotes some days entirely to teacher/parent-guardian conferences, many students presumably will not be at school at all on those days (even if a student accompanies his parent/guardian to his conference, it often takes multiple days for teachers to meet with all parents/guardians, so the student would not be at school some days). One might argue that it is absurd to say that a day on which many students are not even at school counts as a day “on which pupils . . . are engaged in academic and career and technical instruction[.]” RCW 28A.150.203(10). And courts try to read statutes to avoid absurd

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results. *Fraternal Order of Eagles, Tenino Aerie 564 v. Grand Aerie of Fraternal Order of Eagles*, 148 Wn.2d 224, 239, 59 P.3d 655 (2002).

But the maxim against absurd results “must be applied sparingly.” *Five Corners Family Farmers v. State*, 173 Wn.2d 296, 311, 268 P.3d 892 (2011). This is so because “by its terms, [the maxim] refuses to give effect to the words the legislature has written; it necessarily results in a court disregarding an otherwise plain meaning and inserting or removing statutory language, a task that is decidedly the province of the legislature.” *Id.* And there are at least two responses to the argument that it would be absurd to conclude that full days of teacher/parent-guardian conferences count as school days.

First, accepting this contrary view would lead to its own bizarre results. If a day devoted entirely to teacher/parent-guardian conferences did not qualify as a school day, schools could simply schedule such conferences as part of regular school days (e.g., a regular school day until noon, the students are released early, and then the teacher conducts a few teacher/parent-guardian conferences in the afternoon). Such a day would plainly count as a “school day,” but the resulting impact on students would be very similar in the sense that there would be large stretches of time where they are not at school despite it being a “school day.” There is no reason to think that the legislature intended to allow schools to take this approach but not to allow full days devoted to teacher/parent-guardian conferences.

Second, it is not necessarily absurd for a day to qualify as a “school day” even if the school knows that many students will be absent. For example, if many students are typically absent the day before Thanksgiving because of travel, no one would argue that such a day no longer qualifies as a school day such that the school must add a day to its calendar. The definition of “school day” is not focused on individual students, but rather on “pupils” in general.

Another possible argument against our conclusion is that where the legislature intended to allow for certain days to count toward the 180 day requirement that were not obviously within the definition in RCW 28A.150.203(10), it did so explicitly. For example, the legislature has provided that a school district “may schedule the last five school days of the 180 day school year for noninstructional purposes” “[i]n the case of students who are graduating from high school[.]” RCW 28A.150.220(5)(c). In addition, the legislature has allowed schools administering the Washington Kindergarten Inventory of Developing Skills to “use up to three school days at the beginning of the school year to meet with parents and families as required in the parent involvement component of the inventory.” RCW 28A.150.220(5)(b). However, both of these provisions involve examples of activities that would not otherwise qualify as “instructional hours” under the statutes. Because teacher/parent-guardian conferences do count as “instructional hours,” the legislature may have simply seen no need to specify that a day spent on such conferences would count towards the 180 day requirement.

*[original page 7]*

In short, while we recognize that our conclusion is open to some question, we believe it is the best reading of the statutes as a whole. If the State Board of Education wants more certainty on this topic, it could issue a rule specifying that days spent entirely

on teacher/parent-guardian conferences qualify as “school days” under RCW 28A.150.203 (10), or it could potentially seek legislative amendments to clarify this issue.

We trust that the foregoing will be useful to you.

ROBERT W. FERGUSON  
Attorney General

LEAH HARRIS  
Assistant Attorney General

wros

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[1] The State Board of Education is authorized to grant school districts waivers from the requirements of RCW 28A.150.200 through .220 if such waivers are necessary to, among other things, “[i]mplement successfully 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.” RCW 28A.305.140(1)(a). The legislature has directed the Board to adopt criteria to evaluate the need for waivers. RCW 28A.305.140(2).

[2] This was changed to six hours for pupils above the third grade, not less than four hours for grades one through three, and not less than three hours for kindergarteners in 1969. Laws of 1969, 1st Ex. Sess., ch. 223, § 28A.01.010.



# PREPROPOSAL STATEMENT OF INQUIRY

**CR-101 (October 2017)**  
**(Implements RCW 34.05.310)**

Do **NOT** use for expedited rule making

**Agency:** Washington State Board of Education

**Subject of possible rule making:** To implement provisions of ESHB 2224 (Chapter 31, Laws of 2017), SHB 2686 (Chapter 229, Laws of 2018) and SSHB 1896 (Chapter 127, Laws of 2018), the State Board of Education is amending WAC 180-51-067(9), WAC 180-51-068(10), WAC 180-51-075 and creating a new section of rule in WAC Chapter 180-51. The State Board of Education will also make amendments to fix references to graduation requirement rule in WAC 180-51-003, WAC 180-51-035, and WAC 180-18-055.

**Statutes authorizing the agency to adopt rules on this subject:** RCW 28A.230.090

**Reasons why rules on this subject may be needed and what they might accomplish:** ESHB 2224 (Chapter 31, Laws of 2017), SHB 2686 (Chapter 229, Laws of 2018) and SSHB 1896 (Chapter 127, Laws of 2018) make changes to graduation requirements for Civics and High School and Beyond planning. To implement those provisions, the State Board of Education will amend rules related to graduation requirements. The amendments will be limited to those necessary to implement the changes to the Civics and High School and Beyond planning requirements.

**Identify other federal and state agencies that regulate this subject and the process coordinating the rule with these agencies:** Office of Superintendent of Public Instruction. State Board of Education staff will regularly engage the Office of Superintendent of Public Instruction staff regarding these rule changes in a series of meetings and by email.

**Process for developing new rule (check all that apply):**

- Negotiated rule making
- Pilot rule making
- Agency study
- Other (describe)

**Interested parties can participate in the decision to adopt the new rule and formulation of the proposed rule before publication by contacting:**

Name: Parker Teed	(If necessary) Name:
Address: 600 Washington Street SE, Olympia, WA 98504	Address:
Phone: 360-725-6047	Phone:
Fax: 360-	Fax:
TTY:	TTY:
Email: <a href="mailto:parker.teed@k12.wa.us">parker.teed@k12.wa.us</a>	Email:
Web site: <a href="http://www.sbe.wa.gov">www.sbe.wa.gov</a>	Web site:
Other:	Other:

Additional comments:

**Date:** 4/25/2018

**Name:** Mr. Randy Spaulding

**Title:** Executive Director

**Signature:**



# THE WASHINGTON STATE BOARD OF EDUCATION

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

The following table shows the effect of the proposed changes to meeting locations from 2018 through 2022. Staff approached this planning with the following goals in mind:

- Meet in each ESD at least every second year.
- Ensure that every year has meetings in both Eastern and Western Washington
- Meet in Olympia in January during 60 day legislative session (even years) and Meet in Olympia and March during 105-day legislative sessions (odd years).

## Proposed Meeting Locations

	2018	2019	2020	2021	2022
ESD 101	1	0	1	0	1
ESD 105	1	1		1	
ESD 112	1		1	0	1
ESD 113	2	2	1	2	1
ESD 114		1		1	
ESD 121		1	1	1	1
ESD 123			1	0	1
ESD 171		1		1	
ESD 189	1		1	0	1
Online	1				

### Legend

Green = Meeting(s) added to the ESD

Black = Change happened within the ESD

Red = Meeting(s) removed from the ESD

If a zero appears, it denotes an ESD that would have been visited under the current schedule but will no longer be visited under the proposed schedule.

Legend: Board meetings that have proposed changes to the location are in gray cells with thick border.

<b>2018</b>	<b>Current</b>		<b>Proposed</b>	
<b>Date</b>	<b>Place</b>	<b>City</b>	<b>Place</b>	<b>City</b>
January 10-11	ESD 113	Tumwater		Tumwater
March 6-7	SPSCC Event Center	Lacey		Lacey
May 9-10	ESD 105	Yakima		Yakima
July 11-12	ESD 101	Spokane		Spokane
August 9 (Special Mtg)			OSPI	Olympia
September 11-13	Semiahmoo Resort	Blaine		Blaine
November 7-8	TBD	Vancouver		Vancouver
<b>2019</b>	<b>Current</b>		<b>Proposed</b>	
<b>Date</b>	<b>Place</b>	<b>City</b>	<b>Place</b>	<b>City</b>
January 9-10	TBD	Olympia		Olympia
March 13-14	TBD	Tacoma		Olympia
May 8-9	TBD	Wenatchee		Wenatchee
July 10-11	TBD	Spokane		Seattle
September 10-12	TBD	Pullman		Yakima
November 6-7	TBD	Vancouver		Bremerton
<b>2020</b>	<b>Current</b>		<b>Proposed</b>	
<b>Date</b>	<b>Place</b>	<b>City</b>	<b>Place</b>	<b>City</b>
January 8-9	TBD	Tumwater		Tumwater
March 11-12	TBD	Seattle		Tacoma
May 13-14	TBD	Pasco		Pasco
July 8-9	TBD	Spokane		Spokane
September 15-17	TBD	Anacortes		Anacortes
November 4-5	TBD	Vancouver		Vancouver
<b>2021</b>	<b>Current</b>		<b>Proposed</b>	
<b>Date</b>	<b>Place</b>	<b>City</b>	<b>Place</b>	<b>City</b>
January 6-7	TBD	Olympia		Olympia
March 10-11	TBD	Lynnwood		Olympia
May 12-13	TBD	Richland		Seattle
July 7-8	TBD	Spokane		Yakima
September 14-16	TBD	TBD		Leavenworth
November 3-4	TBD	Vancouver		Bremerton
<b>2022</b>	<b>Current</b>		<b>Proposed</b>	
<b>Date</b>	<b>Place</b>	<b>City</b>	<b>Place</b>	<b>City</b>
January 12-13	TBD	Olympia		Olympia
March 9-10	TBD	Mount Vernon		Tacoma
May 11-12	TBD	Kennewick		Kennewick
July 13-14	TBD	Spokane		Spokane
September 13-15	TBD	TBD		LaConner
November 9-10	TBD	Vancouver		Vancouver



# THE WASHINGTON STATE BOARD OF EDUCATION

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

Old Capitol Building, Brouillet Room, 600 Washington Street SE  
Olympia, WA 98504

**August 9, 2018**  
**DRAFT MEETING AGENDA**

**Recommended: Sign into Zoom 15 minutes before the meeting begins to test your connection, sound, and video.**

**Thursday, August 9**

Times are still TBD, pending coordination with OSPI and polling board members. Tentatively, the meeting is expected to last three hours.

<b>TBD Start Time</b>	<b>Call to Order</b>
	<b>Roll Call of Members Present</b>
	<b>Agenda Overview</b>
<b>Approx. 45 Min.</b>	<b>Approval of Setting Threshold Scores for Washington Comprehensive Assessment of Science (Pending Further Information from OSPI on Whether Score-Setting is Needed for Other Assessments)</b>
<b>Approx. 40 Min</b>	<b>OSPI Update</b>
<b>Approx. 40 Min</b>	<b>Update on Expanded Learning Opportunities Council</b>
<b>Approx. 40 Min.</b>	<b>Parent-Teacher Association Strategic Planning Panel</b>
<b>Approx. 15 Min.</b>	<b>Business Items (Action Required)</b> <ol style="list-style-type: none"><li>1. Approval of Setting Threshold Scores for Washington Comprehensive Assessment of Science</li><li>2. (Pending Further Information from OSPI on Whether Score-Setting is Needed for Other Assessments)</li></ol>
<b>TBD End Time</b>	<b>Adjourn</b>



# THE WASHINGTON STATE BOARD OF EDUCATION

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<b>Title: South Central Washington Perspective on Next Generation Science Standards Implementation</b>	
<b>As related to:</b>	<input checked="" type="checkbox"/> <b>Goal One:</b> Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> <b>Goal Two:</b> Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input checked="" type="checkbox"/> <b>Goal Three:</b> Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> <b>Goal Four:</b> Provide effective oversight of the K-12 system. <input type="checkbox"/> <b>Other</b>
<b>Relevant to Board roles:</b>	<input checked="" type="checkbox"/> Policy leadership <input type="checkbox"/> System oversight <input checked="" type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and facilitating
<b>Policy considerations / Key questions:</b>	How can the Board strengthen its collaboration with other organizations and utilize the Board's advocacy role to advance the continued sustainability and fidelity of implementation of the Washington State Science Learning Standards (WSSLS)/Next Generation Science Standards (NGSS)?
<b>Relevant to business item:</b>	N/A
<b>Materials included in packet:</b>	Memo NGSS Communication Campaign One Pager Science Stories from the Field Template

### Synopsis:

At the May meeting, members will hear from Mike Brown, ESD 105, Regional Science Education Coordinator and Mark Cheney, ESD 105, South Central Washington STEM Network Director.

The memo helps set the stage for the Board discussion with the panelists. It includes:

1. A review of the work leading up to the May meeting
2. A review of the system components (5 P's: Purpose, Policy, Program, Practice, Partner) needed for sustainable NGSS implementation with a focus on equity
3. Guiding questions provided to the panelists
4. A brief NGSS communication campaign update

The final two materials included in this section are for Board members' use when meeting with partners about NGSS communication efforts. There are also three supplemental items that are posted online. The first document is biographical information on the panelists. The last two documents describe the work of ESDs, the LASER Project, and STEM Regional networks in improving science and STEM education in Washington.

The panelists provided several short videos and webpages as background materials for their presentation. The Engineering Fellows program videos below provide a good description of how we are meeting the NGSS engineering standards at 5th grade, and how the STEM Network is partnering with local businesses, higher education institutions, and statewide organizations to implement NGSS in the region.

- [Engineering Fellows: The Engineers Perspective](#)
- [Engineering Fellows Program: The Student Perspective](#)
- [Engineering Fellows Program: Partnerships](#)

Relevant ESD webpages are:

- [K-5 Science Cooperative](#)
- [The Science Cooperative Is In Transition!](#)



# THE WASHINGTON STATE BOARD OF EDUCATION

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## **South Central Washington Perspective on Next Generation Science Standards Implementation Memo**

### **Background**

*Please note: The Washington State Science Learning Standards (WSSLS) are based fully on the Next Generation Science Standards (NGSS).*

*January SBE Meeting* – The Board approved a motion directing staff to create a recommendation for a communication plan to utilize the Board’s advocacy role to advance the successful implementation of WSSLS/NGSS and report to the Board. A central feature of WSSLS/NGSS and Board priorities is an emphasis on equity. The Board and SBE staff agree to seek communication partners committed to an effort to implement WSSLS/NGSS with fidelity, including an emphasis on equity.

*January to March* – SBE staff met with various partner agencies to gauge interest in this work, see what work on behalf of WSSLS/NGSS communications was being undertaken already by partners, and to obtain specific commitments from partner organizations to work together on a sustained WSSLS/NGSS communications effort to suggest high-quality science education in the state. Explicit agreements with Ready WA, OSPI, ESDs, WSAC/Governor STEM Ed Innovation Alliance and WA STEM.

*March SBE Meeting* – Community Forum focused on gathering stakeholder input on WSSLS/NGSS implementation and high-quality science education. The Board was briefed on progress in implementing the WSSLS/NGSS Communication Plan.

### *January – May Accomplishments*

- Heard from national/state experts on K-12 Science Framework & NGSS, including equity-focus (Bell & Ebert)
- Recruited local South Central Washington region “subject matter experts” to discuss implementation of WSSLS/NGSS (Brown & Cheney)
- Worked on initial communication products with Ready WA & OSPI (videos)
- Established:
  - 4 communication goals;
  - Targeted communication approaches, strategies, tactics and products;
  - 5 “top level” and 5 “second level” messages about NGSS
- Invited Board to become personally involved in identifying exemplars of WSSLS/NGSS implementation (i.e., tool called Communication Strategy: Science Stories from the Field) to provide “content” for communication products.

*May SBE Meeting* – This meeting affords the Board with the opportunity to interact with “on-the-ground” practitioners (i.e., subject matter experts) regarding the effort to successfully implement WSSLS/NGSS in the Yakima Valley. Additionally, Washington STEM and the ESDs are two of our lead communication partners for the communication campaign.

- Mike Brown – ESD 105 Science Coordinator/South Central LASER Alliance Director
- Mark Cheney – South Central WA STEM Network Director

### **Policy Considerations**



## 1. Setting the Stage for Our Discussion Today: The IF/THEN Proposition

IF/THEN Proposition – **IF** the Washington State Science Learning Standards (WSSLS) are to be implemented with fidelity, including a strong emphasis on equity, **THEN** this implementation must include the alignment of key components of our education system in ways that support the vision of *A Framework for K-12 Science Education* (National Research Council) and the *Next Generation Science Standards* (National Research Council, National Science Teachers Association, American Association for the Advancement of Science and 26 lead author states-including WA State), with fidelity to the intent described in the 13 appendices of NGSS.

These system components include 1) purpose, 2) policies, 3) programs, 4) practices and 5) partnerships.

- **Purpose** is defined as the aims, goals and rationale(s) for our K-12 WSSLS/NGSS education effort (i.e., scientifically literate citizens, STEM-capable workforce and next generation of scientists and engineers for the 21<sup>st</sup> century).
- **Policy** is defined as those executive actions, adoptions, rules, requirements, resolutions, guidance, etc. that are designed to achieve the WSSLS purpose statement, (i.e., equity policies, graduation requirements, K-8 science requirements, actions to implement OSPI/SBE “lab science” definition, science-CTE course equivalencies, etc.)
- **Program** is defined as a system of elements that, when implemented well, realize the policies and purpose of the WSSLS effort (i.e., curriculum adoption/adaptation, course of study requirements/options, assessment efforts focused on individuals and programs, professional development, materials/equipment, administrative/community supports-including opportunity to learn efforts, etc.)
- **Practice** is defined as specific actions of educators based on their understanding of the purpose, policies and programs (i.e., What do administrators and teachers actually do?)
- **Partner** is defined as the education practitioners and stakeholders within the K-12 system (i.e., administrators, teachers, students, parents, community members, etc.)

Additional policy considerations and how WSSLS/NGSS aligns to SBE’s statutory responsibilities are contained in the NGSS Communication Plan agenda item materials from [January](#) and [March](#).

### Panelists’ Presentation

Panelists have been asked to engage with the Board around the following questions:

- a. **Q1** – How do you think the aims, goals and rationale for K-12 WSSLS is playing out in the South Central Washington region? By this we mean – How is WSSLS implementation preparing all students for the 21<sup>st</sup> century? Is it producing fairness and creating opportunities for everyone to be successful? If not, what still needs to happen?
- b. **Q2** – What kind of administrative actions, policies, rules, requirements, guidance, etc. can you cite as evidence that the schools/districts and communities in the South Central Washington region are taking to ensure WSSLS implementation with fidelity, ensuring equity? What additional "policy supports" are needed to ensure success?
- c. **Q3** – How robust are your "system assets" (i.e., curriculum/instruction, student & program assessments, equipment/materials, professional development, and administrative/community support) for implementing WSSLS/NGSS at the elementary, middle and high school levels? What "system supports" are a particular need at each

grade ban? Is there an area that needs particular support because it could be the "Achilles Heel" of your efforts if not addressed?

- d. **Q4** – How would you describe the state of your "educator assets" vis-a-vis WSSLS/NGSS in South Central WA? Can you describe your "business/community" assets (includes parents)? Part B - What are the most needed supports, in your opinion, for educators, business/community and parent stakeholders in order to advance and amplify successful WSSL/NGSS implementation in South Central WA?
- e. **Q5** – The SBE's stated role in K-12 education is to lead the development of state policy, provide effective oversight of public schools and advocate for student success. Given SBE's role, in what ways do you think we can be an "asset" to you in the areas of state policy, oversight and advocacy/communication in your efforts to implement WSSLS/NGSS with fidelity in South Central WA?

Panelists will leave the last fifteen minutes of the allotted time for questions and discussion.

### Brief WSSLS/NGSS Communications Campaign Update

Our communications campaign with Ready Washington focused on the WSSLS/NGSS has kicked off. Ready Washington has released the [video](#) we helped produce. We have worked with OSPI to film another video (forthcoming) focused on how Sherman STEAM Elementary in Tacoma is implementing the WSSLS/NGSS.

Here are a couple of examples of social media posts from the campaign so far:

**WA Board of Ed.** @WA\_SBE

Tweets	Following	Followers	Likes	Lists	Moments
2,475	2,812	6,207	930	4	0

You Retweeted

**Next Generation Science Standards** @OfficialNGSS · Apr 13

Appendix D of the #NGSS explains how the standards are for \*all\* students, including traditionally underserved groups. It says convergence across subject areas, like science and math, offers multiple entry points for students: [nextgenscience.org/sites/default/...](http://nextgenscience.org/sites/default/...) #MathStatMonth



Integration of subject areas strengthens science learning for all students, particularly for students who have traditionally been underserved. In the current climate of accountability policies, which are dominated by reading and mathematics, science tends to be de-emphasized. This is due to the perceived urgency of developing basic literacy and numeracy for students in low-performing schools including, but not limited to, English language learners and students with limited literacy development. Thus, allocation and utilization of instructional time across subject areas will benefit these students. Furthermore, the convergence of core ideas, practices, and crosscutting concepts across subject areas offers multiple entry points to build and deepen understanding for these students.

You Retweeted

**Partnership4Learning** @Part4Learning · Apr 12

New guest post on @ReadyWA's @Medium page 🌟 Today's #Science Classroom: Puzzling, Questioning, Wondering, Cooperating, Problem Solving. [goo.gl/yo4ksU](http://goo.gl/yo4ksU) #WAedu #STEM @WA\_SBE @waOSPI @OfficialNGSS @FPSD402 @PSESD

WASHINGTON STATE  
**SCIENCE**  
LEARNING  
STANDARDS


 **WA Board of Ed.**  @WA\_SBE · Apr 17  
"The Washington State Science Learning Standards have really improved engagement for our students." – Stephanie Clark, principal @CedarcrestMS  
[readywa.org/science-educat...](#) @ReadyWA #WAedu #STEM #WAScience4All



**Ready Washington** @ReadyWA  
Thank you to @msd25 @CedarcrestMS @YakimaSchools for partnering with us to create our new video about #science education in WA! WATCH: Learning with 'Hands and Minds': [goo.gl/6fsjcT](#) #WAedu #STEM

1 3

You Retweeted

 **Ready Washington** @ReadyWA · Apr 17  
The Washington State Science Learning Standards are designed to make sure every WA student gets a high-quality #science education. Learn more from @WA\_SBE: [sbe.wa.gov/wsslsresources...](#) #WAedu #STEM

Tweets **2,476** Following **2,812** Followers **6,207** Likes **930** Lists **4** Moments **0**

Provide leadership for a system that personalizes education based on each student's needs • Promote achievement of state goals for basic education


3 3

You Retweeted

 **Washington STEM** @washingtonstem · 13m  
WA's #science learning standards build on students' natural curiosity to help them learn how to act like scientists. WATCH from @ReadyWA: Learning with 'Hands and Minds': [ow.ly/8zom30jyARK](#) @WA\_SBE @waOSPI #WAedu #STEM

1

You Retweeted

 **WA Roundtable** @waroundtable · 1h  
The Washington State Science Learning Standards are designed to make sure every WA student gets a high-quality #science education. Learn more from @WA\_SBE: [pjj52.app.goo.gl/xwCaKfbKyivPuH...](#) #WAedu #STEM



1 1

You Retweeted

 **Next Generation Science Standards**  @OfficialNGSS · 21h  
See students and educators describe how the #NGSS helps learners understand the world and prepare them for future careers in this new video from @ReadyWA [readywa.org/science-educat...](#) #NGSSchat @WSTASci

9 12

- Josh Simondet, one of the Science Fellows Board members heard from at the March community forum, wrote a blog post about the WSSLS: <https://www.facebook.com/WashingtonSBE/posts/10156175568637159>

Additionally, as part of our communications effort, we have launched a webpage on our SBE website as a one-stop-shop for WSSLS/NGSS information and resources. We have begun gathering resources which you can see here: [www.sbe.wa.gov/wsslsresources](http://www.sbe.wa.gov/wsslsresources).

**Action**

No formal action will be taken on this agenda item. If you have questions regarding this memo, please contact Alissa Muller at [alissa.muller@k12.wa.us](mailto:alissa.muller@k12.wa.us).





# THE WASHINGTON STATE BOARD OF EDUCATION

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## NGSS = WASHINGTON STATE SCIENCE LEARNING STANDARDS

### WHY NGSS?

  
Includes a focus on critical thinking & communication skills

  
Internationally benchmarked to help students prepare for college & careers

  
Reviewed by teachers, academic & business community

### PRINCIPLES OF THE FRAMEWORK

  
Children are born investigators

  
Understanding builds over time

  
Science & Engineering require both knowledge & practice

### PRINCIPLES OF THE FRAMEWORK

  
Connecting to students' interests and experiences is essential

  
Focusing on core ideas & practices

  
Promoting equity: all students can learn science

### FOR STATES, BY STATES



FOR REFERENCE:

[WWW.SBE.WA.GOV/WSSLSRESOURCES](http://WWW.SBE.WA.GOV/WSSLSRESOURCES)

## WASHINGTON STATE SCIENCE LEARNING STANDARDS (WSSLS) COMMUNICATION CAMPAIGN

### Purpose

The Washington State 2013 K-12 Science Learning Standards (WSSLS) are the Next Generation Science Standards (NGSS). These standards describe what students should know and be able to do at each grade level. They are also based on the latest research on how students learn science effectively ([A Framework for K-12 Science Education](#)). The State Board of Education strongly believes in the importance of the successful implementation of Next Generation Science Standards (NGSS) and the continued sustainability of high-quality science education in the state of Washington.

### SBE will work with partners to promote the WSSLS:

Key partners in this communication campaign will include:

- Ready Washington
- OSPI and the Association of Education Service Districts
- Other education stakeholders
- Washington STEM
- Governor's STEM Education Innovation Alliance

### SBE WSSLS Resources Webpage

SBE has created a webpage to collect WSSLS/NGSS resources for teachers, administrators, parents, and students all in one place: <http://www.sbe.wa.gov/wsslsresources>

### Share your WSSLS implementation story with us:

SBE is seeking stories from school districts to be used in SBE's communication efforts to promote the implementation of WSSLS/NGSS with fidelity, with an emphasis on equity. Information gathered may be shared on the SBE's website or social media channels.

### We would like to hear from you:

What are your district assets and supports needed regarding WSSLS? What would be helpful to you that the SBE could provide? We'd like to gather feedback this spring so we could come back with a resource for you this fall.

*To share your story or send feedback, please email our Communications Manager: [alissa.muller@k12.wa.us](mailto:alissa.muller@k12.wa.us)*



# THE WASHINGTON STATE BOARD OF EDUCATION

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## **Do you know of a NGSS implementation story?**

### Communications Strategy: Science Stories from the Field

*Do you know of a NGSS implementation story?*

Component	Operational Definition	Selected Examples of District/School Efforts
Purpose	<ul style="list-style-type: none"> <li>Aims, goals and rationales of a K-12 NGSS education effort</li> </ul>	<ul style="list-style-type: none"> <li>NGSS as part of preparing students for 21<sup>st</sup> century               <ul style="list-style-type: none"> <li>Next generation of scientists &amp; engineers</li> <li>STEM-capable workforce</li> <li>Scientific literate citizens</li> </ul> </li> </ul>
Policies	<ul style="list-style-type: none"> <li>Executive actions, adoptions, rules, requirements, resolutions, guidance, etc. designed to achieve the NGSS purpose statement above</li> </ul>	<ul style="list-style-type: none"> <li>District/school:               <ul style="list-style-type: none"> <li>Policies to support NGSS implementation, including "All Standards, All Students"</li> <li>Commitments to implement K-8 science, as well as HS graduation requirements (3 credits)</li> <li>Actions to implement the OSPE/SBE definition of "lab science"</li> <li>Decisions to implement science-CTE course equivalents</li> </ul> </li> </ul>
Programs	<ul style="list-style-type: none"> <li>System elements that, when implemented well, realize the policies and purposes of this NGSS effort</li> </ul>	<ul style="list-style-type: none"> <li>System-wide implementation of elements (K-12 or at EL, MS, HS):               <ul style="list-style-type: none"> <li>NGSS aligned curriculum adoption/adaptation</li> <li>Course of study requirements/options</li> <li>Assessment efforts (individual &amp; program)</li> <li>Professional development for educators</li> <li>Materials &amp; equipment commitments</li> <li>Administrative and community supports (including opportunity to learn efforts)</li> </ul> </li> </ul>
Practices	<ul style="list-style-type: none"> <li>Specific actions of educators based on an understanding of the purpose, policies and programs.</li> </ul>	<ul style="list-style-type: none"> <li>Three dimensional (3D) learning &amp; teaching focused on "All Students, All Standards"               <ul style="list-style-type: none"> <li>Administrators</li> <li>Teachers</li> </ul> </li> </ul>
Partners	<ul style="list-style-type: none"> <li>K-12 education practitioners &amp; stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>What were their roles, responsibilities, authorities &amp; accountabilities?</li> </ul>

The State Board of Education is seeking stories from school districts about their successes in implementing the Washington State Science Learning Standards (based fully on the Next Generation Science Standards.) These stories will be used in SBE communication efforts to promote the importance of equity-focused WSSLS/NGSS implementation. Information gathered may be shared on the SBE's website or social media channels.

1. What efforts have school district staff taken to understand and adapt to the needs and learning styles of students with diverse learning styles and who have different cultural and linguistic backgrounds. For instance, how many educators do you have who are either bilingual or bicultural? Has your district offered any equity trainings? Have relationships been developed with students such that educators understand how family, culture, and community influence how students learn or how motivated they are to learn?

How can school districts better collect, examine and understand data that informs them of important environmental data – home and community factors and conditions -- that should be used to determine the kinds and amount of resources that students need to be successful

learners. For example, are educators and school or community facilities available during non-school hours?

2. When evaluating system-wide program implementation of the WSSLS/NGSS effort and its key elements, how is an equity-focused lens being used? For example, how do educators work to include all students, especially those students who suffer a crisis of confidence when it comes to understanding scientific concepts, or students whose first language is not English?
3. The effort to use a three-dimensional approach to implement WSSLS/NGSS with fidelity (i.e. scientific/engineering practices, crosscutting ideas, and core disciplinary ideas) make this effort very challenging for learners and educators.

How are administrators and teachers building relationships and trust with students, families, and communities, to ensure an equity-focus in WSSLS/NGSS implementation?

What do you hear from students about their individual learning and how they're enabled by their teachers to be successful with the WSSLS/NGSS?

4. The success of this effort will likely be strongly impacted by what partners (education practitioners and their community stakeholders) do. Can you provide some examples of the partners you are working with?



## THE WASHINGTON STATE BOARD OF EDUCATION

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### Title: Washington State and National Teacher of the Year Mandy Manning

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**As related to:**

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

**Other**

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**Relevant to Board roles:**

<input checked="" type="checkbox"/> Policy leadership	<input checked="" type="checkbox"/> Communication
<input checked="" type="checkbox"/> System oversight	<input type="checkbox"/> Convening and facilitating
<input type="checkbox"/> Advocacy	

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**Policy considerations /** N/A

**Key questions:**

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**Relevant to business** N/A

**item:**

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**Materials included in** Biography of Mandy Manning

**packet:**

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**Synopsis:**

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Washington State and National Teacher of the Year is Mandy Manning, who teaches English and math to refugee and immigrant students in the Newcomer Center at Ferris HS in Spokane.





## THE WASHINGTON STATE BOARD OF EDUCATION

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

### WASHINGTON STATE BOARD OF EDUCATION RESOLUTION TO HONOR 2018 STATE AND NATIONAL TEACHER OF THE YEAR MS. MANDY MANNING

*In honor of Mandy Manning,* Washington's 2018 Teacher of the Year and National Teacher of the Year;

*whereas,* she teaches English and math to refugee and immigrant students in the Newcomer Center at Joel E. Ferris High School in Spokane;

*whereas,* she has taught students from around the globe: Iraq, Afghanistan, Syria, the Marshall Islands, Myanmar, Malaysia, Sudan, Uganda, Congo, Ethiopia, Mexico, and countries from South America;

*whereas,* she has hosted over 160 teaching candidates in the Newcomer Center;

*whereas,* at her school, Ms. Manning coaches fastpitch softball and girls' basketball, advises the writing club, co-advises the Gay-Straight Alliance, and recently lead a push to re-evaluate her school's PBIS implementation and wrote a revised plan that resulted in a 74% decrease in suspensions in the first year;

*whereas,* Ms. Manning serves in numerous leadership roles including: serving on the Paraeducator Board; as a Global Fellow; as an NBCT, she serves as a Jump Start Trainer and cohort facilitator who encourages and guides teachers in their Board Certification; and by inviting district leaders, school board members, legislators, colleagues, future teachers, and community members into her classroom to experience the diverse environment at the Center;

*whereas,* her dedication as a teacher for the last eighteen years has been shown by her tireless advocacy on behalf of her students;

*whereas,* Ms. Manning daily shows her students that "they're wanted, they're welcome, they're worthy of love, and they can accomplish and achieve everything they dream of;"

*therefore be it resolved* that the Washington State Board of Education honors the outstanding work of Ms. Manning and other exemplary educators who remain dedicated to our most important endeavor: preparing all students for college, career, and life.

---

Kevin Laverty, Chair

WASHINGTON STATE BOARD OF EDUCATION RESOLUTION TO HONOR 2018  
STATE AND NATIONAL TEACHER OF THE YEAR MS. MANDY MANNING

MEMBERS OF THE STATE BOARD OF EDUCATION

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Chris Reykdal, Superintendent of Public Instruction

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Jeff Estes

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Connie Fletcher

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Joseph Hofman

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Judy Jennings

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Holly Koon

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Patty Wood

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Peter Maier

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MJ Bolt

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Lindsey Salinas

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Ricardo Sanchez

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Ryan Brault

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Randy Spaulding, Executive Director



# THE WASHINGTON STATE BOARD OF EDUCATION

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## **PRESENTATION AND DISCUSSION: MS. MANDY MANNING**

Mandy Manning teaches English and math to refugee and immigrant students in the Newcomer Center at Ferris HS in Spokane. Mandy has the honor of being her students' first teacher in the U.S., and learning with them as they acclimate to their new home. She coaches fastpitch softball and girls' basketball, advises the writing club, and co-advises the Gay-Straight Alliance. Mandy is also a powerful voice for policy in her building and district. She recently led a push to re-evaluate her school's PBIS implementation and wrote a revised plan that resulted in a 74% decrease in suspensions in the first year.

Mandy was named the 2017 Washington state recipient of the NEA Foundation Award for Teaching Excellence, and she is a Global Fellow. As a fellow she travelled to China in June to explore and learn about their education system. She chronicled her experience on her blog – [The Traveling Teacher](#). From 1999-2001 Mandy served as a teacher in the Peace Corps in Armenia. This global perspective infuses her classroom. Mandy uses experiential projects like map-making to help her students process trauma, celebrate their home countries and culture, and learn about their new community.

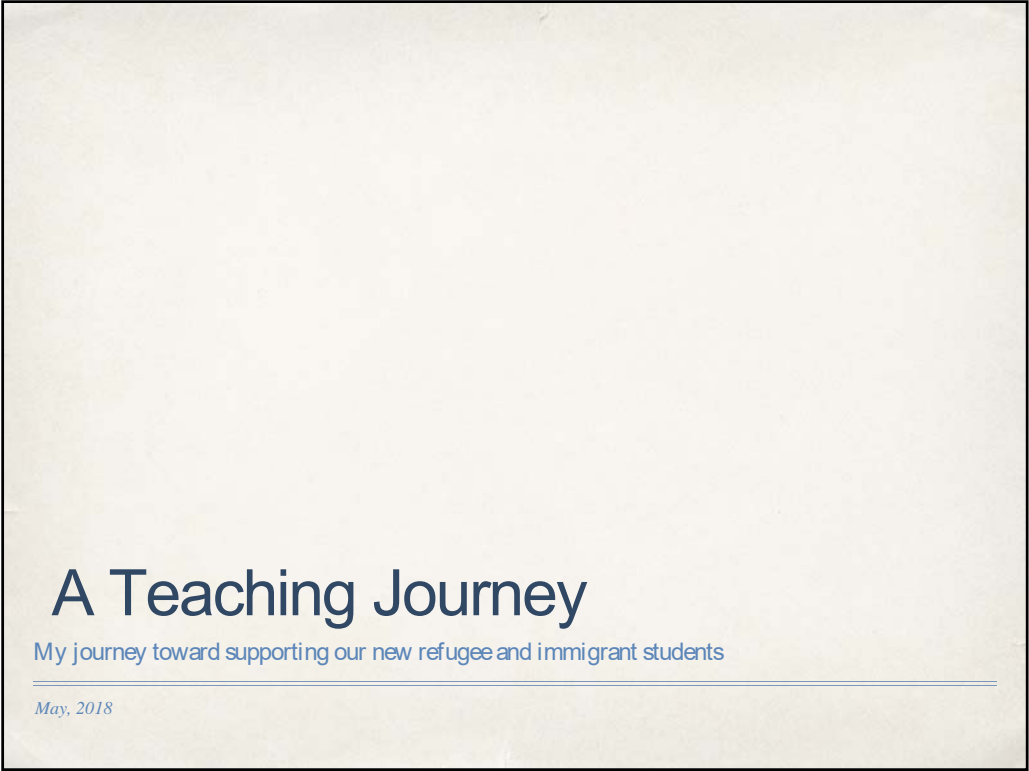
“When I met Ms. Manning my life totally changed,” writes student Safa Mohammed. “She is one of the best teachers, not just in our school, but in the community also. She became more than a teacher to me; I count her as my second mother. She is the kindest teacher I have ever met.”

Mandy has hosted over 160 teaching candidates in the Newcomer Center. Many teach their first lesson in the Center. For others the Center is their intercultural field experience. Mandy regularly invites district leaders, school board members, and legislators into her classroom. She aims to expose as many future teachers, colleagues, and community members as possible to the diverse environment of the Center. As an NBCT, Mandy is an ambassador, Jump Start Trainer, and cohort facilitator who encourages and guides teachers in their Board Certification. Colleagues praise Mandy for her focus on collaborative decision making and determination to bring marginalized voices into decision-making. She was recently named to the Washington Paraeducator Board to begin work on the new Paraeducator standards this fall.

Mandy believes 90% of teaching is relational. When students know a teacher cares, they are more open to learning. She fosters these relationships by creating an inclusive, safe, and welcoming environment, in which students share and learn from one another. She visits each of her student's homes to learn about their families and cultures and to foster strong relationships between home and school. Mandy's dedication to her students and their families reaches well beyond their achievements in the classroom. She works tirelessly to make sure her students have the mental and physical health resources they need to be successful and safe as well as adapt to life in a new country.

“She is a gift to our community,” writes Assistant Principal John O'Dell. “No one better exemplifies commitment to professional practice, advocacy, community engagement, developing others, or supporting diversity more than Mandy.”

The information above is from OSPI's [website](#). If you have questions regarding this memo, please contact Alissa Muller at [alissa.muller@k12.wa.us](mailto:alissa.muller@k12.wa.us).






**ԱՆՆԱԳՆՈՒԹՅԱՆ ԿՈՐԴՍ**  
**ԿԱՄԱԿՈՐ**  
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**ՄԵՆԻ ՄԵՆԵԳ**  
 1-716-0183618

Քաղաքացիական կոտորած	52.44.50 (Օսթոնի և 33)
Ամերիկյան միջավայրում	52.70.01
և/և սեյն	55.10.65 և
և/և քոլեջ	(8.21) 40.82.01
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Արյան ԳրաՑ *Mandy Manning*  
 ՔՄ ԵՅԵՆ/ԱՄՆԱՏԵՆ ԿՄ Կառավարչություն



**IDENTIFICATION CARD**  
 This is to certify that  
**Mandy Manning**  
 is an employee of  
 Spearman Independent School District  
 Superintendent  
 2001-2002  
 School Year











## Current Research on ELLs

- 5.3 million + English Language Learners in the U.S.
- Best programs offer: core academics, social services, help adjusting to life in the U.S.
- Roughly 120,000 ELLs in Washington State
- In Spokane we serve 72 language groups
- Tukwila is the most diverse district

[http://enfilesx1.leg.wa.gov/biteminium/2015\\_16/Pdf/Bills/Session%20aws/Home/1511-1514-S1.pdf](http://enfilesx1.leg.wa.gov/biteminium/2015_16/Pdf/Bills/Session%20aws/Home/1511-1514-S1.pdf)

[http://www.k12.wa.us/LegisGov/2016documents/2016\\_02\\_TransitionalBilingualInstructionProgram.pdf](http://www.k12.wa.us/LegisGov/2016documents/2016_02_TransitionalBilingualInstructionProgram.pdf)

<https://www.the74million.org/article/3-ways-washington-state-leads-the-nation-for-english-language-learners/>





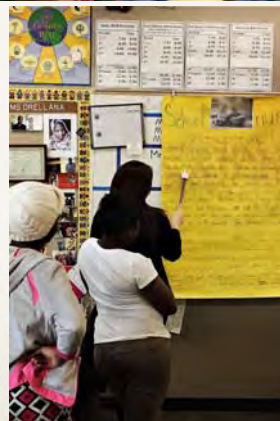
## The Newcomer Program

- The philosophy
- Placement in the program / length of stay
- The schedule
  - 6 period day, 5 in the center with one class outside
  - Reading, ELD, and English for math



## The Newcomer Center:

- Orients students to school and society
- Provides access to a wide range of support services
- Provides individualized attention, increase confidence, encourage continuing education
- Includes specialized teacher training
- Implements multicultural education
- Develops English language proficiency



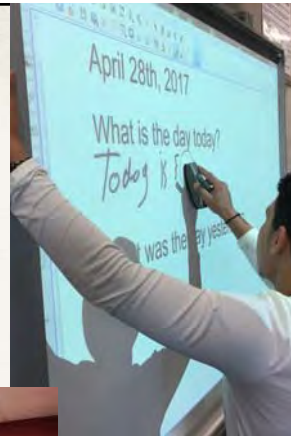
## What enhances our success?

- People
  - One certificated staff member
  - One bilingual specialist
  - Support of district and school administration



## What enhances our success?

- An Open Door Policy
- Collaboration
  - School ELD Team
  - District ELD Program
  - Washington OSPI
  - World Relief
  - Other community partners



## What enhances our success?

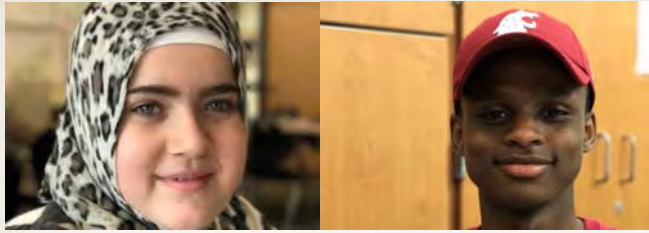
- Training
  - Curriculum Training
  - Standards Training
  - Cross-Curricular Training
  - Cultural-Responsiveness Training



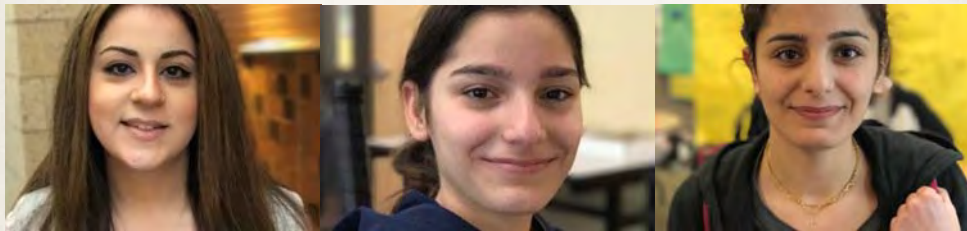
## Equity

- Student population
- Logistics - who, what, where
- Community support - district, site, neighborhood
- Latitude to teach the students in the classroom
- Being culturally responsive





## Our 2017 Graduates



## My Vision as Teacher of the Year

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- ❖ Equity through access
- ❖ Quality neighborhood schools
- ❖ Space for diverse educators, modes of teaching, and learning styles
- ❖ Being fearless as educators and teaching our students and community to be fearless



## Questions

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“I have the audacity to believe that peoples everywhere can have three meals a day for their bodies, education and culture for their minds, and dignity, equality, and freedom for their spirits.”

*Martin Luther King, Jr.*

*Norway, 1964*