



Washington State Board of Education

Agenda

September 15-16, 2010
Puget Sound ESD
Renton, Washington

The State Board's role in the K-12 system is to lead the development of state policy, provide system oversight, and advocate for student success.

September 15-16, 2010

AGENDA

Wednesday, September 15

8:30 a.m.

Call to Order

Pledge of Allegiance

Welcome by Mr. Stephen Nielsen, Assistant Superintendent, Financial Services, PSESD
Introduction of Dr. Jonelle Adams, Executive Director of the Washington State School Directors Association (WSSDA)
Agenda Overview

Consent Agenda

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

- Private Schools (**Action Item**)
- Approval of Minutes from the July 13-15, 2010 Meeting (**Action Item**)
- Approval of Minutes from the August 10, 2010 Special Meeting (**Action Item**)

8:45 a.m.

SBE Strategic Plan and Components

Ms. Edie Harding, Executive Director

Dr. Kathe Taylor, Policy Director

Mr. Aaron Wyatt, Communications Manager

Ms. Sarah Rich, Research Director

Mr. Brad Burnham, Legislative and Policy Specialist

- Finalize Strategic Plan
- Review and Comment on SBE Work Plan
- Review and Comment on SBE Communications Strategy
- Legislation/Budget Issues for 2011 Session

10:00 a.m.

Organizing SBE Meetings for 2010-11

Ms. Connie Fletcher, Co-lead

Dr. Steve Dal Porto, Co-lead

10:30 a.m.

Break

- 10:45 a.m. SBE Graduation Requirements**
Dr. Kathe Taylor, Policy Director
- 11:30 a.m. Public Comment**
Note: All comments should be provided in writing to the Executive Assistant at the time of public comment.
- 11:50 p.m. Lunch**
- 12:50 p.m. Arts Video**
Mr. Aaron Wyatt, Communications Manager
- 1:00 p.m. Graduation Requirements (Continued)**
- Social Studies Related Recommendations
Ms. Kelly Martin, Program Supervisor, Social Studies and International Education, OSPI
- Board discussion
- 2:40 p.m. Break**
- 2:55 p.m. Graduation Requirements (Continued)**
- Board discussion
- 4:00 p.m. SBE Rules and Waivers**
Mr. Brad Burnham, Legislative and Policy Specialist
Ms. Edie Harding, Executive Director
- Public Hearing on SBE Math Credit Rule
 - SBE Draft Rule on Schedule for Required Action Districts
 - SBE Draft Rule on GED Eligibility
 - SBE Draft Rule for Technical Fixes
 - 180 Day Waiver Requests
- 4:40 p.m. Public Comment**
Note: All comments should be provided in writing to the Executive Assistant at the time of public comment.
- 5:00 p.m. Adjourn**

Thursday, September 16

- 8:00 a.m. Student Presentation “Photosynthesis”**
Ms. Anna Laura Kastama, Student Board Member
- 8:15 a.m. OSPI Briefing on 2010 State Assessment Results**
Dr. Joe Willhoft, OSPI Assistant Superintendent for Assessment
Dr. Alan Burke, OSPI Deputy Assistant Superintendent
- 9:00 a.m. Renton School District Perspectives on New Measurements of Student Progress**
Ms. Anna Horton, Assistant Principal, Lindbergh High School
Mr. John Schmitz, Principal, Dimmitt Middle School
Ms. Janet Fawcett, Principal, Highlands Elementary School
- 9:30 a.m. Break**
- 9:45 a.m. High School Graduation Requirements Discussion**

Board discussion
- 11:15 a.m. Public Comment**
Note: All comments should be provided in writing to the Executive Assistant at the time of public comment.
- 11:45 a.m. Lunch and Executive Session**
- 1:20 p.m. Arts Video**
Mr. Aaron Wyatt, Communications Director
- 1:25 p.m. Mathematics Systems Improvement Framework**
Dr. Kathe Taylor, Policy Director
Ms. Greta Bornemann, Director, K-12 Mathematics, OSPI
- 2:15 p.m. Break**
- 2:30 p.m. Business Items**
- Provisional High School Graduation Requirements (***Action Item***)
 - Math Credit Final Rule (***Action Item***)
 - Required Action Draft Rule (***Action Item***)
 - GED Eligibility Draft Rule (***Action Item***)
 - Technical Fixes Draft Rule (***Action Item***)
 - 180 Day Waivers (***Action Item***)
 - SBE Revised FY 11 Budget (***Action Item***)
 - SBE 2012-13 Draft Proposed Budget (***Action Item***)
- 4:30 p.m. Reflections and Next Steps**
- 5:00 p.m. Adjourn**

Directions to Hilton Garden Inn Seattle/Renton (425) 430-1414



Total Time: 13 mins, Total Distance: 6.31 mi

Summary and Notes

START **A** 17801 International Blvd, Seatac, WA 98188

FINISH **B** Hilton Garden Inn Seattle/Renton (425) 430-1414 ★★★★★
1801 E Valley Rd, Renton, WA 98057-3364

Start: SeaTac
End: Hilton Garden Inn

Distance

A	1. Start at 17801 INTERNATIONAL BLVD, SEATAc going toward S 184TH ST	go 0.17 mi
	2. Make a U-Turn at S 184TH ST onto INTERNATIONAL BLVD(WA-99 N)	go 0.2 mi
	3. Turn L on a local road toward SEA-TAC AIRPORT	go 1.5 mi
	4. Take ramp onto WA-518 E toward SEATTLE (I-5)/ TACOMA (I-405)	go 1.59 mi
	5. Continue on I-405 N toward RENTON	go 0.88 mi
	6. Take exit #1/TUKWILA/W. VALLEY HWY.	go 0.24 mi
	7. Turn L on W VALLEY HWY(WA-181)	go 0.14 mi
	8. Turn R on SW GRADY WAY	go 0.64 mi
	9. Turn R on OAKESDALE AVE SW	go 0.15 mi
	10. Turn L on SW 16TH ST	go 0.6 mi
	11. Continue on E VALLEY RD	go 0.21 mi
B	12. Arrive at 1801 E VALLEY RD, RENTON, on the R	

Time: 13 mins, Distance: 6.31 mi

Directions to 800 Oakesdale Ave SW, Renton, WA 98057-5221



Total Time: 11 mins, Total Distance: 5.69 mi

Summary and Notes

START **A** 17801 International Blvd, Seatac, WA 98188

FINISH **B** 800 Oakesdale Ave SW, Renton, WA 98057-5221

Start: SeaTac
End: PSESD

	Distance
A 1. Start at 17801 INTERNATIONAL BLVD, SEATAC going toward S 184TH ST	go 0.17 mi
2. Make a U-Turn at S 184TH ST onto INTERNATIONAL BLVD(WA-99 N)	go 0.2 mi
3. Turn L on a local road toward SEA-TAC AIRPORT	go 1.5 mi
4. Take ramp onto WA-518 E toward SEATTLE (I-5)/TACOMA (I-405)	go 1.59 mi
5. Continue on I-405 N toward RENTON	go 0.88 mi
6. Take exit #1/TUKWILA/W. VALLEY HWY.	go 0.24 mi
7. Turn L on W VALLEY HWY(WA-181)	go 0.14 mi
8. Turn R on SW GRADY WAY	go 0.64 mi
9. Turn L on OAKESDALE AVE SW	go 0.34 mi
B 10. Arrive at 800 OAKESDALE AVE SW, RENTON, on the R	

Time: 11 mins, Distance: 5.69 mi

Directions to 800 Oakesdale Ave SW, Renton, WA 98057-5221



Total Time: 58 mins, Total Distance: 51.81 mi

Summary and Notes

START **A** 600 Washington St SE, Olympia, WA 98501-1359

FINISH **B** 800 Oakesdale Ave SW, Renton, WA 98057-5221

Start: OSPI
End: PSESD

	Distance
A 1. Start at 600 WASHINGTON ST SE, OLYMPIA going toward LEGION WAY SE	go 30 ft
2. Turn R on LEGION WAY SE	go 0.36 mi
3. Turn R on PLUM ST SE	go 0.37 mi
4. Bear L on E BAY DR	go 459 ft
5. Take ramp onto I-5 N	go 48.75 mi
6. Take exit #154/AIRPORT/BURIEN/RENTON onto I-405 N toward RENTON/BELLEVUE	go 0.88 mi
7. Take exit #1/TUKWILA/W. VALLEY HWY.	go 0.24 mi
8. Turn L on W VALLEY HWY(WA-181)	go 0.14 mi
9. Turn R on SW GRADY WAY	go 0.64 mi
10. Turn L on OAKESDALE AVE SW	go 0.34 mi
B 11. Arrive at 800 OAKESDALE AVE SW, RENTON, on the R	

Time: 58 mins, Distance: 51.81 mi

**Directions to Hilton Garden Inn Seattle/Renton
(425) 430-1414**



Total Time: 59 mins, Total Distance: 52.37 mi

Summary and Notes

START **A** **Public Education Supt (360) 725-6075**
 600 Washington St SE, Olympia, WA
 98501-1359

FINISH **B** **Hilton Garden Inn Seattle/Renton**
 (425) 430-1414 ★★★★★
 1801 E Valley Rd, Renton, WA 98057-
 3364

Start: OSPI
 End: Hilton Garden Inn

	Distance
A 1. Start at 600 WASHINGTON ST SE, OLYMPIA going toward LEGION WAY SE	go 30 ft
2. Turn R on LEGION WAY SE	go 0.36 mi
3. Turn R on PLUM ST SE	go 0.37 mi
4. Bear L on E BAY DR	go 459 ft
5. Take ramp onto I-5 N	go 36.28 mi
6. Take exit #142A/AUBURN onto WA-18 E	go 2.9 mi
7. Take the KENT/RENTON exit onto WA-167 N toward KENT/RENTON	go 10.33 mi
8. Take the S. 180TH ST./S.W. 43RD ST. exit	go 0.31 mi
9. Turn L on S 180TH ST	go 0.16 mi
10. Turn R on E VALLEY RD	go 1.57 mi
B 11. Arrive at 1801 E VALLEY RD, RENTON, on the L	

Time: 59 mins, Distance: 52.37 mi

Directions to 13500 Interurban Ave S, Tukwila, WA 98168 **YAHOO!**

Total Time: 6 mins, Total Distance: 2.49 mi

Summary and Notes

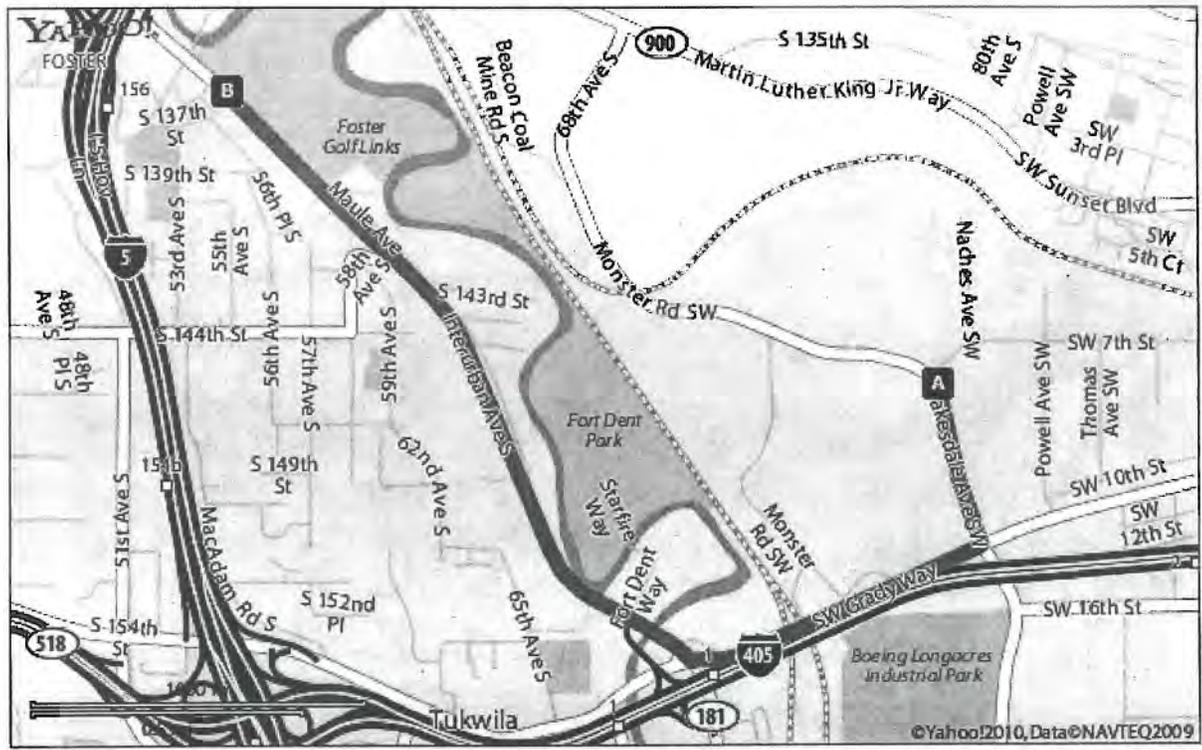
START **A** 800 Oakesdale Ave SW, Renton, WA 98057-5221

FINISH **B** 13500 Interurban Ave S, Tukwila, WA 98168

Start: PSESD
End: Billy Baroo's

	Distance
A 1. Start at 800 OAKESDALE AVE SW, RENTON going toward SW GRADY WAY	go 0.34 mi
2. Turn R on SW GRADY WAY	go 0.64 mi
3. Turn R on INTERURBAN AVE S	go 1.52 mi
B 4. Arrive at 13500 INTERURBAN AVE S, TUKWILA, on the R	

Time: 6 mins, Distance: 2.49 mi



When using any driving directions or map, it's a good idea to do a reality check and make sure the road still exists, watch out for construction, and follow all traffic safety precautions. This is only to be used as an aid in planning.

Directions to 13500 Interurban Ave S, Tukwila, WA **YAHOO!** 98168

Total Time: 7 mins, Total Distance: 3.11 mi

Summary and Notes

START **A** **Hilton Garden Inn Seattle/Renton**
 (425) 430-1414 ★★★★★
 1801 E Valley Rd, Renton, WA 98057-3364

FINISH **B** **13500 Interurban Ave S, Tukwila, WA**
 98168

Start: Hilton Garden Inn
 End: Billy Baroo's

	Distance
A 1. Start at 1801 E VALLEY RD, RENTON going toward SW 16TH ST	go 0.21 mi
2. Continue on SW 16TH ST	go 0.6 mi
3. Turn R on OAKESDALE AVE SW	go 0.15 mi
4. Turn L on SW GRADY WAY	go 0.64 mi
5. Turn R on INTERURBAN AVE S	go 1.52 mi
B 6. Arrive at 13500 INTERURBAN AVE S, TUKWILA, on the R	

Time: 7 mins, Distance: 3.11 mi



When using any driving directions or map, it's a good idea to do a reality check and make sure the road still exists, watch out for construction, and follow all traffic safety precautions. This is only to be used as an aid in planning.

Approval of Private Schools

BACKGROUND

Each private school seeking State Board of Education approval is required to submit an application to the Office of Superintendent of Public Instruction. The application materials include a State Standards Certificate of Compliance and documents verifying that the school meets the criteria for approval established by statute and regulations. A more complete description is attached for reference.

Enrollment figures, including extension student enrollment, are estimates provided by the applicants. Actual student enrollment, number of teachers, and the teacher preparation characteristics will be reported to OSPI in October. This report generates the teacher/student ratio for both the school and extension programs. Pre-school enrollment is collected for information purposes only.

Private schools may provide a service to the home school community through an extension program subject to the provisions of Chapter 28A.195 RCW. These students are counted for state purposes as private school students.

POLICY CONSIDERATION

Approval under RCW 28A.195.040 and Chapter 180-90 WAC.

EXPECTED ACTION

The schools herein listed, having met the requirements of RCW 28A.195 and are consistent with the State Board of Education rules and regulations in chapter 180-90 WAC, be approved as private schools for the 2010-11 school year.

THE WASHINGTON STATE BOARD OF EDUCATION

Accountability | Graduation Requirements | Math | Science

July 13-14, 2010
Northwest Educational Services District #189
Anacortes, Washington

MINUTES

July 14, 2010

Attending: Chair Jeff Vincent, Co-chair Steve Dal Porto, Ms. Connie Fletcher, Mr. Randy Dorn, Mr. Jack Schuster, Ms. Phyllis Bunker Frank, Dr. Sheila Fox, Dr. Kris Mayer, Dr. Bernal Baca, Ms. Mary Jean Ryan, Mr. Jared Costanzo, Ms. Anna Laura Kastama, Ms. Amy Bragdon, Mr. Bob Hughes, Mr. Eric Liu (15)

Members Absent: Mr. Warren Smith (excused) (1)

Staff Attending: Ms. Edie Harding, Ms. Loy McColm, Mr. Aaron Wyatt, Dr. Kathe Taylor (4)

Staff Absent: Mr. Brad Burnham (excused), Ms. Sarah Rich (excused), Ms. Ashley Harris (excused), Ms. Colleen Warren (excused) (4)

The meeting was called to order at 9:10 a.m. by Chair Vincent

Dr. Jerry Jenkins, Superintendent of ESD 189 welcomed the Board to Anacortes and thanked them for their continued partnership with the ESD's.

Consent Agenda

Motion was made to approve the following consent agenda as presented:

- Private Schools
- May 13-14, 2010 Board Meeting Minutes
- June 15, 2010 Special Board Meeting Minutes

Motion seconded

Motion carried

Required Action District Draft Rules for Implementation

Ms. Edie Harding, Executive Director

Ms. Tonya Middling, Director, School and District Improvement Project Development, OSPI

The 2010 legislature passed E2SSB 6696 creating Required Action Districts that contain persistently lowest achieving Title I or Title I eligible schools in the bottom five percent of performance on state assessments for all students in math and reading. Following are the steps taken to determine which districts could become Required Action Districts:

- By December 2010, and annually thereafter the Office of Superintendent of Public Instruction (OSPI) shall develop a list of the five percent persistently lowest achieving Title I or Title I eligible schools.
- By January 2011, and annually thereafter, OSPI shall recommend to the State Board of Education Required Action Districts based on the availability of federal funds for school improvement and OSPI criteria as defined in rule.

- In January 2011, and annually thereafter, provided federal funds are available, the SBE will designate the Required Action District(s) based on OSPI's recommendations.

Once the SBE designates Required Action Districts, the district(s) must follow a schedule set in rule to complete a Required Action Plan. The SBE approved the Required Action District's plan and OSPI must ensure the Required Action District will meet the requirements of the Federal School Improvement guidelines to receive funding.

The SBE and OSPI are drafting rules to implement the Required Action provision. SBE's rules address the schedule for the Required Action process. OSPI's rules address the criteria for selection and de-selection into and out of required action. The SBE Accountability Rules (E2SSB 6696) draft was provided to the members for review and decision at its business meeting on July 14.

The SBE asked for more clarification from OSPI staff on the criteria used to determine what school districts would be recommended for required action and what federal/state funds were available for school turnaround efforts.

Recognition Awards for 2010

Dr. Pete Bylsma, Consultant, SBE

Mr. Aaron Wyatt, Communications Manager

Using the SBE's Accountability Index, the OSPI and the SBE recognized 174 schools through their new joint SBE/OSPI recognition program – "Washington Achievement Awards," on May 5, 2010. There were six possible awards. While we planned to recognize schools that closed the socioeconomic achievement gap, the criteria established to receive this award were too stringent, so no schools met the criteria and no recognition was given.

SBE/OSPI want to give recognition for closing the achievement gap next year, with the following two forms of recognition being recommended:

1. Gap in Socioeconomic Status (SES):

- Give recognition to any school that has a difference between the row averages of less than one in two consecutive years by using the following criteria:
 - ✓ Two-year average for each row must be at least 4.00.
 - ✓ Accountability Index must be at least 4.00 each year.
 - ✓ At least two of five cells in the row must be rated each year.
 - ✓ Must be fewer than ten percent of students designated as gifted each year.

Using this system, 30 schools would have been recognized in 2009.

2. Gap between race and ethnic groups:

- Report disaggregated results of lower performing groups (American Indian, African American, Hispanic, and Pacific Islander) and higher performing groups (Asian and Caucasian).
- Use the combined results of the two groups and give recognition to any school that has less than a .50 difference between the row averages in two consecutive years:
- Use the following eligibility criteria:
 - Two-year average for each row must be at least 3.50.
 - At least four of nine cells in the row must be rated each year.
 - Must be fewer than ten percent of students designated as gifted each year.
- No results computed yet, so estimated number of schools to be recognized is unknown. Criteria may need to be adjusted after reviewing results in the fall.

Other recommendations are as follows:

1. Add special recognition for improvement, using the same criteria as other awards, i.e. two year average of at least 6.00.
2. Do not provide the overall excellence recognition award for schools that have a significant socio-economic or racial/ethnic gap.
3. Highlight schools that receive multiple year awards.
4. Add special recognition awards for achievement gap (SES and race/ethnicity), using a criterion based system.

SBE staff debriefed with OSPI, SBE members, and the System Performance Accountability work group on the Washington Achievement Awards for 2009 and received the following feedback:

- They like the new Accountability Index and its measures.
- Many found the award ceremony and recognition very meaningful.
- There were concerns about the timing for recognition at the ESD's while the main ceremony was going on.
- Suggestions were made to develop a better way to access school's scores on the SBE and OSPI websites.

Per the requirements set forth in E2SSB 6696, the SBE continues to collaborate with the Achievement Gap Oversight and Accountability Committee on measures used to compute the achievement gap and recognition for schools that close their achievement gaps. The SBE staff and its consultant met with the Committee in May to discuss ways to recognize closing the achievement gap by income, race/ethnicity, and some of the proposed changes the Board reviewed at its May meeting. The Achievement Gap Oversight and Accountability Committee supported the SBE recommendations as follows:

- Add special recognition for improvement using the same criteria as other awards (two year average of at least 6.00).
- Do not provide the overall excellence recognition award for schools that have a significant socio-economic or racial/ethnic gap.
- Highlight schools that receive multiple year awards.
- Add special recognition awards for achievement gap, using a criterion based system.

Mr. Wyatt explained the program timeline as follows:

September 30, 2010	<ul style="list-style-type: none"> • Raw assessment data and cut scores available for index calculation and delivered to the SBE
October 2010	<ul style="list-style-type: none"> • Review data for anomalies • Criteria for achievement gap selection established
December 10, 2010	<ul style="list-style-type: none"> • Complete 2008-09 and 2009-10 indexes and two-year averages delivered to the SBE • Complete list of award winning schools • Review data for quality check
January 2011	<ul style="list-style-type: none"> • Share overall data with schools to review and ensure data is correct
February 1, 2011	<ul style="list-style-type: none"> • Complete formatted and searchable index
February 15, 2011	<ul style="list-style-type: none"> • Ceremony date and location set • Recognition at ESD meetings set
March 2011	<ul style="list-style-type: none"> • List of award winning schools present to the SBE • Award winning schools notified by SBE and OSPI • Invitations mailed
March 25, 2011	<ul style="list-style-type: none"> • Ceremony details set
March or April 2011	<ul style="list-style-type: none"> • Awards ceremony

Math Rule Revision

Dr. Kathe Taylor, Policy Director

In 2007, the legislature directed the Board to increase the high school math graduation requirements from two to three credits and to determine the content of the three credits. The Board adopted a new math rule (WAC 180-51-066) in July 2008, which went into effect for students graduating in 2013. The rule was amended in 2009.

Three implementation issues have emerged that can only be addressed through a second amendment to WAC 180-51-066. The three implementation issues that the proposed rule amendment will clarify include:

1. Provisions for taking classes simultaneously:

The current rule language stipulates that math courses must be taken in a progressive sequence, implying that courses must be taken one after another. The proposed rule change adds flexibility for students to take courses concurrently, as well.

2. What constitutes an appropriate sequence?

The current rule requires math courses to be taken in a progressive sequence and contains a provision that any combination of the three math courses can be taken. The intention was to:

- Allow flexibility for students to mix and match algebra/geometry courses with integrated courses, in the event that they moved between schools or districts that took different approaches.
- Stipulate that the courses needed to be taken in a progressive sequence, meaning a student who completed algebra I in District A would take integrated math II in District B.

The rule change clarifies what is an appropriate sequence of courses. .

3. Provisions for placing out of required courses.

Some schools/districts allow students to place out of lower level courses through formal or informal assessment procedures. Students are not awarded credit; rather, the assessment is used to assure they take the level of math most suited to their abilities. The rule change outlines the sequence of courses students must take if they place out of a course required for graduation.

Staff asked the Board to consider the changes to the math rule, as presented in Attachment A of the Memo, at its business meeting on July 14. A public hearing will be conducted at the September 2010 meeting.

180 Day Waiver Requests

Ms. Edie Harding, Executive Director

The following eight applications were presented to the Board for waivers from the 180 school day calendar requirement of the Basic Education Act for all schools in each district:

- Auburn School District
- Battle Ground School District
- Columbia (Hunters) School District
- Neselem School District
- Orondo School District
- Pomeroy School District
- Tacoma School District
- Thorp School District

The purpose of each proposal is to improve student achievement by enhancing the educational program for all students. In addition, each district has stated in their resolution that they will meet the minimum instructional hour offering.

Core 24/Graduation Requirement Revision

Dr. Kathe Taylor, Policy Director

The SBE adopted a proposed Core 24 graduation requirements framework in July 2008. Since that time, the SBE has received extensive stakeholder input and the recommendations of the Core 24 Implementation Task Force. The Board looked at the framework once again to determine changes that may be needed and a timetable for moving forward.

The Board engaged in a discussion to consider revisions to the Core 24 framework, using the following questions as a guide:

1. What changes to the proposed Core 24 graduation requirements framework are needed to show that the Board has responded to the concerns of stakeholders?
2. How can the Board reconcile its advocacy for the state to fund the opportunity to complete 24 credits with its responsibility to ensure students have access to needed graduation improvements now?
3. Given the Board's commitment to no unfunded mandates, what no cost policy changes will start the process of moving forward to improved graduation requirements?
4. How will the Board know that funding has started and rules may be put in place? What type of funding will signal that the rule process may begin for changes with fiscal impact?

The Staff's recommendation of a revised framework called the "Quality Core" served as a catalyst for the Board discussion.

Public Comment

Chris Borgen and Pam Estvold, Anacortes School District

Six years ago, Anacortes School District and many districts across our state, took a good hard look at our efforts and results toward increasing student achievement. The District asked the questions: 1) how well are we preparing our students to thrive in their futures? And 2) how do we compare to the world's best performing school districts? In asking these questions, the District did not like what they saw. The standards and expectations for what students could achieve were not up to World Class Learning standards and were not preparing all of Washington's students for the future work force they were entering. They also found that students were not ensured the prerequisite educational experiences, knowledge, and skills to be college/career ready. As a result of the research, the District developed a new strategic plan titled "*Charting a Course to Excellence*." Washington State already has one of the lowest numbers of credits required to graduate of any state. Having low high school graduation requirements means the state is systemically limiting access to higher education and career pathways for underrepresented students. This is not a time to retreat from the strong graduation requirements put in motion during the 2009 Legislative Session. The Board is on the right track. Students must be given a chance to complete and thrive in their futures. Expect more, support more, and we will get more from our students. They are capable and we must provide the system to get them there.

Kevin Laverty, Washington State School Districts Association (WSSDA)

The Board is aware of the reality check. Core 24 is highly doable and WSSDA appreciates the Board setting high expectations. Mr. Laverty says "20 today and 24 when we get the money."

Annette Woolsey, Northwest Art Education Committee

Ms. Woolsey thanked the Board for their discussion on Core 24. She appreciates that the arts are still included in the credits. Science and arts are important in all aspects of education. She appreciated the clarification about the six-period day and encouraged the Board to make sure that when talking about waivers for requirements that it really is a hardship condition.

Mike Stark, Substitute Teacher

Mr. Stark started his education involvement 48 years ago in the Los Angeles School District and has continued as a substitute at the high school level since his retirement. He has spent a great deal of time in the arts. He expressed the importance of the arts being a vocational choice and gave examples such as: musicians, web designers, writers, and many others. Students seriously believe that it's something they have made part of their lives and it's our job to give them the opportunity to pursue the arts.

Lisa McFarlane, League of Education Voters

Ms. McFarlane supports equality of opportunity for students to obtain post secondary success. The United States used to lead the world in postsecondary success. Between 1970 and 2008, the estimated baccalaureate degree attainment by age 24 was presented by Ms. McFarlane as follows:

- Top income quartile – 40.2% to 76.6%
- Third income quartile – 14.9% to 34.3%
- Second income quartile – 10.9% to 15.8%
- Bottom income quartile – 6.2% to 9.5%

Twenty plus four graduation requirements is a good option and is consistent with HB 2261. Ms. McFarlane encouraged the Board to continue on with twenty plus four to raise the rigor for students for a well rounded education. She is concerned that if the Board stops at 20, it will send the wrong message to the legislature. It's the right thing to do for kids. The sooner the Board writes the rule for 24 credits; the sooner it will benefit the kids in Washington State. Low income kids can get college paid for in this state and it's our job to lead them to the right decision.

Martin Huffman, Lyle School District

Mr. Huffman gave an update on the District's school calendar that was approved last year. There were different opinions expressed in the District about the pilot program this year; however, he looks forward to the program running smoothly next year. Mr. Huffman gave examples of some successes from the program. He thanked the Board for allowing the Lyle School District to conduct the pilot and said he will send a packet for members to review. He invited the Board to visit the District anytime.

Gary Kipp, Association of Washington School Principals (AWSP)

Mr. Kipp congratulated the Implementation Task Force for bringing forward a proposal that might be considered a transition step to the ultimate goal of implementing Core 24 in Washington State. It is clear from the Quality Core proposal that creative thinking was necessary to pare down Core 24 into a more modest proposal. It is also clear that the spirit of doing more with no added resources is still alive and well in the hearts of the educators in our state, in this case borne out by those who served on the Task Force. As the AWSP analyzes the Quality Core proposal, they wonder about the implications of some sections of the proposal and encouraged the Board to consider the observations and questions that the AWSP has, prior to taking action on the proposal. Mr. Kipp provided observations and questions to the Board in writing for their review and consideration.

Una McAlinden, ArtsEd Washington

Ms. McAlinden thanked the Board for its thoughtful and considered process with Core 24, which has been enriched by leadership and unwavering focus for the needs of students. She appreciates the way the Board has absorbed and integrated the many opinions and perspectives throughout the process. Ms. McAlinden expressed her appreciation in the continued commitment to the two arts credits in the Quality Core, which recognizes the importance of arts learning to all students and the benefits and competencies the arts nurture and foster. She understands the flexibility and individualization for students and is concerned that it will become an automatic or default waiver. The fact that the waiver is tied to the High Scholl and Beyond Plan and a student's educational career goals concerns Ms. McAlinden.

Very few 15 or 16 year olds really have a strong sense of their futures. Much work is needed to be for students and those advising them to recognize and understand the benefits of arts learning, regardless of what career they are heading toward. She encouraged the Board to be united, with others, in the efforts for funding of basic education – to include the arts – to ensure that the resources are available to meet the needs of students.

The meeting was recessed at 5:25 p.m. by Chair Vincent

July 14, 2010

The meeting was called to order at 8:34 a.m. by Chair Vincent

Attending: Chair Jeff Vincent, Co-chair Steve Dal Porto, Ms. Connie Fletcher, Mr. Randy Dorn, Mr. Jack Schuster, Ms. Phyllis Bunker Frank, Dr. Sheila Fox, Dr. Kris Mayer, Dr. Bernal Baca, Ms. Mary Jean Ryan, Mr. Jared Costanzo, Ms. Anna Laura Kastama, Ms. Amy Bragdon, Mr. Bob Hughes, Mr. Eric Liu (15)

Members Absent: Mr. Warren Smith (excused) (1)

Staff Attending: Ms. Edie Harding, Ms. Loy McColm, Mr. Aaron Wyatt, Dr. Kathe Taylor, Ms. Colleen Warren (3)

Staff Absent: Mr. Brad Burnham (excused), Ms. Sarah Rich (excused), Ms. Ashley Harris (excused) (3)

Executive Director Evaluation Instrument

Prior to the meeting, Dr. Dal Porto consulted members and the Executive Director to prepare an evaluation instrument for the Executive Director. Dr. Dal Porto, Ms. Bragdon, and Dr. Fox briefed the Board on the process for the new evaluation instrument and explained that once the instrument is approved it cannot change without the formal approval of the Board.

The members provided feedback on the instrument and changes will be made as noted. The instrument will be used in September as a draft to determine what worked well and what did not. Using the findings of the draft in September, Dr. Dal Porto, Dr. Fox, and Ms. Bragdon will prepare the final evaluation instrument to be used in the future.

Briefing on World Language Competencies

Dr. Kathe Taylor, Policy Director

Dr. Michele Aoki, Program Supervisor, World Languages, OSPI

Ms. Marilee Scarbrough, Director, Policy and Legal Services, WSSDA

SBE, OSPI, and WSSDA staff briefed the Board on the development of a sample WSSDA policy and procedure for awarding competency-based credit in world languages. The Board, in collaboration with OSPI and WSSDA, convened a world language advisory group in 2009 to:

- Discuss the pros and cons of establishing world language proficiency for credit. Can it be done and how would it work?
- Review the policies of New Jersey, Connecticut, and Utah for guidance.
- Review the results of standardized world language assessments of college and high school students.

The SBE has endorsed competency-based learning since the inception of education reform in Washington State. Washington State is one of 35 states with a state competency-based credit rule. The Board's competency-based credit rule allows high school credit to be awarded upon:

“Satisfactory demonstration by a student of clearly identified competencies established pursuant to a process defined in written district policy. Districts are strongly advised to confirm with the higher education coordinating board that the award of competency based high school credit meets the minimum college core admissions standards set by the higher education coordinating board for admission into a public, baccalaureate institution.” (WAC 180-51-050)

Competency-based credit can only be awarded if there are clear standards, designated performance tasks and assessments, and a specified level of expected performance. Few districts award competency-based credit, in part because state funding policies have not rewarded districts whose students might use competency-based credit to accelerate their studies.

Competency-based credit in world languages will matter to:

- English Language Learners who will have their skills in their mother language recognized and validated.
- Families who will get the message that multi-lingualism is an advantage, not a deficit.
- Students who might not otherwise be on a path to college and will get a head start.
- Students who can take better advantage of resources, such as community language schools.

The sample competency-based world languages credit policy and procedure will help districts and schools by providing:

- Clear policy and procedures for districts to award world language credits to students with demonstrated proficiency.
- Consistent way to award credits for middle school language experiences, based on proficiency, not on seat time.
- Supporting “out of the box” learning opportunities where seat time is not relevant.

Next steps were discussed as follows:

1. WSSDA will disseminate the sample policy and procedures to its members on their website. OSPI and SBE will post the policy and procedures on their websites as well.
2. OSPI will publicize the policy and procedures in world languages presentations.
3. The Board will work with the Higher Education Coordinating Board (HECB) to identify and negotiate any barriers to the acceptance of world languages competency-based credit toward meeting the College Academic Distribution Requirements (CADRs). The conversation has already begun and staff will work with OSPI staff on the manner in which competency-based credit would be acknowledged on the standardized transcript.
4. With the first model in place, staff plans to pursue other subject areas to develop sample policies and procedures. The next subject has not yet been identified.
5. SBE will work with the Washington State School Directors Association (WSSDA) on a presentation at the WSSDA annual meeting.

Core 24/Graduation Requirement Revisions Continued

Dr. Kathe Taylor, Policy Director

The following are the current credit requirements for the Class of 2011:

Subject	Credits
English	3
Math	2
Science (1 lab)	2
Social Studies	2.5
Health and Fitness	2
Occupational Education	1
Arts	1
Electives	5.5
High School and Beyond Plan	
Culminating Project	
Total	19

The following three options were provided for discussion:

Option One (staff recommendation posed originally for discussion)

Subject	Credits
English	4
Math	3
Science (2 labs)	3
Social Studies	3
Health	.5
Career Preparation	1
High School and Beyond Plan	
Career and Technical Education/World Languages	2
Arts*	2
Fitness*	1.5
Culminating Project	
Total	20
Locally-Determined Electives	4

*Appropriate substitutions can be made based on a student's high school and beyond plan. Only one credit may be substituted in the Arts.

Option Two

Subject	Credits	
English	4	Common pathway. Parents must sign off to allow CTE to be substituted for world languages.
Math	3	
Science (2 labs)	3	
Social Studies	3	
Health	.5	
Career Preparation	1	
World Language*	2	
High School and Beyond Plan		
Arts*	2	
Fitness*	1.5	
Culminating Project		
Total	20	
Locally Determined Electives	4	

*Appropriate substitutions can be made based on a student's high school and beyond plan. Only one credit may be substituted in the Arts.

Option Three

Subject	Credits	
English	4	Common pathway. Parents must sign off to allow CTE to be substituted for world language.
Math	3	
Science (2 labs)	3	
Social Studies	3	
Health	.5	
Career Preparation	1	
World Language*	2	
High School and Beyond Plan		
Arts*	2	
Fitness*	1.5	
Career Concentration	2	
Culminating Project		
Total	22	

*Appropriate substitutions can be made based on a student's high school and beyond plan. Only one credit may be substituted in the Arts.

The Board decided that further discussion was needed about the options and about the Implementation Task Force (ITF) recommendations; however, the consensus is that the members are split between options one and two above. Board members wanted to be clear that any revision of the graduation requirements supported the “opportunity to complete 24 credits” language of the Basic Education Act. The Executive Committee discussed how to proceed with the ITF recommendations discussion and a special Board meeting may be scheduled.

Public Comment

Karen Davis, Washington Education Association (WEA)

The WEA has been an active participant in implementing accountability and in the process of making accountability a hybrid, there were problems. In SHB 6696 there was an involvement in being aware and participating in the plan, which is a significant piece. There is limited funding for the state so WEA has looked at federal funding for the Required Action Districts (RADs). Some districts did not receive funding after they had the expectation of moving forward, and the WEA suggests that the districts that have adequate funding for the RADs need to be identified before moving forward with required action. There's an expectation by the legislature that we need to intervene and thus should be sure to analyze the criteria closely so that happens.

Jim Kowalkowski, Rural Education Center and Davenport School District

Mr. Kowalkowski thanked the Board for listening to the field and initiating and sustaining a healthy debate. Schools are only funded for a five period day. If a school district has a six period day they're using local dollars. When mandating six periods the Board needs to be careful about the funding and what it will take to add the sixth period. The districts want additional requirements but they are getting less money from the state and are in a critical spot right now. Pilots are important. Mr. Kowalkowski suggested that the Board find some districts that are struggling and work with them on a pilot. He encouraged the Board to keep world language in and require the arts as an option. Realistically, there is not enough room in college for every high school graduate. Are there enough teachers for world language? He encouraged getting students involved more in their decision making for their education.

Tim Knue, Washington Association for Career and Technical Education (WACTE)

Mr. Knue thanked the Board for the movement to improve Core 24 while listening to input from a variety of perspectives. A great deal of deep thought on the Board's part is visible in the latest Quality Core version. Improving the flexibility of the credits that must be connected to their high school and beyond plan is critical to having the new graduation requirements meet the needs of

all students in Washington State. The Quality Core 20 creates a frame where students can be provided the chance to create the kind of personal education that truly moves them toward their dreams. The WACTE is pleased that the Board's discussion expanded the Quality Core 20 to a 20 plus four for a total of 24. The additional four credits, when directly tied to the student's high school and beyond plan, increase the opportunity for students to attend skills centers. In the Quality Core 20 proposal WACTE is concerned that students may not be able to attend skills centers. The WACTE looks forward to working with the Board in creating the best final Core proposal for all students that is not constrained by adult perceptions or the current systems limits.

Mack Armstrong, Washington Association of School Administrators (WASA)

Mr. Armstrong suggested a systems approach to the graduation requirements and expressed interest in the implications for individuals. Whatever the Board decides, it should consider fully funding upfront. What the Board does with graduation requirements becomes basic education. If you say 20 then that's what the funding becomes. There is currently not funding for all the credits for local districts. The state carries the burden for how it will fund the districts. Mr. Armstrong encouraged the Board to set a high standard, but allow the flexibility to phase-in over time. He expressed the importance of communicating with stakeholders and the community when the Board decides on an option for requirements. WASA is supportive of the Board and the work that's being done.

Anne Luce, Partnership For Learning (PFL)

The PFL urges the Board to move forward, adopt, and implement the 24 credit package approved by the Board in 2008. Right now, Washington State has one of the lowest numbers of credits required to graduate in the nation. As a result, more than half of our students who go straight into a two year college after high school need remedial courses before they are allowed to take credit bearing classes. These students are more prone to drop out of college and fail to complete the training necessary to compete in our global economy. Student skills in science, technology, engineering, and math are critical for our state's economic competitiveness and prosperity given that Washington is home to agriculture, technology, global health, aerospace, and other science and technology driven industries. This is not the time to retreat on the strong graduation requirements that this Board and the 2009 legislature put in motion. It's important that we set our kids up for success in whatever education or training they choose to pursue after high school. A low bar for high school graduation hurts the kids who most need the skills to participate in our economy and democracy. We have an obligation to ensure all students are ready to succeed in college and careers, not shut out of opportunities due to our failure to coordinate state policies. Students shouldn't have to "opt-in" to a college and career ready education. Preparing our kids doesn't just make sense for their futures; it makes sense for our state.

Randy Spaulding, Higher Education Coordinating Board (HECB)

Washington State wants as many students as possible to graduate from high school. In order to do that, the state needs to prepare them for secondary education. The proposals that were outlined today would be appropriate for the alignment – most especially option two. World language is not included because it's required for college, it is about preparing students to work and live in the global society. Students should be allowed to take CTE courses as well. The HECB works toward getting kids ready for college and the Board is on the path to make that happen. The HECB and the SBE working together is a very positive move for the state and will be positive for students in the future.

Ricardo Sanchez, Latino Educational Achievement

Mr. Sanchez commended the Board on Core 24 and graduation requirements work. He's concerned about how students will do with 24 credits? He feels the world languages approach is backwards. Children have a high ability to learn when they're young and he wonders why world languages isn't being required in elementary school or at a minimum - in middle school. Isn't proficiency what we're after? He gave the Board an option of 15 credits with additional credits.

He expressed the importance of providing counselors as part of the education system. Students that struggle need counselors to help them through. It's a source of hope for students. Some kids think they don't have hope to go to a university because they lack funds or because of their legal status.

Business Items

Decision on State Board of Education FY 2011 Budget

Motion was made to approve the Board's FY 2011 budget

Motion seconded

Motion carried

Decision on Competency based Policy Resolution for World Languages

Motion was made to approve the Competency Based Policy Resolution for World Languages.

Motion seconded

Motion carried

Decision on Draft Required Action District Rule

Motion was made to approve the draft language implementing the accountability legislation for required action districts for filing with the Code Reviser for proposed rule making under RCW 34.05.320.

Motion seconded

Discussion followed. Roll call vote results: 6 nay; 6 aye; 2 absent

Motion failed

Decision on Draft Revision of Math Credit Rule

Motion was made to approve the draft amendments to WAC 180-51-066 for filing with the Code Reviser for proposed rule making under RCW 34.05.320.

Motion seconded

Motion carried

Decision on 180 Day Waiver Requests

Motion was made to approve the 180 day waiver requests for Auburn, Battle Ground, Columbia (Hunters) Nespalem, Orondo, Pomeroy, Tacoma, and Thorp school districts for the number of days and years requested in their applications to the Board.

Motion seconded

Motion carried

Recommendations for Changes to SBE Accountability Index for Achievement Gap Recognition

Motion was made to approve the five key revisions to the SBE Accountability Index recommended by Pete Bylsma set forth in the Board documents; and, for key revision #4, approve the use of the third recommendation in the Bylsma paper set forth on the last page of Bylsma memo.

Motion seconded

Discussion followed.

Motion carried

Decision on Executive Director Evaluation Instrument

Motion was made to approve the Executive Director Evaluation Instrument

As per discussion earlier in the day, the draft instrument will be used as a pilot at the September meeting and members will then determine if there are any changes needed to finalize for approval at the November meeting.

Common Core Standards Update

Dr. Alan Burke, Deputy Superintendent, OSPI

Ms. Jessica Vavrus, Assistant Superintendent for Teaching and Learning, OSPI

Beginning in the spring of 2009, governors and state commissioners of education from 48 states, two territories, and the District of Columbia committed to developing a common core of state K-12 English Language arts (ELA) and math standards. The Common Core Standards Initiative (CCSSI) is a state-led effort coordinated by the National Governors Association and the Council for Chief State School Officers. As of July 9, 2010, 23 states have formally adopted the Common Core Standards.

The national feedback and review included external and state feedback teams that consisted of: K-12 teachers; postsecondary faculty; state curriculum and assessments experts; researchers; and various national organizations.

The CCSSI builds on the strengths of current state standard and are designed to be:

- Focused, coherent, clear, and rigorous.
- Internationally benchmarked.
- Anchored in college and career readiness.
- Evidence and research based.

The K-8 Mathematics Standards include:

- The K-5 standards provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals.
- The 6-8 standards describe robust learning in geometry, algebra, and probability and statistics.
- Modeled after the focus of standards from high performing nations, the standards for grades seven and eight include significant algebra and geometry content.
- Students who have completed seventh grade and mastered the content and skills will be prepared for algebra in eighth grade or after.

High school mathematics standards include:

- High school standards are organized around five conceptual categories.
- Call on students to practice applying mathematical ways of thinking to real world issues and challenges.
- Require students to develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly are called to do.
- Emphasize mathematical modeling, the use of mathematics and statistics to analyze empirical situations understand them better and improve decisions
- Identify the mathematics that all students should study in order to be college and career ready.

Next steps for 2010 include:

July and August	<ul style="list-style-type: none">• Provisional adoption• Convene external workgroup
September and October	<ul style="list-style-type: none">• Statewide information sessions in collaboration with statewide stakeholder groups• Solicit input on the 15% and other implementation considerations
October-December	<ul style="list-style-type: none">• Complete legislative report, which is due January 2011

Race to the Top and Education Reform Plan Status

Ms. Edie Harding, Executive Director

At the May meeting, the Board passed a motion to authorize the State Board of Education to sign the Race to the Top Education Reform Grant application. The final application met the Board's requirements set forth in the motion with the exception of the September 15, 2010 date for completion of the Education Reform Plan. The RTTT Steering and Coordinating Committees agreed that the feedback and development of the education plan should continue this fall and then be presented to the legislature in 2011 before the Education Reform Plan is finalized.

Under the state/local partnership agreement, 265 local districts representing 97 percent of the school districts signed onto the grant application. The RTTT Steering Committee signed off on the grant application and it was delivered to the U.S. Department of Education on June 1. The Steering Committee met July 6 to discuss: the application, preparation for potential interviews, and the education reform plan.

Public Comment

Bill Williams, WSPTA

WSPTA is supportive of the Common Core Standards. They hope to be involved in the issues as follows: initial review in comparison with current standards and how we communicate the expectation; the assessment ends up driving change delivered in the classroom. What's counted is what gets done. Mr. Williams encouraged the Board to be aware of that. The WSPTA is supportive of Core 24 subject to funding and encourages the members to keep the funding tied to the classroom. Parents need to be included in the decision for opting in or out. He expressed the importance of adequate counseling for students and also that communication should include whole communities.

Ann Varkados, Bethel School District

The District is supportive of Core 24 and Ms. Varkados expressed the importance of parents being involved. Kids need all of the options: foreign language, arts, fitness, etc. She encouraged the Board not to be too strict with the options for kids. Funding is huge for the District and all the districts are trying to do a lot with very little. We need choices and funding.

The meeting was adjourned at 3:27 p.m. by Chair Vincent

July 15, 2010

The meeting was called to order at 9:00 a.m. by Chair Vincent

Attending: Chair Jeff Vincent, Co-chair Steve Dal Porto, Ms. Connie Fletcher, Mr. Randy Dorn, Mr. Jack Schuster, Ms. Phyllis Bunker Frank, Dr. Sheila Fox, Dr. Kris Mayer, Dr. Bernal Baca, Ms. Mary Jean Ryan, Mr. Jared Costanzo, Ms. Anna Laura Kastama, Ms. Amy Bragdon, Mr. Bob Hughes, Mr. Eric Liu (15)

Members Absent: Mr. Warren Smith (excused) MR. Randy Dorn (excused) (2)

Staff Attending: Ms. Edie Harding, Dr. Kathe Taylor (2)

Staff Absent: Mr. Brad Burnham (excused), Ms. Sarah Rich (excused), Ms. Ashley Harris (excused), Ms. Colleen Warren (excused), Ms. Loy McColm (excused), Mr. Aaron Wyatt (excused) (6)

Ms. Bonnie Berk and Ms. Natasha Fedo, from Berk and Associates, joined the Board for the strategic planning work. The draft strategic plan for 2011-2014 was revised during the full day process. The draft vision, mission and goals are as follows:

Vision, Mission, and Summary of Goals

VISION

The State Board of Education envisions a learner-focused state education system that is accountable for the individual growth of each student, so that *0.students can thrive in a competitive global economy and in life.

MISSION

The mission of the State Board of Education is to lead the development of state policy, provide system oversight and advocate for student success.

SUMMARY OF GOALS

- Goal 1: Advocate for an Effective, Accountable Governance Structure for Public Education in Washington
- Goal 2: Provide Policy Leadership for Closing the Academic Achievement Gap for Underperforming Students
- Goal 3: Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Post-Secondary Education
- Goal 4: Promote Effective Strategies to Make Washington's Students Nationally and Internationally Competitive in Math and Science
- Goal 5: Advocate for Policies to Develop the Most Highly Effective Pre K-12 Teacher Workforce in the Nation

The meeting was adjourned at 1:30 p.m. by Chair Vincent

THE WASHINGTON STATE BOARD OF EDUCATION
Accountability | Graduation Requirements | Math | Science

Special Board Meeting
August 10, 2010

MINUTES

Attending: Chair Jeff Vincent, Vice-chair Steve Dal Porto, Ms. Mary Jean Ryan, Dr. Bernal Baca, Dr. Kris Mayer, Ms. Phyllis Frank, Mr. Bob Hughes, Mr. Randy Dorn, Ms. Connie Fletcher, Ms. Amy Bragdon, Mr. Eric Liu, Dr. Sheila Fox (12)

Absent: Mr. Jack Schuster (excused), Mr. Warren Smith (excused), Ms. Anna Laura Kastama (excused), Mr. Jared Costanzo (excused) (4)

Staff Attending: Ms. Edie Harding, Dr. Kathe Taylor, Ms. Loy McColm, Mr. Aaron Wyatt, Ms. Sarah Rich (5)

Call to Order

Dr. Baca called the meeting to order at 9:00 a.m. and facilitated the meeting as the member in attendance at the physical site of the meeting. Mr. Dorn was also in attendance at the meeting and the remaining members were connected via teleconference.

OSPI Criteria for Required Action Districts

Ms. Tonya Middling, Director, Project Development, Management and Implementation, OSPI

Ms. Middling briefed the Board on the following proposed process for identifying persistently lowest achieving (PLAs) schools for 2010-2011:

- Calculate list of PLA schools for 2010-11, using 2010 state assessment results.
- Identify schools based on Tier I and Tier II definitions.
- Consider excluding schools based on a case by case analysis, subject to the U.S. Department of Education approval.
- Consider schools with a small number of students per grade level tested (minimum N waiver).

Ms. Middling reviewed the definition of PLAs in Tier I and Tier II as follows:

Tier I schools are:

- A Title I school that has been identified as being in improvement, corrective action, or restructuring that is: a) among the lowest achieving five percent in all students group in reading and math combined for the past three consecutive years; b) a high school that has a weighted-average graduation rate that is less than 60 percent based on the past three years of data.

Tier II schools are:

- A secondary school that is eligible for, but does not receive, Title I funds that is:
a) among the lowest achieving five percent of secondary schools in the all students group in reading and math combined for the past three consecutive years; b) a high school that has a weighted average graduation rate that is less than 60 percent based on the past three years of data.

The U.S. Department of Education does not require that a new list of the bottom five percent lowest achieving schools be created each year. However, SB 6696 requires OSPI to create such a list each year.

Ms. Middling shared OSPI's latest draft proposal for which districts could be recommended for Required Action in 2011 using the following criteria:

1. School(s) must be on the PLA list.
2. District did not volunteer in 2010.
3. School did not make progress in reading and math in the "all students" category, based on combined proficiency in the past three years.
4. Federal funds are available.
5. Up to two school districts may be recommended.

The criteria for 2012, and annually thereafter, include:

1. School(s) must be on the PLA list.
2. School did not make progress in reading and math in the "all students" category, based on combined proficiency in the past three years.
3. Federal funds are available.
4. Up to two additional school districts may be recommended for designation.

The exit criteria are as follows:

1. A school district may be recommended for removal from required action after three years of implementation if the district has no school or schools on the list of persistently lowest achieving schools.
2. The school(s) on the list of persistently lowest achieving schools have a positive improvement trend in reading and math on the state's assessment in the "all students" category based on a three year average.

Board members had questions about the need for limiting the number for up to two districts to be identified for required action as well as more specificity in the exit criteria.

Cut Scores for Mathematics Measurements of Student Progress Grades 3-8 and Other Assessment Issues

Dr. Joe Willhoft, Assistant Superintendent for Assessment, OSPI

Dr. Thomas Hirsch, Co-founder, Assessment and Evaluation Services

The Board is required, under RCW [28A.305.130\(4\)\(b\)](#), to develop performance standards and levels for the statewide assessments in consultation with the Office of Superintendent of Public Instruction (OSPI). The Board and the Superintendent's National Technical Advisory Committee (NTAC) reviewed and approved the math standard setting process to be used for the 2010 math Measurements of Student Progress for grades 3-8.

Dr. Willhoft briefed the members on the systematic standard-setting process, and described the activities that enabled the three panels of practitioners (grade-level panel, articulation panel, and policy advisory panel) to arrive at agreement on the recommended cut scores.

The Board's approved cut scores will be used to report the 2010 results and will be used in future years until such time as the standards are revised or revisited.

OSPI is in negotiation with the U.S. Department of Education to discuss 2010 being a transition year for AYP calculations. Education Testing Service (ETS) has conducted a bridge study using 2009 WASL items that were embedded in the 2010 tests. ETS has been able to identify the 2009 "Met Standard" score on each of the scales for the 2010 tests. This bridge study will identify the extent to which the new standards are more or less demanding than the old standards. The calculation of AYP in 2010 will take this difference into account.

Motion was made to adopt the cut scores for Basic, Proficient, and Advanced on the grades 3-8 mathematics Measurements of Student Progress as forwarded by the Articulation Panel and the Policy Advisory Panel.

Motion seconded

Motion passed with 11 ayes and 0 nays

End of Course Mathematics Exams

Dr. Joe Willhoft, Assistant Superintendent for Assessment and Student Information, OSPI

The state and federal testing requirements for high school math (and science) present some policy challenges. Dr. Willhoft briefed the Board to alert them of the issues and inform them that possible approaches toward resolution were under consideration.

The federal requirements are as follows:

1. No Child Left Behind (NCLB) requires a state assessment program to use the same tests for all students tested in a NCLB grade/subject.
2. Schools/districts testing less than 95 percent of students in every subgroup will not meet AYP. Schools/districts are prohibited from excluding groups of students from testing.
3. When the state moves its high school tests to an End-of-Course (EOC) Assessment system, all students will be required to be assessed in common on the same EOC.
4. Though not finalized, the state's NCLB assessment for high school will probably be the Algebra 1/Integrated Mathematics I End-of-Course Assessment. This is a test the state can expect all students to have been assessed on by the end of grade ten.
5. If the state requires all students to be assessed on a test, accepted professional and ethical standards expect that all students will have had the opportunity to learn the content on the test.

The state requirements include:

1. The Board has established high school graduation requirements in WAC Chapter [180-51](#).
2. WAC [180-51.115](#) allows local determination of exemption from any requirements in WAC 180-51, if such requirement impedes the student's progress toward graduation and there is a direct relationship between the failure to meet the requirement and the student's limitation.

3. Many students with disabilities will not take Algebra 1/Integrated Mathematics I in high school. Testing these students on an EOC test when they have not had an opportunity to learn the content presents a fairness issue.

Public Comment

No public comment was requested.

The meeting was adjourned at 11:10 a.m. by Dr. Baca

STRATEGIC PLAN, WORK PLAN AND COMMUNICATIONS STRATEGY

BACKGROUND

The State Board of Education (SBE) has discussed ideas for its new Strategic Plan at four meetings in March, April, May and July. A final Strategic Plan has been prepared with the five new goals:

1. Advocate for an effective, accountable, governance structure for public education in Washington.
2. Provide policy leadership for closing the achievement gap.
3. Provide policy leadership to increase Washington's Student Enrollment and Success in Secondary and Post-Secondary Education.
4. Promote effective strategies to make Washington's Students Nationally and Internationally Competitive.
5. Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation.

Each goal has several objectives, strategies, a timeline, and products/results.

Staff has also prepared a work plan and communications strategy for 2010-11 to implement the new SBE Strategic Plan.

The work plan is laid out month by month from October 2010- September 2010 with the following categories:

- Goals.
- Board Key Decisions Due.
- Board Meeting Topics/Work Sessions.
- Public Outreach, Additional Meetings.
- Staff Follow Up.
- Reports/Studies Due.
- Current Contracts.
- On the Radar Screen.

The communications strategy contains the following sections:

- Primary Objectives.
- Media Strategy.
- Messaging Principles.
- Materials Needed.
- Media Outreach.
- Stakeholder Outreach.
- Qualitative Goals.
- Measureable Goals.

POLICY CONSIDERATION

The Board will review and provide feedback on the objectives/actions, timeline and product/results for the final strategic plan, work plan, and communications strategy.

1. State Board of Education Strategic Plan 2011-14 – Attachment A.
2. State Board of Education Work Plan – Attachment B.
3. State Board of Education Communications Strategy Attachment C

EXPECTED ACTION

The Board will give final feedback on these three documents and consider approval at the September Board meeting.

1.0 INTRODUCTION: POLICY ROLES, AUTHORITY, AND POLICY CONTEXT

1.1 SBE Mandate and Roles

In 2005, the Washington State Legislature significantly changed the role of the State Board of Education (SBE). While the Board retains some administrative duties, SBE is now mandated to play a broad leadership role in strategic oversight and policy for K-12 education in the state. RCW 28A.305.130 authorizes SBE to:

- Provide advocacy and strategic oversight of public education
- Implement a standards-based accountability system to improve student academic achievement
- Provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles
- Promote achievement of the goals of RCW 28A.150.210, as stated below:

The goal of the Basic Education Act for the schools of the state of Washington set forth in this chapter shall be to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the knowledge and skills essential to:

1. *Read with comprehension, write with skill, communicate effectively and responsibly in a variety of ways and settings*
 2. *Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness*
 3. *Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems*
 4. *Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities*
- Approve private schools
 - Communicate with institutions of higher education, workforce representatives, and early learning policy makers and providers to coordinate and unify the work of the public school system

SBE HAS FIVE ROLES. With its new charge from the Legislature and the Governor, the Board's role in the state education system continues to evolve. The Board's involvement with a range of education issues defines its multi-faceted role in Washington's K-12 educational system. The Board's five roles are to provide:

- **Policy leadership:** formulating principles and guidelines to direct and guide the education system
- **System oversight:** monitoring and managing the education system by overseeing its operation and performance
- **Advocacy:** persuading for a particular issue or idea
- **Communication:** providing information to help a common understanding
- **Convening and facilitating:** bringing parties together for discussion and collaboration

1.2 Statutory Requirements and Ongoing SBE Work

STATUTORILY REQUIRED RESPONSIBILITIES. SBE has several specific statutory responsibilities related to the establishment of standards for student achievement and attendance, graduation from high school, and the accountability of schools and districts. In fulfilling these responsibilities the Board has led and participated in a number of important statutorily-related initiatives in the past four years, including:

- **Development of a More Comprehensive Accountability Framework:** SBE has created a framework for statewide accountability; developed a recognition program for schools using SBE's accountability index to measure school performance; and obtained state intervention authority through a Required Action process for the state's lowest achieving schools
- **Revised High School Graduation Requirements:** SBE developed the Core 24 Framework for High School Graduation Requirements, and continues to work towards creation of a set of graduation requirements that will best prepare today's graduates for success after high school
- **Administrative Responsibilities:** SBE also sets the cut scores for student proficiency and other performance levels on state assessments, approves private schools, monitors local school district compliance with the Basic Education Act, and approves waivers of the state-required 180 days of student instruction

SPECIAL LEGISLATIVE ASSIGNMENTS. In addition to the Board's statutory responsibilities, in recent years the Legislature has assigned SBE to undertake several specific tasks or responsibilities, including:

- Developing a revised definition of purpose and expectations for a high school diploma
- Adding a third credit of math for high school graduation, and defining the content of all three credits of high school math in SBE rule
- Completing a science standards and curriculum review; and a math standards and curriculum review

- Producing several policy-oriented reports, including: the End of Course (EOC) assessment report; a policy options report on Science EOC; High School Transcripts, a joint report with the Professional Educator Standards Board (PESB); and the Career and Technical Education (CTE) program completion report
- Implementing a new efficiency waiver pilot program for small school districts to change their school calendar
- Participating in building a coalition around HB 2261 and SB 6696 to address basic education funding and education reform issues

PARTICIPATION ON OTHER BOARDS AND WORK GROUPS. SBE also holds seats on the following boards and work groups: the Quality Education Council (QEC); the Data Governance Committee; the Education Research and Data Center Work Group; Building the Bridges Student Support Work Group; the Race to the Top Grant Steering and Coordinating Committees; and the Science, Technology, Engineering, and Mathematics (STEM) Work Group. In addition, SBE consults with the Achievement Gap and Oversight Committee and the Office of Superintendent of Public Instruction (OSPI) on the Science EOC for Biology.

1.3 SBE Has Many Stakeholders

DEFINING SBE'S STAKEHOLDERS. SBE is an organization with many stakeholders and constituents across the state. Stakeholders include the Legislature, the Governor, school board directors, superintendents and administrators of the state's 295 school districts, teachers, the ethnic commissions, community and business leaders, parents and students. All of the people and groups identified care about the work of SBE and have an interest in its outcome. In conducting its work, SBE is attentive and mindful of its many stakeholders and their various interests. Board members have assignments as liaisons to specific agencies and associations, to ensure that the perspectives of all stakeholders are fully understood by SBE.

COORDINATING WITH OTHER STATE AGENCIES. SBE works within a network of multiple agencies, including the Governor's Office, the Legislature and its committees, OSPI, PESB, and Higher Education Coordinating Board (HECB). The more connected and aligned the various agencies' education strategies and priorities are, the greater the benefit will be to the citizens of the state of Washington.

1.4 The Federal Context - The Obama Administration Priorities

The Obama education administration has promoted an agenda through the American Recovery and Reinvestment Act and its blueprint for action that embraces the following principles:

1. **Standards and assurances.** Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy
2. **Data systems to support instruction.** Building data systems that measure student growth and success and inform teachers and principals about how they can improve instruction
3. **Great teachers and leaders.** Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most
4. **Turning around lowest-achieving schools.** Intervening in persistently lowest-achieving schools through four federal prescribed models: turnaround, closure, restart, and transformation

The SBE participated in forming a coalition to obtain approval of Race to the Top grant funding and served on the Race to the Top Steering Committee. While the state was not successful in obtaining the grant funding in Round Two from the U.S. Department of Education, it will continue to finalize and implement the State Education Plan originally proposed in the Race to the Top.

The Board modeled its state intervention practice (Required Action) after the newly revised federal school improvement grant process. The state identifies the bottom five percent of lowest achieving schools based on three years of performance in combined math and reading student achievement scores. Several schools will be designated by the Board through their districts for required action. Schools must select one of the four federal intervention models and will be funded through federal school improvement grants.

The Board has provided input to the U.S. Department of Education and Congressional leadership on the reauthorization of No Child Left Behind/Elementary and Secondary Education Act by promoting its new state accountability index, which the Board believes is a more fair way to identify schools that are exemplary or struggling.

1.5 The Draft State Context: Development of the Washington State Education Plan

The 2010 draft State Education Plan is designed to significantly advance Washington's K-12 achievement levels. SBE has served as a catalyst to help define and create the Education Plan and move it forward. The Plan's Vision is:

All Washington students will be prepared to succeed in the 21st century world of work, learning, and global citizenship.

THE DRAFT PLAN IDENTIFIES FOUR LARGE GOALS FOR WASHINGTON:

1. Enter kindergarten prepared for success
2. Be competitive in math and science nationally and internationally
3. Attain high academic standards regardless of race, ethnicity, income, or gender; and close associated achievement gaps
4. Graduate able to succeed in college, training, and careers

Obtaining broad stakeholder input and buy-in on the Plan, advocating for its adoption by the Legislature, ensuring adequate funding for the Plan's priorities, and assessment of the state's progress in achieving its goals will be a major focus for SBE in the next several years.

1.6 The Current State of Washington's K-12 Education Performance

SBE staff has assembled data to create a picture of the state's current educational performance, to inform development of this Strategic Plan. The major conclusions from that work are that there are both:

Notable Successes	And Major Challenges
<ul style="list-style-type: none"> • Washington performs above average on the National Assessment of Educational Progress (NAEP) Washington is ranked 16th in the nation for the percent of seniors (16%) who score a three or higher on an Advanced Placement exam • Washington students consistently score above national averages on the ACT • For the seventh consecutive year, Washington State SAT averages are the highest in the nation among states in which more than half of the eligible students took the tests • More Washington college students return for a second year and complete their two- or four-year studies than in other states: Washington outperformed 37 states in 2006 	<ul style="list-style-type: none"> • Our state's incoming kindergarteners are often underprepared for success in five major domains • There is a significant and persistent achievement gap demonstrated by assessment results and graduation rates • Funding for K-12 education has grown steadily, yet Washington is still ranked 45th in the nation on per pupil expenditures • Graduation and dropout rates have not improved over the past six years • Fewer Washington students go from high school directly to college than in most other states: Washington ranked 45th in the nation in 2006

2.0 VISION, MISSION, AND SUMMARY OF GOALS

Vision

The State Board of Education envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life.

Mission

The mission of the State Board of Education is to lead the development of state policy, provide system oversight and advocate for student success.

Summary of Goals

- GOAL 1: Advocate for an Effective, Accountable Governance Structure for Public Education in Washington**

- GOAL 2: Provide Policy Leadership for Closing the Academic Achievement Gap**

- GOAL 3: Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Post-Secondary Education**

- GOAL 4: Promote Effective Strategies to Make Washington's Students Nationally and Internationally Competitive in Math and Science**

- GOAL 5: Advocate for Policies to Develop the Most Highly Effective K-12 Teacher and Leader Workforce in the Nation**

3.0 GOALS AND ACTION STRATEGIES

Goal 1: Advocate for an effective, accountable governance structure for public education in Washington

A. Catalyze educational governance reform in Washington

1. Define the issues around governance
 - Create a synopsis of literature on governance reform
 - Provide systems map to demonstrate the current Washington's K-12 governance structure
 - Examine other governance models for system reorganization and reform
 - Produce three illustrative case studies that demonstrate governance dilemmas and potential solutions
2. Engage stakeholders (e.g., educators, businesses, community groups, and others) via study group in discussion of the state's educational governance system and make recommendations for a process to review governance and streamline the system, making it more effective while clarifying roles and responsibilities
3. Create a public awareness campaign around governance issues
4. Support process identified to examine and make governance recommendations

TIMELINE: 2011-14

PRODUCTS/RESULTS:

- Produce a compelling set of materials on need for change in public education governance by 2011
- Catalyze groups to make education governance recommendations by 2012 to Governor and Legislature

B. Use the State Education Plan to foster stronger relationships among education agencies

1. Collaborate with the Quality Education Council (QEC), Governor, OSPI, and PESB, and other state agencies and education stakeholders to strengthen and finalize the State Education Plan
2. Share the State Education Plan and solicit input from education stakeholders
3. Collaborate with state agencies on a work plan for the State Education Plan's implementation, delineating clear roles and responsibilities
4. Advocate to the QEC and the Legislature for a phased funding plan to support Education Plan priorities

TIMELINE: 2010-2018

PRODUCTS/RESULTS:

- Incorporate stakeholder Education feedback on the State Education Plan
- A visible, credible, and actionable State Education Plan by 2011
- Implementation schedule prepared for State Education Plan
- Adopt the State Education Plan's performance targets as SBE's own performance goals, and have a tracking system in place for reviewing its performance goals against the Plan by 2012

Goal 2: Provide Policy Leadership for Closing the Academic Achievement Gap

A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners

1. Assist in oversight of State Education Plan by monitoring the progress on performance measures as related to the achievement gap
2. Together with OSPI, implement the Required Action process for lowest achieving schools
3. Create recognition awards for schools that close the achievement gap and showcase best practices using the SBE Accountability Index
4. Work with stakeholders to assess the school improvement planning rules
5. Use student achievement data to monitor how Required Action and the Merit school process are working in closing the achievement gap, and identify improvements needed
6. Invite students of diverse cultures, abilities, and learning styles and their parents to share their perspectives and educational needs with SBE

TIMELINE: 2010-14

PRODUCTS/RESULTS:

- Use data to turn the spotlight on schools that are not closing the achievement gap
- Adopt Required Action (RA) rules, designate RA districts, approve RA plans, and monitor school progress in 2010-2011
- In partnership with stakeholders, develop state models for the bottom five percent of lowest achieving schools by 2012
- Create new awards for the achievement gap in the 2010 Washington Achievement Awards program
- Create district and state level data on SBE Accountability Index
- Work with stakeholders on creating performance measures on college and career readiness
- Revise school improvement plan rules
- Develop an annual dashboard summary to show student performance on college and career-readiness measures (including sub group analysis). Note: this work also pertains to SBE Goal #2
- Incorporate lessons learned from the OSPI evaluation of Merit schools and Required Action Districts in future SBE decisions
- Incorporate stakeholders' perspectives on their educational experiences in SBE decisions

B. Advocate for high quality early learning experiences for all children along the K through 3rd grade educational continuum

1. Advocate to the Legislature for state funding of all-day Kindergarten and reduced class sizes
2. Promote early prevention and intervention for K-3rd grade students at risk for academic difficulties

TIMELINE: 2010-2018

PRODUCTS/RESULTS:

- SBE will support bills that increase access to high quality early learning experiences
- Create case studies of schools that succeed in closing academic achievement gaps in grades K-3

Goal 3: Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Post-Secondary Education

A. Provide leadership for state-prescribed graduation requirements that prepare students for post-secondary education, the 21st Century world of work, and citizenship

1. Revise the Core 24 graduation requirements framework based on input received, create a phased plan, and advocate for funding to implement the new graduation requirements
2. Advocate for system funding investments, including comprehensive guidance and counseling beginning in middle school to increase the high school and beyond plan; increased instructional time; support for struggling students; and curriculum and materials
3. Work closely with OSPI, Washington State School Directors' Association (WSSDA), the Higher Education Coordinating Board (HECB), and others to publicize and disseminate sample policies/procedures to earn world language credit, and seek feedback on the adoption and implementation of district policies

TIMELINE: 2010-2018

PRODUCTS/RESULTS:

- Adopt new rules and related policies for the revised graduation requirements by 2011-12
- Solicit and share information about system funding investments, including comprehensive guidance and counseling beginning in middle school; increased instructional time; support for struggling students; curriculum and materials; and culminating project support
- Disseminate case studies of districts that have adopted world language proficiency-based credit policies and procedures through the SBE newsletter

B. Create a statewide advocacy strategy to increase post-secondary attainment

1. In partnership with stakeholders, assess current state strategies, and develop others if needed, to improve students' participation and success in postsecondary education through coordinated college- and career-readiness strategies
2. Collaborate with the HECB to examine the impact of college incentive programs on student course taking and participation in higher education

TIMELINE: 2010-2014

PRODUCTS/RESULTS:

- Develop a "road map" of state strategies for improving Washington students' chance for participation and success in post-secondary education; document progress annually
- Develop annual dashboards summary to show student performance on college and career-readiness measures. Note: this work also pertains to SBE Goal #2

- Conduct a transcript study of course-taking patterns of students enrolled in college incentive programs

C. Provide policy leadership to examine the role of middle school preparation as it relates to high school success

1. Advocate for resources that will support the comprehensive counseling and guidance system needed to initiate a High School and Beyond planning process in middle school
2. Convene an advisory group to study and make policy recommendations for ways to increase the number of middle school students who are prepared for high school

TIMELINE: 2011-2013

PRODUCTS/RESULTS:

- Conduct a baseline survey of current middle school practices to provide students with focused exploration of options and interests that the High School and Beyond Plan will require
- Develop middle school policy recommendations to SBE via advisory group by 2012

D. Assist in oversight of online learning programs and Washington State diploma-granting institutions

1. Examine policy issues related to the oversight of online learning for high school credits
2. Determine role of SBE in approval of online private schools, and work with OSPI to make the rule changes needed to clarify the role and develop appropriate criteria

TIMELINE: 2011-2012

PRODUCTS/RESULTS:

- Clarify state policy toward approval of online private schools and make any needed SBE rule changes in 2012
- Synthesize current policies related to oversight of online learning and high school credit, with recommendations for any needed changes prepared by 2011

Goal 4: Promote Effective Strategies to Make Washington's Students Nationally and Internationally Competitive in Math and Science

A. Provide system oversight for math and science achievement

1. Advocate for meeting the State Education Plan goals for improved math and science achievement
2. Research and communicate effective policy strategies within Washington and in other states that have seen improvements in math and science achievement
3. Monitor and report trends in Washington students' math and science performance relative to other states and countries
4. Establish performance improvement goals in science and mathematics on the state assessments

TIMELINE: 2010-2012

PRODUCTS/RESULTS:

- Produce brief(s) on effective state policy strategies for improving math and science achievement and advocate for any needed policy changes in Washington
- Create an annual "Dashboard" summary of Washington students' math and science performance relative to state performance goals and other states and countries
- Adopt performance goals and a timetable for improving achievement in math and science assessments

B. Strengthen science high school graduation requirements

1. Increase high school science graduation requirements from two to three science credits
2. Work with the HECB in requiring three science credits for four-year college admissions requirements
3. Consult with OSPI on the development of state science end-of-course assessments

TIMELINE: 2010-15

PRODUCTS/RESULTS:

- Add third credit in science rule change for Class of 2018; with alignment to the HECB by 2011
- Request funding as phase-in for new science graduation requirements by 2013-15 biennium
- Provide input in the development of science end-of-course assessments, particularly in the biology EOC assessment required by statute to be implemented statewide in the 2011-2012 school year

Goal 5: Advocate for Policies to Develop the Most Highly Effective K-12 Teacher and Leader Workforce in the Nation

A. Review state and local efforts to improve quality teaching and educational leadership for all students

1. Provide a forum for reporting on teacher and principal evaluation pilot programs
2. Support the QEC and legislative action to restore and increase Learning Improvement Days (LID) funding for five professional days

TIMELINE: 2010-18

PRODUCTS/RESULTS:

- Hold joint board meetings with the PESB to review progress and make recommendations on teacher and leader pilot and Merit school evaluations in 2011 and 2012
- Discontinue 180 day waivers by 2015 (contingent on state funding)

B. Promote policies and incentives for teacher and leader quality in areas of mutual interest, in improving district policies on effective and quality teaching

1. Examine issues and develop recommendations on state policies related to:
 - Effective models of teacher compensation
 - Equitable distribution of highly effective teachers, including those from diverse backgrounds
 - Effective new teacher induction systems
 - Effective evaluation systems
 - Reduction in out-of-endorsement teaching
 - Effective math and science teachers

TIMELINE: 2010-14

PRODUCTS/RESULTS:

- Advocate for new state policies to assist districts in enhancing their teacher and leader quality that will improve student performance in the 2011 and 2012 legislative sessions

SBE Staff Designated Level of Effort

SBE staff reviewed the four-year strategic plan and designated the following level of effort for each of the objectives over the next one and two years:

Goal	Objective	Level of Effort	
		9/10-9/11	9/11-9/12
GOAL 1	A. Catalyze educational governance reform in Washington	***	**
	B. Use the State Education Plan to foster stronger relationships among education agencies	**	**
GOAL 2	A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners	***	***
	B. Advocate for high quality early learning experiences for all children along the K through 3 rd grade educational continuum	*	*
GOAL 3	A. Provide leadership for state-prescribed graduation requirements that prepare students for post-secondary education, the 21 st Century world of work, and citizenship	***	***
	B. Create a statewide advocacy strategy to increase post-secondary attainment	**	**
	C. Provide policy leadership to examine the role of middle school preparation as it relates to high school success	***	**
	D. Assist in oversight of online learning programs and Washington State diploma-granting institutions	**	***
GOAL 4	A. Provide system oversight for math and science achievement	***	**
	B. Strengthen science high school graduation requirements	*	*
GOAL 5	A. Review state and local efforts to improve quality teaching and educational leadership for all students	*	*
	B. Promote policies and incentives for teacher and leader quality in areas of mutual interest, in improving district policies on effective and quality teaching.	*	*

* = minimal amount of effort (e.g. phone call or e-mail to convene a meeting)

** = medium (part time staff analysis)

*** = substantial (almost full time one staff work)

4.0 SBE STRATEGIC PLAN ALIGNMENT

4.1 Alignment with the Washington State Education Plan

The State Education Plan's vision is that "All Washington students – regardless of race, ethnicity, income, or gender – will be prepared to succeed in the 21st century world of work, learning, and global citizenship." The Plan identifies four key goals for Washington.

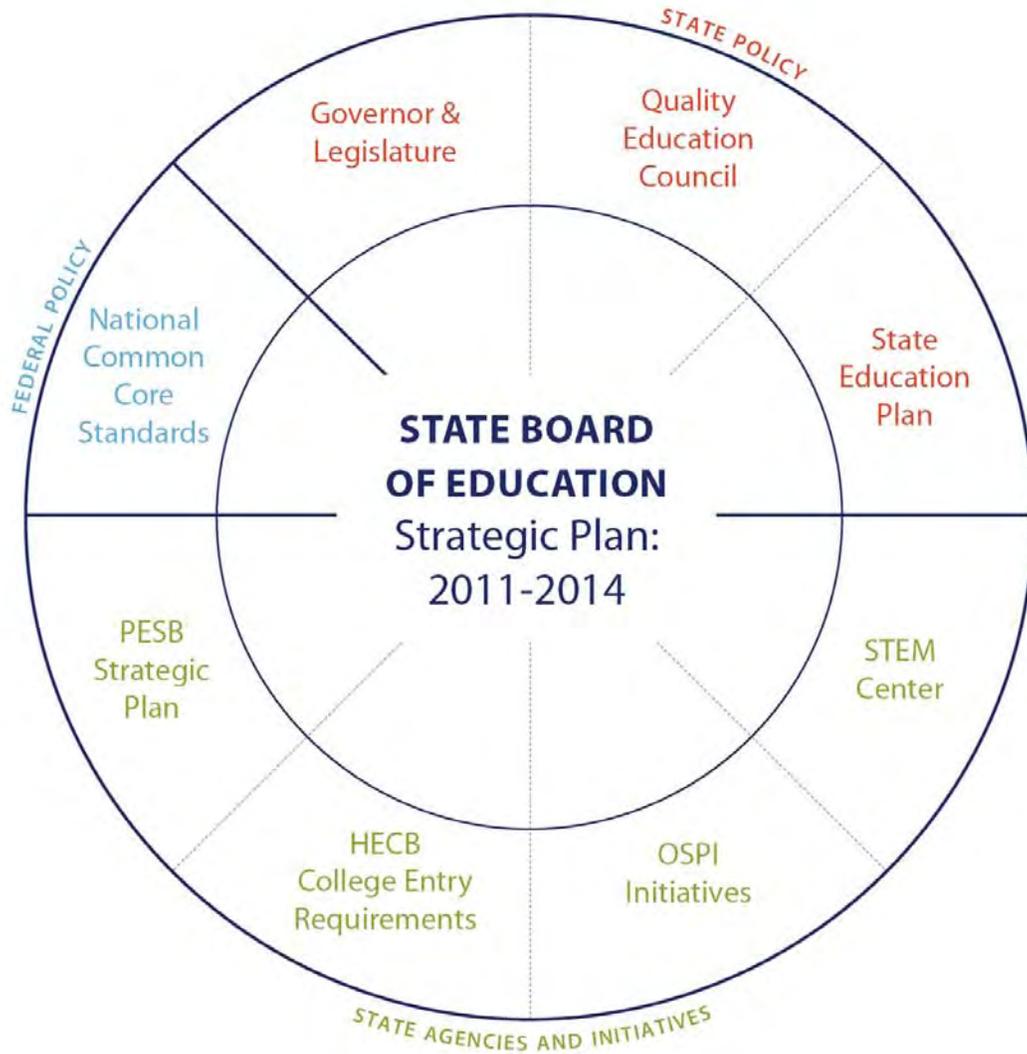
SBE's four-year Strategic Plan is aligned with these four goals in the following manner:

Goal Alignment and Cross-Walk

State Education Plan Goals	Alignment of SBE Strategic Plan Goals and Objectives
1. Enter kindergarten prepared for success	GOAL 2. Objective B. Advocate for high quality early learning experiences for all children along the K through 3 rd grade educational continuum
2. Be competitive in math and science nationally and internationally	<p>GOAL 4. Objective A. Provide system oversight for math and science achievement</p> <p>GOAL 4. Objective B. Strengthen science high school graduation requirements.</p>
3. Attain high academic standards regardless of race, ethnicity, income, or gender; and close associated achievement gaps	<p>GOAL 2. Objective A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners</p> <p>GOAL 5. Objective A. Review state and local efforts to improve quality teaching and educational leadership for all students</p>
4. Graduate able to succeed in college, training, and careers	<p>GOAL 3. Objective A. Provide leadership for a quality core of state-prescribed graduation requirements that prepare students for post-secondary education, the 21st Century world of work, and citizenship</p> <p>GOAL 3. Objective B. Create a statewide advocacy strategy to increase post-secondary attainment</p> <p>GOAL 3. Objective C. Provide policy leadership to examine the role of middle school preparation as it relates to high school success</p>

4.2 SBE Plan Alignment with Various Components of Education System

While developing its Strategic Plan: 2011-2014, the State Board of Education considered federal and state educational policy context and multiple stakeholders:



WASHINGTON STATE BOARD OF EDUCATION STRATEGIC PLAN: 2011-2014

Strategic Roles Framework

SBE ROLES DEFINITIONS

- **Policy leadership:** formulating principles and guidelines to direct and guide the education system
- **System oversight:** monitoring the education system by overseeing its operation and performance
- **Advocacy:** persuading for a particular issue or idea
- **Communication:** providing information to help a common understanding
- **Convening and facilitating:** bringing parties together for discussion and collaboration

GOAL 1: ADVOCATE FOR AN EFFECTIVE, ACCOUNTABLE GOVERNANCE STRUCTURE FOR PUBLIC EDUCATION IN WASHINGTON

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
A. Catalyze educational governance reform in Washington					
<ul style="list-style-type: none"> Define the issues around governance 			☑		☑
<ul style="list-style-type: none"> Engage stakeholders (e.g., educators, businesses, community groups, and others) via study group in discussion of the state's educational governance system and make recommendations for a process to review governance and streamline the system, making it more effective while clarifying roles and responsibilities 			☑		☑
<ul style="list-style-type: none"> Support process identified to examine and make governance recommendations 	☑				
B. Use the State Education Plan to foster stronger relationships among education agencies					
<ul style="list-style-type: none"> Collaborate with the Quality Education Council (QEC), Governor, OSPI, and PESB, and other state agencies and education stakeholders to strengthen and finalize the State Education Plan 	☑				☑
<ul style="list-style-type: none"> Share the Education Plan and solicit input from education stakeholders 				☑	
<ul style="list-style-type: none"> Collaborate with state agencies on a work plan for the Education Plan's implementation, delineating clear roles and responsibilities 	☑				☑
<ul style="list-style-type: none"> Advocate to the QEC and the Legislature for a phased funding plan to support Education Plan priorities 			☑		

GOAL 2: PROVIDE POLICY LEADERSHIP FOR CLOSING THE ACADEMIC ACHIEVEMENT GAP

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communi- cation	Convening & Facilitating
A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners					
<ul style="list-style-type: none"> Assist in oversight of State Education Plan by monitoring the progress on performance measures as related to the achievement gap 		☑			
<ul style="list-style-type: none"> Together with OSPI, implement the Required Action process for lowest achieving schools 	☑				
<ul style="list-style-type: none"> Create recognition awards for schools that close the achievement gap and showcase best practices using the SBE Accountability Index 	☑			☑	☑
<ul style="list-style-type: none"> Work with stakeholders to assess the school improvement planning rules 	☑				
<ul style="list-style-type: none"> Use student achievement data to monitor how Required Action and the Merit school process are working in closing the achievement gap, and identify improvements needed 	☑	☑			
<ul style="list-style-type: none"> Invite students of diverse cultures, abilities, and learning styles and their parents to share their perspectives and educational needs with SBE 					☑
B. Advocate for high quality early learning experiences for all children along the K through 3rd grade educational continuum					
<ul style="list-style-type: none"> Advocate to the Legislature for state funding of all-day kindergarten and reduced class sizes 			☑		
<ul style="list-style-type: none"> Promote early prevention and intervention for K-3rd students at risk for academic difficulties 			☑		

GOAL 3: PROVIDE POLICY LEADERSHIP TO INCREASE WASHINGTON'S STUDENT ENROLLMENT AND SUCCESS IN SECONDARY AND POST-SECONDARY EDUCATION

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communi- cation	Convening & Facilitating
A. Provide leadership for state-prescribed graduation requirements that prepare students for post-secondary education, the 21st Century world of work, and citizenship					
<ul style="list-style-type: none"> Revise the Core 24 graduation requirements framework based on input received, create a phased plan, and advocate for funding to implement the new graduation requirements 	☑		☑		
<ul style="list-style-type: none"> Advocate for system funding investments, including comprehensive guidance and counseling beginning in middle school; increased instructional time; support for struggling students; curriculum and materials; and culminating project support 			☑		
<ul style="list-style-type: none"> Work closely with OSPI, Washington State School Directors' Association (WSSDA), the Higher Education Coordinating Board (HECB), and others to publicize and disseminate sample policies/procedures to earn world language credit, and seek feedback on the adoption and implementation of district policies 	☑		☑	☑	☑
B. Create a statewide advocacy strategy to increase post-secondary attainment					
<ul style="list-style-type: none"> In partnership with stakeholders, assess current state strategies, and develop others if needed, to improve students' participation and success in postsecondary education through coordinated college- and career-readiness strategies 	☑				☑
<ul style="list-style-type: none"> Collaborate with the HECB to examine the impact of college incentive programs on student course taking and participation in higher education 	☑				☑

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communi- cation	Convening & Facilitating
C. Provide policy leadership to examine the role of middle school preparation as it relates to high school success					
<ul style="list-style-type: none"> Advocate for resources that will support the comprehensive counseling and guidance system needed to initiate a High School and Beyond planning process in middle school 			☑		
<ul style="list-style-type: none"> Convene an advisory group to study and make policy recommendations for ways to increase the number of middle school students who are prepared for high school 					☑
D. Assist in oversight of online learning programs and Washington State diploma-granting institutions					
<ul style="list-style-type: none"> Examine policy issues related to the oversight of online learning for high school credits 		☑			
<ul style="list-style-type: none"> Determine role of SBE in approval of online private schools, and work with OSPI to make the rule changes needed to clarify the role and develop appropriate criteria 	☑	☑			

GOAL 4: PROMOTE EFFECTIVE STRATEGIES TO MAKE WASHINGTON'S STUDENTS NATIONALLY AND INTERNATIONALLY COMPETITIVE IN MATH AND SCIENCE

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
A. Provide system oversight and advocacy for math and science achievement					
<ul style="list-style-type: none"> Advocate for meeting the State Education Plan goals for improved math and science achievement 			☑		
<ul style="list-style-type: none"> Research and communicate effective policy strategies within Washington and in other states that have seen improvements in math and science achievement 				☑	
<ul style="list-style-type: none"> Monitor and report trends in Washington students' math and science performance relative to other states and countries 				☑	
<ul style="list-style-type: none"> Establish performance improvement goals in science and mathematics on the state assessments 	☑				
B. Strengthen science high school graduation requirements					
<ul style="list-style-type: none"> Increase high school science graduation requirements from two to three science credits 	☑	☑			
<ul style="list-style-type: none"> Work with the HECB in requiring three science credits for four-year college admissions requirements 	☑	☑			
<ul style="list-style-type: none"> Consult with OSPI on the development of state science end-of-course assessments 				☑	

GOAL 5: ADVOCATE FOR POLICIES TO DEVELOP THE MOST HIGHLY EFFECTIVE K-12 TEACHER AND LEADER WORKFORCE IN THE NATION

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
A. Review state and local efforts to improve quality teaching and educational leadership for all students					
<ul style="list-style-type: none"> • Provide a forum for reporting on teacher and principal evaluation pilot programs 				☑	☑
<ul style="list-style-type: none"> • Support the QEC and Legislative action to restore and increase Learning Improvement Days (LID) funding for 5 professional days 			☑		
B. Promote policies and incentives for teacher and leader quality in areas of mutual interest, in improving district policies on effective and quality teaching					
<ul style="list-style-type: none"> • Examine issues and develop recommendations on state policies related to: <ul style="list-style-type: none"> ○ Effective models of teacher compensation ○ Equitable distribution of highly effective teachers, including those from diverse backgrounds ○ Effective new teacher induction systems ○ Effective evaluation systems ○ Reduction in out-of-endorsement teaching ○ Effective math and science teachers 			☑		

The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Teaching

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600 Washington St. SE
Olympia, Washington 98504

2010-2011 Workplan

Edie Harding
Executive Director

SBE Work Plan 2010-11

Mission

The State Board's role in the K-12 system is to lead the development of state policy, provide system oversight, and advocate for student success.

Vision

The State Board envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life.

The Board has five goals, to:

- Goal 1: Advocate for an Effective, Accountable Governance Structure for Public Education in Washington
- Goal 2: Provide Policy Leadership for Closing the Academic Achievement Gap
- Goal 3: Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Post-Secondary Education
- Goal 4: Promote Effective Strategies to Make Washington's Students Nationally and Internationally Competitive in Math and Science
- Goal 5: Advocate for Policies to Develop the Most Highly Effective K-12 Teacher and Leader Workforce in the Nation

Board Priorities for 2010-11

- GOAL 1** **Advocate for an Effective, Accountable Governance Structure for Public Education in Washington**
- A. Catalyze educational governance reform in Washington
 - B. Use the State Education Plan to foster stronger relationships among education agencies
- GOAL 2** **Provide Policy Leadership for Closing the Academic Achievement Gap**
- A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners
 - B. Advocate for high quality early learning experiences for all children along the K through 3rd grade educational continuum
- GOAL 3** **Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Post-Secondary Education**
- A. Provide leadership for state-prescribed graduation requirements that prepare students for post-secondary education, the 21st Century world of work, and citizenship
 - B. Create a statewide advocacy strategy to increase post-secondary attainment
 - C. Provide policy leadership to examine the role of middle school preparation as it relates to high school success
 - D. Assist in oversight of online learning programs and Washington State diploma-granting institutions
- GOAL 4** **Promote Effective Strategies to Make Washington's Students Nationally and Internationally Competitive in Math and Science**
- A. Provide system oversight for math and science achievement
 - B. Strengthen science high school graduation requirements
- GOAL 5** **Advocate for Policies to Develop the Most Highly Effective K-12 Teacher and Leader Workforce in the Nation**
- A. Review state and local efforts to improve quality teaching and educational leadership for all students
 - B. Promote policies and incentives for teacher and leader quality in areas of mutual interest, in improving district policies on effective and quality watching.

**SBE Work Plan by Month for 2010-11
October 2010- February 2011 (Part One)**

Topic Areas	October 2010	November 2010	December 2010	January 2011	February 2011
<p>SBE Goals</p>	<p>Education governance Achievement Gap Student Success in Secondary and Post Secondary Education Effective Strategies to Boost Student Achievement Math and Science Effective Teacher Workforce</p>				
<p>Board Key Decisions Due</p>		<ul style="list-style-type: none"> -Approve Final Graduation Requirements Framework -Approve Final Required Action (RAD) Schedule Rule -Final Legislative Proposals for 2011 		<ul style="list-style-type: none"> -RAD Designation -Middle School Study -2010 SBE Calendar 	
<p>Board Meetings</p>		<p>Location: Tumwater</p> <p>Board agenda items for November 9-10 meeting:</p> <ul style="list-style-type: none"> -Fiscal Analysis of Graduation Requirements -Final Graduation Requirements -Final Required Action District Schedule Rule -OSPI End of Course Assessment Report -State Education Plan -Washington’s Statewide 		<p>Location: Tumwater</p> <p>Board agenda items for January 12-13 meeting:</p> <ul style="list-style-type: none"> - Preview of 2010 Legislative Session -Kindergarten Pilot Assessments -Designation of Required Action Districts -Review of Innovative Schools for Waiver Requests 	

Topic Areas	October 2010	November 2010	December 2010	January 2011	February 2011
		<p>Longitudinal Data System Grant</p> <ul style="list-style-type: none"> -Math and Science State Strategies for Improvement -State Education Plan -Lunch for Representative Dave Quall -Student Presentations 		<ul style="list-style-type: none"> -Proposed Middle School Study -Teacher of the year Lunch -Student Presentations - Achievement Gap Work -Visit with Legislators/Governor (afternoon of second day) -Innovative Waiver Study Recommendations 	
<p>Work Sessions</p>		<ul style="list-style-type: none"> -Work Session -Afternoon of First Day (or Second)Joint meeting with PESB. Focus on Effective Teacher and Leader Workforce: <ol style="list-style-type: none"> 1) New Teacher/Principal evaluations; 2) SBE NBCT Study; and 3) Several key policy issues to promote between the two boards: <ul style="list-style-type: none"> • Effective evaluation systems • Effective compensation models • Equitable distribution of highly effective teachers in classrooms and leaders in schools across state, including those from diverse backgrounds • Focused professional development • Reduction in out of endorsement teaching • Effective new teacher 		<ul style="list-style-type: none"> - Achievement Gap Work Session tied in with Merit Schools -Work Session on Merit Schools (School Improvement Grant Schools) 	

Topic Areas	October 2010	November 2010	December 2010	January 2011	February 2011
		<p>induction systems</p> <ul style="list-style-type: none"> • Effective math and science teachers in every classroom • Research brief on key policy issue re: teacher quality, effective teaching, or evaluation systems 			
<p>Public Outreach and Meetings</p>	<p>Present to WSSDA</p> <p>Present to QEC</p> <p>NASBE Annual Meeting October 14-16</p> <p>Outreach to stakeholders and legislators on high school graduation requirements and education plan</p> <p>Executive Committee meeting with HECB/SBCTC</p> <p>Executive Committee meeting with SPI re: strategy for math and science</p>	<p>Present at WSSDA annual conference November 18-20</p> <p>Present to QEC November 15</p> <p>Outreach to stakeholders and legislators on high school graduation requirements and education plan</p>	<p>Executive Committee face to face with AWSP, WASA, and WSSDA?</p> <p>Presentations to the Education Committees</p> <p>Executive Committee meeting with HECB/SBCTC</p>	<p>Outreach to Legislators</p>	<p>Executive Committee meeting with HECB & SBCTC</p> <p>Potential SPA Meeting (performance goals, college and career data dash board)</p>

Topic Areas	October 2010	November 2010	December 2010	January 2011	February 2011
Staff Follow up	<ul style="list-style-type: none"> -Work with OSPI on evaluation of SIG and RAD schools -Work with PESB on November meeting - Work on Recognition Program -Outreach to Stakeholders on Graduation Requirements -- -Work with Governor, OSPI, PESB, and others on Education Plan -Work with the Achievement Gap Oversight and Accountability Committee -Monitor HB 2261 and QEC work - Conduct SBE rule revisions -Review of innovative schools for waiver requests -Research briefs 	<ul style="list-style-type: none"> Develop middle school study group -Work with OSPI on evaluation of SIG and RAD schools -Work with PESB on November meeting - Work on Recognition Program -Outreach to Stakeholders on Graduation Requirements and Education Reform Plan -Work with QEC, Governor, OSPI, PESB and others on Education Plan -Monitor QEC work - Conduct SBE rule revisions -Research briefs -Work on governance issues 	<ul style="list-style-type: none"> -Prepare for legislative session - Monitor SBE appointments and election process -Work on governance issues -Work on Recognition program -Research briefs 	<ul style="list-style-type: none"> - Work on SBE and other education legislative agendas -Work on recognition program -Research briefs 	<ul style="list-style-type: none"> -Work on SBE and other education legislative agendas -Work on recognition program -Work on governance -Work on achievement gap -Research briefs.
Reports/Studies Due	<ul style="list-style-type: none"> -Joint PESB/SBE report to legislature 10/1 				
Current Contracts	<ul style="list-style-type: none"> Jana Carlisle to finish State Education Plan 	<ul style="list-style-type: none"> Jana Carlisle to finish State Education Plan 			

Topic Areas	October 2010	November 2010	December 2010	January 2011	February 2011
On Radar Screen	<ul style="list-style-type: none">-NCLB reauthorization- Monitor QEC work-Getting ready for Class of 2013 (math and science)-Common core standards and curriculum-Data issues-Alternative Education Policies-Online policies-Achievement Gap issues-ELL- SBE rules review				

Work Plan by Month for 2010-11
March-September 2011 (Part Two)

Topic Areas	March/April 2011	May/June 2011	July 2011	August 2011	September 2011
SBE Goals	<p>Education governance Achievement Gap Student Success in Secondary and Post Secondary Education Effective Strategies to Boost Student Achievement Math and Science Effective Teacher Workforce</p>				
Board Decisions Due		<p>Approve Math Standard Setting Plan for High School Exams Approve math and science collection of evidence Innovative Waivers Rule Adoption Approve RAD plans</p>	<p>Approve SBE annual budget</p>	<p>Approve Math Cut Scores for High School End of Course Exams</p>	<p>Approve SBE work plan and communications plan Finalize legislative and budget requests for 2011-13 biennium</p>
Board meetings	<p>Location: Olympia New Market Skills Center Potential Board agenda items for March 9-10 meeting: -Legislative Session Update</p>	<p>Location: Pasco Columbia Basin CC Potential Board agenda items for May 11-12 meeting: -Review of Legislative Session</p>	<p>Location: Tulalip Heritage High School Potential Board agenda items for July 12-14 meeting: - Update on Governance</p>	<p>Location: Renton PSESD Potential Board agenda for August 9 - Math Standards -Cut Scores on High School End of</p>	<p>Location: ? Potential Board agenda items for Sept 14-15 meeting: -Review Legislative and Budget Proposals -Student Presentations</p>

Topic Areas	March/April 2011	May/June 2011	July 2011	August 2011	September 2011
	<ul style="list-style-type: none"> -Education Plan Update -Announcement of 2010 Achievement Awards -Student Presentations -Standard Setting Plan for Math High School Exams -Innovative Waivers Rule Proposal 	<ul style="list-style-type: none"> -Approve RAD Plans -Collection of Evidence for Math and Science -Adopt Draft Rule on New Graduation Requirements -Present awards to students for video contest -Student Presentations -Address Governance Issues -Final Rule Clarifying SBE Role in Approval of Private Online Schools -Tour of Delta High School _Welcome new student and say good bye to Anna Laura -Innovative Waiver Study Adoption 	<ul style="list-style-type: none"> - Adopt Final Rule on New Graduation Requirements -Teacher/principal Evaluation Update - Native American Sovereignty Curriculum and Achievement Gap issues for Native Americans <p>Retreat- one and a half days</p> <p>Research brief with Native American focus</p>	<p>Course Exams</p>	<ul style="list-style-type: none"> -Review Strategy for Math and Science for Class of 2013 - Review State Assessment Results -Update on RADs and Merit Schools - Evaluation of Executive Director
Work Sessions	-Work session on governance issues	-Work session on Achievement Gap issues with parents/students. Focus on ELL (Pasco) – includes research brief with ELL focus	-Work session on math and science implementation		- Work session on online learning
Public Outreach and Meetings	<ul style="list-style-type: none"> Outreach on Achievement Schools Potential SPA meeting (performance goals, college and career data dash board) 	<ul style="list-style-type: none"> Outreach on draft high school grad rule Study group on governance issues 	<ul style="list-style-type: none"> Outreach on final high school graduation rule 	<ul style="list-style-type: none"> Study group on governance issues 	<ul style="list-style-type: none"> Outreach on final high school rule

Topic Areas	March/April 2011	May/June 2011	July 2011	August 2011	September 2011
Staff Follow up	<p>Study group on governance issues</p> <ul style="list-style-type: none"> -Prepare for achievement award ceremonies -Case studies on schools that receive awards - Work on middle school issues -Work on governance issues -Work on private school on line approval issues -Research briefs 	<ul style="list-style-type: none"> -Orient new student board member -Case studies on schools that receive awards -Work on teacher policy issues -Work on middle school issues -Research briefs -Work on governance issues 	<ul style="list-style-type: none"> -Examine online learning issues -Work on governance issues -Work on middle school issues -Research briefs 	<ul style="list-style-type: none"> -Examine online learning issues -Work on governance issues -Work on middle school issues -Research briefs -Work with groups on advocacy strategies for improving student participation and success in post secondary education 	
Reports/Studies /Other Requirements Due					
Current Contracts					
Other Board Potential Issues	<ul style="list-style-type: none"> -NCLB reauthorization - Monitor QEC and Achievement Gap and Oversight Committee --Getting ready for Class of 2013 (math and science) -Common core standards and curriculum -Data issues -Online policies --Achievement Gap issues -ELL -SBE rules review 				

The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Teaching



Goal 1: Governance: Advocate for an effective, accountable governance structure for public education in Washington

	2010		2011						Results
	September	November	January	March	May	July	September	November	
Catalyze education governance reform in Washington									
Use the State Education Plan to foster stronger relationships among education agencies									

Future Work:

The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Teaching

Old Capitol Building, Room 253
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Olympia, Washington 98504

Communications Strategy September 2010- August 2011

**Aaron Wyatt
Communications Manager
The Washington State Board of Education
August 2010**

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Primary Objectives

Support the SBE strategic plan, which includes the following goals:

1. Advocate for an effective accountable governance structure for public education in Washington.
2. Provide policy leadership for closing the academic achievement gap.
3. Provide policy leadership to increase Washington's student enrollment and success in secondary and post-secondary education.
4. Promote effective strategies to make Washington's students nationally and internationally competitive in math and science.
5. Advocate for polices to develop the most highly effective K-12 teacher and leader workforce in the nation.

Media Strategy

An overview

Our media strategy for 2010-2011 must support the goals of the SBE education plan. Essential to that objective is the (1) clear identification of the goals appropriate to the audience, (2) compelling arguments for why those goals are worth pursuit, and (3) effective delivery of the message.

1. Clear identification of the goals
 - a. The Board's goals must be at the forefront of our communications. The five goals must have a prominent presence on our website, our social networks, our email and paper correspondence, our print materials, and in our Board meetings and work sessions.
2. Compelling Arguments / Emotional Appeal
 - a. Our communications and media strategy should support the implementation of the education goals through messages prompting action. The messages should be tailored to the audience and should motivate the audience to support or join the cause of improving the K-12 system.
3. Effective Delivery
 - a. An effective message will have the form and function necessary to increase understanding and support of the SBE education goals. Whenever possible, our messages will utilize components of "Brain Rules," prompting our audience to become personally invested in the topic and lend support to the cause.

Goal-specific strategies

1. Advocate for an effective, accountable governance structure for public education in Washington.
Identification: Define the current governance structure and what an ideal structure would look like. This will be developed in September/October.
Compelling Arguments: Zero in on arguments that introduce why modifying governance will have economic and education benefits. Use both visual and written communications to create a desire for change.
Effective Delivery: The website and Board meetings will be the primary delivery venues. We may also enlist the support of stakeholders, and if it gains momentum, write an op-ed in support of governance reform.
2. Provide policy leadership for closing the academic achievement gap.
Identification: Use research and Washington assessment statistics to monitor the achievement gap.
Compelling Arguments: The achievement gap lends itself well to stories that appeal to the emotions. We will personalize the achievement gap through personal anecdotes whenever possible. We will also continually reference the adverse economic and social consequences of the achievement gap.
Effective Delivery: Social media, the SBE newsletter, and website updates will serve as a perfect medium. We will also use Washington Achievement Awards to highlight success stories for schools that are making gains. As the Board provides policy leadership in closing the gap, we will use press releases/advisories/op-eds to remind stakeholders why this is important work.
3. Provide policy leadership to increase Washington's student enrollment and success in secondary and post-secondary education.
Identification: Use case studies and research of secondary and post secondary preparedness/remediation facts to identify the problem.
Compelling Arguments: With the federal government's appeal for states to pursue college and career ready standards, we have a motivation to step up to ensure Washington stays on pace with our peer states. An even stronger impetus is to promote the idea that we must do right by our children. A key concept worth repeating is the notion that our work in this regard is centered on giving all children the opportunity to succeed. Parent, student, and teacher anecdotes would be very helpful in packaging this message.
Effective Delivery: Direct input from stakeholders through public comment would serve well as a record of concern, and this could also be highlighted through advisories and releases. College and career readiness has been a communications focus in 2010 through our newsletter and social networks. That work will likely continue.

4. Promote effective strategies to make Washington's students nationally and internationally competitive in math and science.

Identification: We have some national data, but currently no international data to make comparisons. There are many studies that we can also reference referring to the importance of STEM for future careers. We will reference the addition of a third credit of math as an example for consideration when the Board pursues a third credit of science.

Compelling Arguments: The pattern of failure rates in statewide mathematics assessments makes this a compelling argument for many people. State by state comparisons, as well as national comparisons, easily creates a sense of urgency for addressing our shortcomings in math and science. Math and science are numbers disciplines, so it is easy to base arguments on how we need to change the numbers. The challenge will be formulating arguments that go beyond the numbers (Jeff Vincent's 2010 math op-ed is one example of how to do this).

Effective Delivery: Math and science instruction and achievement will remain a key component of our web and social sites. We will continue to utilize the press to convey our message. We will also create press releases, op-eds, and graphics as required to support the addition of a third math credit.

5. Advocate for polices to develop the most highly effective K-12 teacher and leader workforce in the nation.

Identification: More and more studies show that a high-quality, effective teacher is the centerpiece for student achievement. We need to spotlight these studies and continue to advocate for high quality teachers in every classroom.

Compelling Arguments: No one has a problem with identifying high quality teachers; things only get sticky when you talk about what to do with the teachers that don't fall into that category (see the 2010 Seattle School District contract negotiations). The Board can keep a positive spin by continually highlighting the tremendously positive influence educators can have. Personal anecdotes and concrete numbers, compliments of Washington Achievement Awards, data should make stories easy to find.

Effective Delivery: We have written an op-ed on the importance of quality instruction (Warren Smith, The Columbian). We may want to do another one in 2010-2011. We will certainly use the web and social sites to inform stakeholders on our work in this area.

Messaging Principles

1. Clear and concise delivery of message.
 - a. What exactly do we want our audience to take away (1-2 things max)?
 - b. Use emotional draws to accentuate the “Why” in messaging.
2. Awareness of audience.
 - a. Be able to define your audience, more than just “WSSDA member” or “superintendent.” Pick a primary audience and understand that qualities or questions they may have prior to the delivery. Address that audience.
 - b. Don’t assume the audience understands.
 - c. Understand the barriers within the audience that may prevent the message from getting through.
3. Consistent SBE branding.
4. Continuous reiteration of SBE’s role in education reform.

Materials Needed

1. Website updates.
2. Social media updates.
3. Electronic Board meeting packets.
4. Board meeting highlights.
5. Relevant research/other materials for website.
6. Talking points to Board members.
7. PowerPoint presentations that are consistent with SBE branding, updated with the latest information/language and tailored to fit the particular audience.
8. PowerPoint presentations as needed.
9. Graphics as needed.
10. Handouts as needed, including, but not limited to:
 - a. World language proficiency.
 - b. SBE strategic planning goals.
 - c. 2010 Washington Achievement Awards.
 - d. 2011 Student Video Contest.

Media Outreach

The general media outreach strategy for the remainder of 2010 and into 2011 is as follows:

1. Continue to construct media advisories for all upcoming Board meetings.
2. Develop and distribute press releases about Board related work as needed.
 - a. Possible press releases for 2009-2010 may include:
 - November 2010: Adoption of the Final Graduation Credit Requirements.
 - January 2011: Election Results for State Board Races.
 - March 2010: Washington Achievement Awards.
 - May 2010: Student Video Contest Winners.
 - August 2010: Assessment scores released for grades 3-8.

3. Produce or promote op-eds on SBE related actions as needed.

Stakeholder Outreach

From September through November 2010, representatives of the Board will outreach to several education stakeholders in order to share our work and gather feedback on the provisional graduation requirements.

Additionally, several Board members will attend WSSDA regional events. These events allow for [15 minutes](#) when Board attendees can address local directors on policy issues under consideration.

Board and staff members will also present at conferences for the PTA, WASA/AWSP, and WASC.

In all cases of stakeholder outreach, Board members will have full access to resources (talking points, handouts, PowerPoints) to aid them in message delivery.

2010 -2011 Anticipated Meeting Times/Dates

Meeting	Location	Month	Day(s)	Notes
WSSDA Board of Directors Meeting	Seattle	August	27	Bob Hughes
American Diploma Project	Virginia	September	1	Bob Hughes
WSSDA Legislative Assembly	Vancouver	September	24-25	Edie
WASA Fall Conference	Seattle	September	28-29	
WSSDA Regional	Anacortes	September	28	Sheila Fox
WSSDA Regional	Carnation	September	29	Bob Hughes
WSSDA Regional	Wilbur	September	30	Bunker Frank
WSSDA Regional	Quilcene	October	2	
WSSDA Regional	Walla Walla	October	4	Steve Dal Porto
WSSDA Regional	Brewster	October	5	
WSSDA Regional	Yakima	October	5	Connie Fletcher
WSSDA Regional	Hoquiam	October	6	
WSSDA Regional	Ephrata	October	6	
WSSDA Regional	Lakewood	October	7	
WSSDA Regional	Brush Prairie	October	13	
QEC Presentation	Olympia	November	15	
WSSDA Regional	Republic	October	13	Steve Dal Porto
WSSDA Regional	Spokane	October	14	Amy Bragdon
WSSDA Annual Fall Conference	Spokane	November	17-20	Kathe (graduation) and Edie (Required Action)
WSPTA Annual Convention	TBD	April-May	29-1	

Qualitative Goals – Annual Review

Strategy

In August 2011, review the Board's communications effectiveness in our work towards our five goals, with an emphasis on a clear identification of the goals, compelling argument, and effective delivery. We will also reflect on our ability to adhere to messaging principles, including: clear and concise delivery of messages, audience awareness, and SBE branding.

Measurable Goals – Annual Review

Visuals

1. Change all letterhead, memo, and agenda graphics with new logo.
2. Change website template to reflect five goals.
3. Produce at least six effective (Brain Rules) PowerPoints to support Board and Staff presentations.
4. Help student Board members deliver at least three successful presentations.
5. Create at least five Indesign graphics, including but not limited to:
 - a. World Language Proficiency.
 - b. Strategic Plan Graphics.
 - c. 2010 Washington Achievement Awards.
 - d. 2010 Student Video Contest.

Written Communications

6. Produce a six-page electronic document introducing the Board's strategic plan and reflecting on the work completed thus far.
7. Write all constituent correspondence within three days of receipt.
8. Assist staff in the composition of at least three research briefs.
9. Assist staff in the composition of at least one achievement gap case study.
10. Produce at least three press releases for significant Board action (i.e., adoption of steps for Required Action).
11. Produce three op-eds.
12. Produce five e-newsletters.
13. Highlight three case study schools on the website and in the newsletter.

Outreach Support

14. Produce three different talking points for Board members in their outreach.
15. Assist Kathe and Edie in graduation requirements outreach (PowerPoints, materials).
16. Meet with at least four stakeholder groups to share the Board's provisional graduation requirements.

Web / Email/ News Media /Social Media

17. Review website content in partnership with SBE staff on a bimonthly basis using the rotation developed in the summer of 2010.
18. Work with Sarah to produce the 2010 Accountability Look-up Tool.
19. Update social media sites biweekly, and increase our Facebook base to 500 followers.
20. Maintain and update the media/communications/outreach contacts.
21. Create a report of newsletters for who opened, most viewed links, main page, for each month.
22. Create a weekly web traffic report.
23. Send out weekly news media sweeps and submit an end-of-year report.

SBE Programs

24. Develop and present the 2010 joint SBE/OSPI recognition program.
25. Develop the 2010 SBE student video contest and gather at least twenty student entries.

Appendix

Communications Plan Tasks

Date	Task
2010.09.03	Weekly - Webstat Report
2010.09.05	Contact TVW with new year's meeting dates at programming@twv.org
2010.09.06	Weekly - Update Social Networks
2010.09.07	Weekly - Update Communication Plan
2010.09.07	Weekly - Media Sweep
2010.09.10	Create new logo on letterhead, memo, agenda
2010.09.13	Create September Board Meeting Advisory
2010.09.13	Create September Electronic Board Packet
2010.09.13	Create strategic plan dashboard graphics
2010.09.14	Format joint SBE / PESB report
2010.09.14	Weekly - Backup Website
2010.09.17	Contact stakeholders after the September Board meeting to set up times to share our revised diploma
2010.09.17	Create September Board Meeting Highlights
2010.09.20	Plan Public Outreach sessions organized for Core 24
2010.09.20	Weekly - Website Review
2010.09.24	WSSDA Legislative Assembly - Materials
2010.09.27	Help create graduation requirements ppt for AWSP
2010.09.28	WSSDA Regional - Materials for meetings
2010.10.12	Create World Language Proficiency Graphic
2010.10.17	WSSDA Fall Conference
2010.10.18	Create October Newsletter
2010.10.21	Draft a Press Release on the new School and District Improvement Plan Rule
2010.11.01	Create November Board Meeting Advisory
2010.11.02	Create November Electronic Board Packet
2010.11.12	Create accountability index for WSSDA conference
2010.11.12	Create Graduation Requirements ppt for WSSDA conference
2010.11.12	Create November Board Meeting Highlights
2010.11.15	Press Release - Adoption of the Final Graduation Requirements
2010.12.13	Create December Newsletter
2010.12.13	Create strategic plan report - summary and overview
2011.01.06	Create January Board Meeting Advisory
2011.01.07	Create January Electronic Board Packet
2011.01.10	Add information about elections results to front page of site
2011.01.10	Press Release: Election Results for State Board Races
2011.01.14	Create January Board Meeting Highlights
2011.02.10	Create 2011 Student Video Contest Graphic and Materials
2011.02.14	Create February Newsletter
2011.03.04	Create March Electronic Board Packet
2011.03.11	Create March Board Meeting Advisory
2011.03.12	Create March Board Meeting Highlights
2011.03.14	Press Release: Washington Achievement Awards
2011.04.11	Create April Newsletter
2011.04.29	WSPTA Annual Convention
2011.05.03	Share video contest winners with communications folks

2011.05.05	Create May Board Meeting Advisory
2011.05.06	Create May Electronic Board Packet
2011.05.09	Press Release: Student Video Contest Winners
2011.05.13	Create May Board Meeting Highlights
2011.05.17	Sign up for AWSP conference
2011.06.13	Create June Newsletter
2011.07.06	Create July Board Meeting Advisory
2011.07.07	Create July Electronic Board Packet
2011.07.22	Create links to elections press release, bio data, timeline, etc.
2011.08.15	Create August Newsletter
2011.08.24	Complete Review of 2010-2011 Communications Plan
2011.08.30	Complete new communications strategy for new year

Stakeholders

Organization	Name	Title	Phone	ESD
South Snohomish County Chamber of Commerce	Jean Hales	President/CEO	425-774-0507 x12	189
Puget Sound Center for Teaching, Learning, and Technology			425-638-1020	189
Mt. Vernon Chamber of Commerce	Ryan Schols	Administration and Communications	360-428-8547	189
Everett College	David Beyer	President	425-388-9573	189
Everett Area Chamber of Commerce	Samantha Livers	Communications Coordinator/Project Assistant	425-257-3222 ext. 206	189
Edmonds School Board	Charles Woodham	School Board President	425-431-7000	189
Crossroads Group			425-442-0869	189
Bellingham/Whatcom Chamber of Commerce and Industry	Ken Oplinger	President/CEO	360.734.1330	189
Bellingham School District	Tanya Rowe	Director of Communications	360-676-6520	189
Columbia Industries	Info		509-582-4142	123
WSA WA Technology Association	Susan Sigl	President & CEO	206-448-3033	121
World Trade Center Seattle	Katy Willis	Director Sales and Sponsorship	206-956-4588	121
William M. Factory Small Business Incubator	Tim Strege	Executive Director	253-722-5800	121
West Sound Technology Professionals Assn	Charles Keating	President/Treasurer	206-984-3509	121
Washington Women's Employment and Education	Robin Lester	CEO	253-474-9933	121
Washington Technology Industry Association	Susan Sigl	President	206-448-3033	121
Washington Technology Industry Association	Summer McGrady	Director of Marketing & Communications	206-448-3033	121
Washington Roundtable	Stephen Mullin	President	206-623-0180	121
Washington Roundtable	Sara Garrettson	Director of Communications	206-623-0180	121
Washington Roundtable	Sara Garrettson	Director of Communications	206-623-0180	121
Washington Roundtable	Stephen F. Mullin	President	206-623-0180	121
Washington Research Council	Richard S. Davis	President	206-467-7088	121
Washington PTA	Megan Drygas	Communications Coordinator	253-565-2153	121
Washington Policy Center	Daniel Mead Smith	President	206-937-9691	121
Washington Education Association	Dale Folkerts	New Media Coordinator	253-765-7039	121
Washington Education Association	Mary Lindquist	President	253-765-7031	121
Washington Education Association	David Phelps	Communications Director	253-765-7040	121
Washington Education Association	Mary Lindquist	President	253-765-7031	121
Washington DECA, Inc.	Shanna LaMar	Executive Director	206-285-1195 ext. 101	121
Washington Council on International Trade	Kathleen Connors	President	206-443-3826	121
Washington Council for International Trade	Kathleen Connors	President	206-443-3826	121
Washington Bankers Association	James M. Pishue	President & CEO	206-344-3485	121
Washington Alliance of Black School Educators	Thelma A. Jackson, Ed.D.	President	360-456-1412	121
Washington Alliance for a Competitive Economy	Richard Davis			121

WA Community Alliance for Self Help	Cheryl Sesnon	Executive Director	206-352-1945 x222	121
WA Biotechnology and Biomedical Association	Chris Rivera	President	206-732-6700	121
WA Bankers Association	James M. Pishue	President/CEO	206-344-3485	121
WA Athletic Club	James Johnson	President/CEO	206-622-7900	121
Urban League of Metropolitan Seattle	James Kelly	CEO	206-461-3792	121
University Prep	Lora Kolmer	Director of Communications	206-832-1128	121
University Place School District # 83	Patti Banks	Superintendent	253-566-6600 ext. 3313	121
University of Washington, Tacoma				121
University of Washington Educational Outreach	Alison Koop	Public Relations Manager	206-685-6344	121
University of Washington Business School	P. McCoy	Marketing & Communications	206-616-2452	121
University of Puget Sound	Ronald R. Thomas	President	253-879-3201	121
University of Phoenix			425-572-1600	121
University Child Development School	Communications	-	206-547-8237	121
U.S. Chamber of Commerce-Northwest Region	Renee Sinclair	Contact	425-774-8094	121
Trade Development Alliance/Greater Seattle	Bill Stafford	President	206-389-7301	121
The Seattle Foundation	Norman B. Rice	President/CEO	206-622-2294	121
The Rainier Club	Front Desk	-	206-296-6848	121
The Baker Foundation- Benefits Youth and the Arts	Robert W. Bethke	Executive Director	253-383-7055	121
The American Legion Post 138	-	-	253-460-1105	121
Technology Alliance	Susannah Malarkey	Executive Director		121
Technology Alliance	Kristin Osborne	Director of Policy and Communications	206-389-7320	121
Tacoma-Pierce County Chamber of Commerce	Mimi Jansen	Communications Coordinator	253-627-2175	121
Tacoma-Pierce County Association of REALTORS	Wanda Coats	Executive Officer	253-473-0232 ext. 204	121
Tacoma Urban League, Inc.	Dr. Dorothy Anderson	CEO	253-383-2007	121
Tacoma Public Schools	Kelli Hoekstra	Family Liaison	253-571-1000	121
Tacoma Public Schools	Arthur O. Jarvis	Superintendent	253-571-1000	121
Tacoma Community College	Pamela J. Transue	President	253-566-5000	121
Tacoma Athletic Commission, Inc.	Matt Haner	President	253-272-1815	121
Suquamish Tribe	-	Office of the Executive Director	360-394-8401	121
Stand for Children	Shannon Campion	Executive Director	206-601-6530	121
Stand for Children	Anne-Grant Anderson	Communications Director	206-632-7451	121
Special Education Coalition	Christie Perkins	Parent Lead	253-588-0637	121
Special Education Coalition	Pat Steinberg	Parent Support		121
South Seattle Community College	Gary Oertli	President	206-764-5311	121
Sons of Norway Oslo Lodge	Skip Walsh	President	360-779-5209	121
Shoreline Community College			206-546-4101	121
Seattle University	Stephen V. Sundborg	President	206-296-6000	121
Seattle Schools African American Parent Organizer	Dawn Bennet	Parent Lead and LEV staff	206-252-0149	121

Seattle School District #1	Maria L. Goodloe-Johnson	Superintendent	206-252-0000	121
Seattle Public Schools	Bernado Ruiz	Family Liaison	206-252-0000	121
Seattle Public Library	Susan Hildreth	City Librarian	206-386-4147	121
Seattle Pacific University	Megan Hamshar	President	206-281-2378	121
Seattle Girls School	Marja Brandon	Founding Head of School	206-709-2228	121
Seattle Debate Foundation	Anjali Vats	Local Transition Lead	412-256-8314	121
Seattle Chinese Chamber of Commerce			206-423-6870	121
Seattle Central Community College	Mildred W. Ollee	President	206-587-4144	121
Seattle Academy of Arts & Sciences	Jim Rupp	Director of Admission	206-324-7227	121
Renton Technical College	Steve Hanson	President	425-235-2352	121
Renton Chamber of Commerce	Bill Taylor	President/CEO	425-226-4560	121
Powerful Schools	Peggy Jackson	Development Director	206-722-5543	121
Pierce County Library System	Neel Parikh	Executive Director	253-536-6500	121
Pierce County Careers Connection	Contact	-	253-692-4799	121
Pierce College District	Brian Benedetti	Director of Marketing and Communications	253-864-3235	121
Partnership for Learning	Anne Luce	Policy Analyst	206-625-9655	121
Partnership for Learning	Maureen Trantham	Communications Director	206-625-9655	121
Partnership for Learning	Caroline King	Executive Director	206-625-9655	121
Pacific Lutheran University	Loren J. Anderson	President	253-535-7101	121
O'Dea High School	Br. Dominic Murray	Principal	206-622-6596	121
Northwest University	Joseph Castleberry	President	425-822-8266	121
Northwest Minority Bus Council			206-575-7748	121
North Seattle Industrial Association	Not sure	-	206-632-0124	121
North Seattle Community College	Alan Ward	Interim President	206-527-3601	121
NHRMA- Human Resources Mgmt. Assoc. of South Puget Sound	Donna L. Sneider	President of the Board	206-215-2727	121
Life Christian School & Academy	Ross Hjelseth	Headmaster	253-756-5317	121
League of Education Voters	Lisa MacFarlane (Co-Founder) Kris Korsmo Dawn Bennet	Co-Founder	206-728-6448	121
League of Education Voters	Kris Korsmo	Executive Director	206-728-6448	121
League of Education Voters	Dawn Bennet	Community Organizer	206-728-6448	121
Leadership Tomorrow	Jan Levy	Executive Director	206-389-7279	121
Leadership Institute of Seattle	Shelley Drogin	President	425-968-3400	121
Lake Washington Technical College	Dr. Sharon McGavick	President	425-739-8100	121
Korean Women's Association	Susan Koh	President	253-537-4202	121
KidsCenter, Inc.	Chris Hineman	Director	206-623-5437	121
Kent Chamber of Commerce	Andrea Keikkala	Executive Director	253-854-1770 ext. 140	121
Junior League of Seattle	Elizabeth Reilly	President of the Board of Directors	206-324-3638	121
Junior Achievement of WA	David G. Moore	President	206-296-2626	121
Japan-America Society of W	Mark Smith	Executive Director	206-374-0180	121

ITT Technical Institute			206-244-3300	121
Highline Community College	Larry Yok	Vice President	206-878-3710 ext. 3545	121
Greater Seattle Chamber of Commerce	Christina Donegan	Vice-President, Communications	206-389-7200	121
Greater Seattle Chamber of Commerce	Christina Donegan	Vice President, Communications	206-389-7200	121
Greater Seattle Business Association	Louise Chernin	Executive Director	206-363-9188	121
Goodwill Industries-Tacoma	Terry A. Hayes	President & CEO	253-573-6500	121
Global Outreach Distribution	Contact	-	253-761-2400	121
Gateways for Youth and Families	Main Office	-	253-383-4361	121
Franklin Pierce School District	Gary Benson	Executive Director	253-298-3085 ext. 3004	121
Federal Way School District	Tony Moore	School Board President	253-945-2003	121
Federal Way Public Schools	Tris Moore	Family Liaison	253-945-2273	121
Federal Way Chamber of Commerce	Tom Pierson	Chief Executive Officer	253-838-2605 ext.105	121
Excellent Schools Now	Karen Waters (360)	Communications Contact	206-282-1990	121
Enterprise Washington	Erin McCallum	President	425-313-0074	121
El Centro de la Raza	Ramon Soliz	President	206-957-4634	121
Downtown Seattle Association	Kate Joncas	President	206-623-0340	121
DeVry University			877-923-3879	121
Community Center for Education Results	Mary Jean Ryan	Director	360-725-6025	121
Communities in Schools (Seattle)	Petrina Fisher	Executive Director	206-252-0008	121
College Success Foundation	Deborah Wilds, Ph.D.	President and Chief Operating Officer	425-416-2000	121
College Success Foundation	Bob Craves	Chair & CEO	425-416-2000	121
College Spark	Christine McCabe	Executive Director	206-461-5374	121
College Club of Seattle	Randolph Petgrave III	President	206-622-0624	121
Clover Park Technical College	John W. Walstrum	President	253-589-5800	121
City University	Lee Gorsuch	President	425-709-7600	121
City Club of Tacoma	Erik Hanberg	Executive Director	253-353-2489	121
CHOICES Education Group	Shannon Kavanaugh	President	206-246-4237	121
Chambers Creek Foundation	Tammy Blount	President & CEO	253-460-5866	121
Casey Family Programs	William C. Bell	President & CEO	206-282-7300	121
Camp Fire USA Central Puget Sound Council	Jane White Vulliet	CEO	206-461-8550	121
Boys and Girls Club of South Puget Sound	Mark Starnes	President/CEO	253-502-4626	121
Big Brothers Big Sisters of King-Pierce Counties	Main Office		206-763-9060	121
Bethel Public Schools	Krista Carlson	Communications Director	253-683-6000	121
Bellevue Chamber of Commerce	Kristi Clemens	Marketing & Communications	425.213.1202	121
Bellarmino Preparatory School	Jack Peterson	President	253-752-7701	121
Bates Technical College	Lyle Quasim	Interim President	253-680-7000	121
Bastyr University	Daniel K. Church	President	425-823-1300	121
Argosy University Seattle			1-800-377-0617	121
Antioch University Seattle	Cassandra Manuelito-Kerkvliet	President	206-268-4105	121

Annie Wright School	Christian Sullivan	Head of School	253-272-2216	121
American Red Cross Mt. Rainier Chapter	Contact	-	253-474-0400	121
Alliance for Education	Edgar Gonzales	Director of Development	206-205-0326	121
Alliance for Education	Mark Yango	Director of Communications	206-205-0338	121
Alliance for Education	Mark Yango	Director of Communications	206-205-0338	121
Western WA University Bremerton Center	Dr. Genet Simone	Academic Program Director	360-475-7746	114
West Sound Arts Council				114
United Way of Kitsap County	Beverly Kincaid	President of Board of Directors	360-377-8505	114
Port of Brownsville	Jack B. Bailey	President	360-692-6979	114
Peninsula Community Health Services	Barbara Malich	Chief Executive Officer	360.478.2366 ext 4104	114
Olympic College	Mary Garguile	Vice President of Instruction	360-475-7401	114
Old Dominion University	Victoria Sager	Site Director	360-475-7280	114
North Mason Chamber of Commerce	Frank Kenny	President/CEO	360-275-4267	114
Manette Business Assn	Wendy Daniels	President	-	114
Kitsap Regional Library-Downtown	Ruth Bond	Interim Branch Manager	360-415-6727	114
Kitsap Community Resources	Larry Eyer	Executive Director	360-478-2301	114
Holly Ridge Center	Cami Lewis	President	360-373-2536	114
Educational Service District #114	-	-	360-479-0993	114
Communitas	Alan Petersen	Executive Director	360-377-7231, ext. 202	114
Chapman University Bangor Campus	Jan Williams	Site Director, VA Certifying Official	360-779-2040	114
Bremerton School District	Ioanna Cossack	Board of Directors	360-473-1031	114
Bremerton Chamber of Commerce	Frank Gentile	Operations Manager	360-479-3579	114
YWCA	Karmel Shields	Executive Director	360-352-0593	113
Western States Petroleum Association	Frank E. Holmes	Manager, Northwest Region	360-352-4506	113
Washington State School Directors Association	Kevin Lavery — Mukilteo School District	Board President	206-498-8726	113
Washington State School Directors Association	Marilee Scarbrough	Policy	360.252.3017	113
Washington State School Directors Association	David Brine	Communications Director	360-252-3013	113
Washington State Commission on African American Affairs	Rosalund Jenkins	Executive Director	360-725-5663	113
Washington State Commission on African American Affairs	Pam Morris	Executive Assistant	360-725-5664	113
Washington Retail Association	Jan Teague	President & CEO	360-943-9198 ext. 19	113
Washington Restaurant Association	Anthony Anton	President & CEO	360-956-7279	113
Washington REALTORS	Bill Riley	President	360-943-3100	113
Washington Public Utility Districts Association	John Kounts	Interim Executive Director	206-841-4199	113
Washington Food Industry	General		360.753.5177	113
Washington Farm Bureau	Patrick Batts	CEO	360-357-9975 ext 113	113
Washington Association of School Administrators	Paul Rosier	Executive Director	360-943-5717	113

Washington Association of School Administrators	Kristen Jauden	Communications	360-943-5717	113
Troy University			253-964-0545	113
The Salvation Army	Major William Lum	Contact-Olympia	360-705-2850	113
The Office of Minority and Women's Business Enterprise	Cynthia Cooper	Executive Director	360-753-9691 (x102)	113
The Commission on Hispanic Affairs	Uriel Inequiz	Executive Director	360-725-5661	113
The Commission on Hispanic Affairs	Alicia Luna	Executive Assistant	360-725-5661	113
The Commission on Asian Pacific American Affairs	Kendee Yamaguchi	Executive Director	360-725-5667	113
Skookum Educational Programs	Marie Campanoli	Marketing and Communications Director	360-340-6203	113
Salvation Army Corps Community Center	Major William Lum	Contact-Olympia	360-705-2850	113
Office of the Education Ombudsman	Adie Simmons	Ombudsman Parent Group	206-729-3232	113
North Thurston School District	Bill Williams	School Board President	360-456-5743	113
National Federation of Independent Business	Patrick Connor	NFIB/Washington State Director	360-786-8675	113
Multi-Ethnic Think Tank	John Pope	Liaison		113
Migrant Education Parent Committee	Nicolosa Medina	Executive Committee, Chair	360-725-6147	113
Latino Family Group	Eunice Santiago	Lead		113
Grays Harbor Chamber of Commerce	Kellie Daniels	Chair	1-800-321-1924	113
Governor's Office of Indian Affairs	Rebecca George	Communications and Outreach	360-902-8828	113
Boy Scouts of America-Pacific Harbors Council	Tumwater Field Services Office		360-918-0066	113
Black Education Strategy Roundtable	Rosalund Jenkins	Executive Director	360-725-5663	113
Big Brothers Big Sisters of Southwest Washington	Roger Jones	CEO	360-943-0409	113
Better Business Bureau- Oregon and Western Washington	General		253-830-2924	113
Association of Washington School Principals	Gary Kipp	Executive Director	360-357-7951	113
Association of Washington School Principals	Jennifer Fellingner	Communications Director	360-357-7951	113
Association of Washington Business	Jocelyn McCabe	Vice President of Communications	360-943-1600	113
Association of Washington Business	Don Brunell	President	360-943-1600 ext. 1015	113
Achievement Gap and Oversight	Erin Jones	Asst. Superintendent	360-725-6165	113
YWCA of Clark County	Jennifer Werdel	Director of Development and Communications	360-696-0167	112
Women Entrepreneurs Organization	Cathy Nielson	President of the Board		112
Washington Workforce Association	Tim Probst	CEO	360-693-6362	112
Washington State University Vancouver	Maureen Keller	Administrative Assistant	360-546-9599	112

Vancouver's Downtown Association	Linda Glover	President	360-258-1129	112
Vancouver School District #37	Kris Sork	Communications Director	360-313-1230	112
Vancouver Rotary Foundation's Festival of Trees	Juliet Laycoe Hagley	President	-	112
Vancouver Education Association	Ann Giles	President	360-695-3397	112
ST Joseph Catholic School	Lesley Harrison	Principal	360-696-2586	112
North Clark County Chamber of Commerce	Linda Tracy	President	360-619-1170	112
NAACP Local Chapter 1139	Margo Bryant	President	-	112
M.J. Murdock Charitable Trust-Gives Grants to Education	Steven G. W. Moore	Executive Director	360-694-8415	112
Leadership Clark County	Contact	Director	360-567-1085	112
Human Services Council	Sandra Odren	President	360-694-6577	112
Greater Vancouver Chamber of Commerce	Kim Capeloto	President/CEO	360-567-1050	112
Evergreen School District	Victoria Bradford	School Board President	360-896-1327	112
Community Choices- Committed to Good Communities	Sharon Pesut	Executive Director	360-567-1087	112
Columbia River Economic Development Council	Bart Phillips	CEO	360-567-1060	112
Clark County Family YMCA	Eddie White	Executive Director	360-258-3834	112
Clark College Foundation	Lisa Gilbert	President/CEO	360-992-2301	112
Clark College	Robert K. Knight	President	360-699-6398	112
Camas-Washougal Chamber of Commerce	Brent Erickson	Executive Director	360-834-2472	112
Café Femenino Foundation-Enhances Lives of Women and Children	Gay Smith	Founder	360-573-4433	112
Battle Ground Chamber of Commerce	General		360-687-1510	112
YMCA of Yakima	Bob Romero	General Director	509-972-5252	105
Yakima Valley Regional Library	Kim Hixson	Interim Director	509-575-3401	105
Yakima Valley Community College	Linda Kaminski	President	509-574-4600	105
Yakima Public Schools	Jessie Garza	Family Liaison	509-573-7140	105
Yakima Public Schools	John Vornbrock	School Board Interim President		105
Yakima Public Schools	Martha Rice	School Board Member		105
WEA Midstate	Ted Raihl	President	509-452-6559	105
Washington State School Directors Association	Deborah Heart – Goldendale School District	President- Elect	509-773-6334	105
Southeast Yakima Community Center			509-248-2460	105
Perry Technical Institute	Christine Cote	President	509-453-0374 ext. 216	105
Pacific Northwest University of Health Sciences	Lloyd H. Butler	Acting President	509-452-5100	105
Hispanic Chamber of Commerce-Yakima County	Contact	-	509-453-2050	105
Heritage University- Yakima Office	Contact		509-865-8587	105
Greater Yakima Chamber of Commerce	Margaret 'Peggy' Burton	Administrative Vice-President of Programs and Communications	509-248-2021 extension 106	105

Fort Simcoe Job Corps Center			509-874-2244	105
Ellensburg Chamber of Commerce	Bob Hansen	Executive Director	509-925-3138	105
Educational Service District 105	Dr. Jane Gutting	Superintendent	509-454-3113	105
E P I C- Enterprise for Progress in the Community- Does Early Childhood Ed.	Rick Doehle	President & CEO	509-248-3950	105
Circle of Success, Inc.	Pat Mallonee	Program Coordinator	509.965.7100 ext 1019	105
Central Washington University- Yakima Center	Melanie Palm	Site Director	509-963-3710	105
Central Washington University	James L. Gaudino	President	509-963-2111	105
Women Helping Women Fund	Debbie Zimmerman	President	509-328-8285	101
WEA Riverside	Jace Borba	UniServ Representative	360-256-0880	101
TINCAN-Teen Camp	Karen Michaelson	Executive Director	509-744-0972	101
The Salvation Army-Spokane County			509-325-6810	101
Spokane Public Schools	Susan S. Chapin	School Board President	509-354-7364	101
Spokane Police Guild				101
Spokane County United Way	Tim Henkel	President/CEO	509-838-6581	101
Spokane C.O.P.S.- Community Oriented Policing Services	Christy Hamilton	Director	509-835-4572	101
Spokane Area Workforce Development Council	Matt Mattke	Workforce Strategy & Planning Director	509-625-6210	101
Silver Lake Camp- Children's Camp				101
Northeast Community Center Association	Bill Duffy	President of Board	509-487-1603	101
Junior Achievement of the Inland Northwest, Inc.	Contact		509-624-7114	101
IAFF Local 29- Spokane Firefighters	Mark Vietzke	President	509-484-5598	101
Greater Spokane Incorporated	Rich Hadley	President & CEO	509-321-3635	101
Girl Scouts of Eastern Washington and Northern Idaho	Pam Lund	CEO	509-747-8091, ext. 207	101
Downtown Spokane Partnership	Marty Dickinson	President	509-456-0580	101
Community Colleges of Spokane	Christine Johnson	Chancellor	509-434-5107	101

ORGANIZING SBE MEETINGS FOR 2010-11

BACKGROUND

The State Board of Education (SBE) will have a new work plan to carry out its new Strategic Plan for 2010-11. The SBE will also have additional cuts to its state budget for FY11. As the Board begins a new year, it makes sense to revisit how we operate our Board meetings to ensure we use Board time effectively and efficiently for deliberation and actions. Steve Dal Porto and Connie Fletcher are offering proposed recommendations for Board discussion. These have been vetted with SBE staff as well.

POLICY CONSIDERATION

Considerations and Recommendations:

1. Review ways to be effective as Board members (NASBE Handout on Characteristics of An Effective Board Member).
2. Extend Board meeting on second day to 5:00 p.m., if needed, with business decisions as the last item before reflections and next steps.
3. Incorporate work sessions into regular Board meetings:
 - a. Any additional work sessions needed would be done via Webinar.
 - b. Do not create any new charters as the Board did for the Meaningful High School Diploma (MHSD) and the Systems Performance Accountability (SPA) Work unless needed.
 - c. Fold SPA work into regular Board meetings and/or have two additional work sessions per year outside of Board meetings. MHSD will no longer meet.
4. Ensure that all local district or organization presentations are directly germane to the Board's current work.
5. Allow for public comment directly after each topic upon which the Board will make a decision.
6. Provide primer for people on how to address the Board.
7. Provide written report, by Board member, from liaison meetings attended.

The Board will discuss these recommendations:

1. NASBE Characteristics of an Effective State Board member – Attachment A.
2. Board liaisons to meetings – Attachment B.

EXPECTED ACTION

The Board will discuss the above recommendations for its future meeting organization.

Boardsmanship Review

Characteristics of an Effective State Board Member

Individuals who seek or accept service on their state board of education generally enter this venture with good intentions. Most often they bring to the board a belief in public education, a commitment to public service, and a desire to make a positive difference in the lives of the students in their states. If most board members share these altruistic motives, how and why do some boards occasionally become unproductive and dysfunctional?

Although several processes are fundamental to effective policymaking, none is more important than the conduct of individual board members. This is true both at the board table and in the way members represent the interests of the board to interest groups and in their respective communities.

To be an effective board member one should:

- ❖ Be a team player
- ❖ Use good judgement
- ❖ Have time for board service
- ❖ Be loyal
- ❖ Be flexible
- ❖ Use his or her expertise for the good of the board
- ❖ Show support for and belief in the board's mission.

In the richest democratic tradition, board members will often disagree, promote particular viewpoints, and debate the issues. This is appropriate in the development of policy. However, once the board has taken a vote, it is critical for every board member to stand behind the collective decision of the body. The members of effective boards share common expectations of their colleagues that they observe and respect both in the deliberation of policy and in the representation of the board's views when policy is enacted. When the members collectively meet those expectations, the board is a better institution and the focus of policymaking is on results for students.

An effective board has members who:

- ★ Support the mission of the board
- ★ Read written materials in preparation for board meetings and decision making
- ★ Attend board meetings and actively participate in decision making
- ★ Demonstrate understanding of a statewide perspective
- ★ Understand the distinction between state and local policy issues
- ★ Distinguish between policy development/oversight and agency management
- ★ Advocate for the board.

Supporting the Mission

Every member of the board must know the mission and know how it relates to the work of the board. The mission should drive the actions of the board and should be modified as the policymaking environment changes for the board. When an individual is elected or appointed to the state board of education, he or she should review the mission, goals, and related policies. Although it is typical for members to have their own views of what the board should be accomplishing, it is important that new members show regard for the work of previous boards.

This is not to suggest that members shouldn't raise new issues and concerns that the board's mission may not adequately address. An existing board should try to accommodate the views of new members without disrupting the progress it has already made. It would be highly unusual if an individual's vision of public education could not somehow be held in the mission statement of the board. If there is dissent among several members of the board about its mission and goals, then spending time rewriting the mission to achieve a vision that all board members can enthusiastically support at every opportunity is appropriate for the board.

Reading Written Materials in Preparation for Board Meetings and Decision Making

This may appear to state the obvious, but on occasion board members express frustration that a colleague does not do his or her homework in preparation for the meetings. This reflects poorly on the entire board and slows progress. When a board member is chronically unprepared, it is proper for the chair of the board to speak to that individual in private, letting them know the critical importance of preparing for the meeting. After all, the board is often under a microscope and must be cognizant of the way it looks to the public.

Although there are board members who are sometimes negligent in their preparation, frequently it is simply a case of busy people finding the time to adequately prepare. Board members are volunteers who often find it difficult to read and evaluate the many documents that are emailed or mailed to them on a monthly, weekly, and sometimes daily basis. Lack of preparation may be more of a reflection of the way in which the staff conveys the value of information to members.

If board members are expected to read materials and come to the meetings prepared to debate and develop policy, then expectations must also be set for the staff responsible for keeping the board informed. The staff must ensure that members receive relevant material in an workable time frame. The board should have an operating policy that guides staff on the materials that will be sent to the board members. Boards should use executive summaries, report logs, and other devices to give members a chance to read as much or little as they are able to while still being prepared for a given issue.

Attending Board Meetings and Actively Participating in Decision Making

It is impossible to make an informed policy decision without active learning and participation in the process. Most boards set aside time for study sessions, hearings, and other exercises to help inform the process. It is important that board members attend these sessions and use this time to expand their understanding of the issues and their implications for students. Members who are sincere about getting input from the public and about making informed decisions attend board and committee meetings plus hearings and study sessions. Recognizing

how much time this entails, additional meeting responsibilities should be linked directly to the ongoing work and goals of the board.

Active participation in decision making also involves sharing opinions, concerns, and expertise with colleagues on the board to help expand their knowledge, as well. The strength of a board often rests with its diversity, and a board is better when all members are contributing.

Having a Statewide Perspective

While many board members are elected or appointed from a specific region, and so bring a valuable regional perspective to policy discussions, ultimately boards are responsible for all students. This means members must be able to appreciate how policies will affect students and districts throughout the state.

Advocating for the Board

State board members often do not get to see firsthand the impact of the policies they make for students. There is no doubt that state education policy has the potential power and influence to change lives. Policies can only change lives, however, if the message the board transmits to teachers, administrators, parents, students, and other policymakers says that, “We, members of the state board of education, stand behind our convictions and our policies.” If the board’s decisions are to have an impact, board members must advocate the process of lay policy development. The member who casts the dissenting vote should recognize the value of the debate and the integrity of the board’s procedures and accept defeat graciously. A member can always advocate change or modification at the appropriate time. Members who deride the board and its positions because they disagree with them do more harm than good for students and for the process. They are also less likely to convince their colleagues to consider their views on other issues.

Finally, effective board members recognize the importance of the board’s work, take time to participate in their own professional development, and ensure that the board—as befits a state policymaking body—is provided sufficient resources to enhance and inform its work.

– Brenda Welburn

ATTACHMENT B

Organization	Primary Liaison
AWSP -Association of Washington School Principals	Amy Bragdon
AESD -Association Educational Service Districts	Steve Dal Porto
ESD 101 (Spokane)	Amy Bragdon
ESD 105 (Yakima)	Phyllis Frank
ESD 112 (Vancouver)	Bob Hughes
ESD 113 (Olympia)	Warren Smith
OESD 114 (Bremerton)	Kris Mayer
PSESD 121 (Renton)	Connie Fletcher
ESD 123 (Tri-Cities)	Steve Dal Porto
NCESD 171 (Wenatchee)	Steve Dal Porto
NWESD 189 (Anacortes)	Sheila Fox
School Facilities Citizen Advisory Panel	
Learning First Alliance	Connie Fletcher
Legislature/Education Committees	Mary Jean Ryan
HECB-Higher Education Coordinating Board/Advisory Council	Sheila Fox
PESB -Professional Educator Standards	Sheila Fox
PSE -Public School Employees of Washington	Warren Smith
PTA -Washington State Parent-Teachers Association	Eric Liu
Quality Education Committee (QEC)	Mary Jean Ryan
SBCTC -State Board for Community and Technical Colleges	Bernal Baca
Steering Committee for Education Reform	Jeff Vincent
WASA -Washington Association of School Administrators	Steve Dal Porto
WASC -Washington Association of Student Councils	Anna Laura Kastama and Jared Costanzo
WEA -Washington Education Association	Bernal Baca
WFIS -Washington Federation of Independent Schools	Jack Schuster
Washington Business Roundtable/Association of Washington Business	Jeff Vincent
WSSDA -Washington State School Directors' Association	Connie Fletcher
WTECB -Workforce Training and Education Coordinating Board	Phyllis Frank

CORE 24/GRADUATION REQUIREMENT REVISIONS

BACKGROUND

The SBE remains committed to a single college/career ready high school diploma with multiple pathways that prepares students for postsecondary education, the 21st century workplace and citizenship¹. A high school diploma, though a significant accomplishment, is necessary to prepare for the demands of 21st century life. The diploma should pave the way for the education and training—apprenticeships, technical certificates, and degrees—needed to meet those demands.

POLICY CONSIDERATIONS

For the purpose of making a decision on a revised graduation requirements framework that reflects feedback from the field and the SBE's intent, Board members will be asked to come to agreement on:

- Core graduation credit requirements.
- Policy recommendations, based on the work of the Core 24 Implementation Task Force, to increase flexibility in graduation requirements.
- Phase-in strategy and timeline.
- Changes to the high school and beyond plan.

Changes to the culminating project will be reviewed, but no action will be taken until the November 2010 meeting.

See Attachments A and B for the areas of Board discussion.

EXPECTED ACTIONS

Approve a revised draft graduation requirement proposal, including credit requirements, policy recommendations, a phase-in strategy/timeline and changes to the High school and beyond plan.

¹ The purpose of the diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner. The diploma represents a balance between the personalized education needs of each student and society's needs, and reflects at its core the state's basic education goals. The diploma is a compact among students, parents, local school districts, the state and whatever institution or employer the graduate moves on to – a compact that says the graduate has acquired a particular set of knowledge and skills. How the student demonstrates those skills may differ. Whether a student earns the credit by participating in formal instruction or by demonstrating competency through established district policies is immaterial; they are equally acceptable." *Adopted by the SBE in January 2008*

SECTION ONE: GRADUATION REQUIREMENTS FRAMEWORK OPTIONS

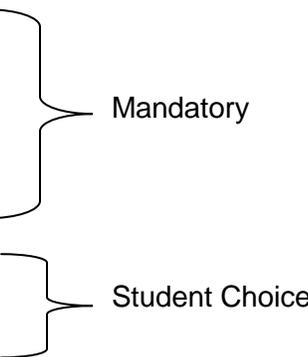
In order to determine a revised core set of graduation requirements, Board members are asked to consider the following questions in the context of the five graduation requirements options posed below. Members will be asked to discuss the pros and cons of each option:

1. Do we want a common college/career pathway that students are automatically enrolled in? (State graduation requirements are by definition a common pathway).
2. What are the core requirements that all students should take for a common college/career pathway?
3. What does flexibility mean? Can a student substitute courses for the common pathway? If so, under what circumstances and when? (Considerations for substitution would be in the areas of world language, arts, occupational education/CTE/career concentration, health and fitness).
4. How many credits must all students earn for a diploma?
 - a. Does the Basic Education Act² language requiring “instruction that provides students the opportunity to complete 24 credits” mean that the SBE has a policy obligation to:
 - i. *Require 24 credits for graduation?*
 - ii. *Provide the opportunity for students to complete 24 credits for graduation?*

Shaded areas of each option indicate where requirements meet or exceed minimum Higher Education Coordinating Board four-year public college admissions requirements.

GREEN OPTION

CORE COURSES	CREDITS
English	4
Math	3
Science (2 Labs)	3
Social Studies	3
Health	.5
Career Preparation	1
High School and Beyond Plan	
World Language or CTE	2
Arts	2*
Fitness	1.5*
Summary	
SBE Requirements	20
Local Electives	4
Minimum Requirements to Earn a Diploma	20
Recommended to Earn a Diploma	24



At the end of 8th grade, students would be enrolled in a high school program of study that would automatically include these prescribed subjects:
 English—4
 Math—3
 Science—3
 Social Studies—3
 Health—.5
 Career Preparation—1
 Arts—1
 World Language or CTE—2

The remaining credits would be chosen by the student, based on his or her HSBP.

*Appropriate substitutions can be made based on a student’s high school and beyond plan. Only one credit may be substituted for Arts.

² [RCW 28A.150.220](http://rcw.wa.gov/RCW_28A_150.220)

YELLOW OPTION

CORE COURSES	CREDITS
English	4
Math	3
Science (2 Labs)	3
Social Studies	3
Health	.5
Career Preparation	1
High School and Beyond Plan	
World Language	2*
Arts	2*
Fitness	1.5*
Summary	
SBE Requirements	20
Local Electives	4
Minimum Requirements to Earn a Diploma	20
Recommended to Earn a Diploma	24

Mandatory

Student Choice

At the end of 8th grade, students would be enrolled in a high school program of study that would automatically include these prescribed subjects:
 English—4
 Math—3
 Science—3
 Social Studies—3
 Health—.5
 Career Preparation—1
 Arts—1

The remaining credits would be chosen by the student, based on his or her HSBP.

*Appropriate substitutions can be made based on a student's high school and beyond plan. Only one credit may be substituted in the Arts. By law (RCW [28A.230.050](#)), students may be excused from physical education.

BLUE OPTION

CORE COURSES	CREDITS
English	4
Math	3
Science (2 Labs)	3
Social Studies	3
Arts	1
Health/Fitness	2*
High School and Beyond Plan	
World Language or CTE	2
Electives	6
Summary	
SBE Requirements	18
Local Electives	6
Minimum Requirements to Earn a Diploma	24
Recommended to Earn a Diploma	24

Mandatory

Student Choice

At the end of 8th grade, students would be enrolled in a high school program of study that would automatically include these prescribed subjects:
 English—4
 Math—3
 Science—3
 Social Studies—3
 Health/Fitness—2*
 Arts—1
 World Language or CTE—2

The remaining credits would be chosen by the student, based on his or her HSBP.

*By law (RCW [28A.230.050](#)), students may be excused from physical education.

ORANGE OPTION

CORE COURSES	CREDITS
English	4
Math	3
Science (2 Labs)	3
Social Studies	3
High School and Beyond Plan	
Arts	2*
World Languages	2*
Health/Fitness	2*
Career Concentration	3*
Electives	2
Summary	
SBE Requirements	22
Local Electives	2
Minimum Requirements to Earn a Diploma	22**
Recommended to Earn a Diploma	24

Mandatory

Student Choice

At the end of 8th grade, students would be enrolled in a high school program of study that would automatically include these prescribed subjects:

- English—4
- Math—3
- Science—3
- Social Studies—3
- Health/Fitness—2*
- Arts—2
- World Languages—2
- Career Concentration—3

The remaining credits would be chosen by the student, based on his or her HSBP.

*Based on the high school and beyond plan, the following substitutions may be made: Arts—1 credit; World Languages—2 credits; Health/Fitness—1.5 credits of physical education (per law); Career Concentration—2 credits.

**Up to 2 credits could be waived by local administrators for students who have failed a class and taken the appropriate credit recovery classes to regain the credit.

TURQUOISE OPTION

CORE COURSES	CREDITS
English	4
Math	3
Science (2 Labs)	3
Social Studies	3
Arts	2
Fitness	1.5*
Health	.5
Career Concentration	1
High School and Beyond Plan	
Electives	6
Summary	
SBE Requirements	18
Local Electives	6
Minimum Requirements to Earn a Diploma	24
Recommended to Earn a Diploma	24

Mandatory

Student Choice

At the end of 8th grade, students would be enrolled in a high school program of study that would automatically include these prescribed subjects:

- English—4
- Math—3
- Science—3
- Social Studies—3
- Health/Fitness—2*
- Arts—2
- Career Concentration—1

The remaining credits would be chosen by the student, based on his or her HSBP.

*By law (RCW [28A.230.050](#)), students may be excused from physical education.

SECTION TWO: POLICY CONSIDERATIONS FOR IMPLEMENTATION

The following policy considerations emerged from recommendations by the Core 24 Implementation Task Force (ITF) presented in the April 2010 ITF Report.³

Policy Consideration #1⁴. Remove the SBE’s 150-hour requirement for a high school credit.⁵ Substitute non time-based language for the current 150-hour definition and maintain the competency-based definition.

Removing the 150 hour requirement would result in variation across districts in the amount of instructional time students would experience to earn a credit. That variation exists today, depending on the type of schedule a district/school uses. What would remain constant across districts is the expectation that students in grades seven through twelve would be enrolled for 1,080 instructional hours⁶ in each grade level.

While the ITF did not suggest substituting a non time-based definition for the 150 hours, that substitution might be a bridge for districts that are not prepared to move strictly to competency-based credit definitions.

Few districts routinely use the “competency” definition as a means of awarding credit, and even those that do, such as Clark County’s Evergreen School District, do not find many students taking advantage of it. For this reason, a non time-based statement would provide an alternative to a strict reliance on competencies. It is not uncommon for states to have several definitions for a credit. The SBE may want to consider substituting a statement in the WAC such as these examples from other states:

- Successful demonstration of a unit of study as established by the district (Maryland).
- Successful completion of the subject area content expectations or guidelines developed by the state (Michigan).
- Satisfactory completion of all of the required work for a particular course or subject (Kansas).

³ <http://www.sbe.wa.gov/documents/Core%2024%20ITF%20Final%20Rpt%20April%202010.pdf>

⁴ From the ITF Report: “Redefine “credit” in WAC Policy. While recognizing the importance of investing time in learning, the ITF recommends that the SBE eliminate, in the above WAC [WAC 180-51-050] the time-based (150 hours) definition of a credit (a), and maintain the competency-based definition of a credit (b). This policy would place the focus on student-centered learning and allow districts the flexibility to determine, and individualize, how much course time is needed for students to meet the state’s standards.”

⁵ The relevant language of WAC [180-51-050](#) is as follows: As used in this chapter the term “high school credit” shall mean:

(1) Grades nine through twelve or the equivalent of a four-year high school program, and grades seven and eight under the provisions of RCW [28A.230.090](#) (4) and (5):

(a) One hundred fifty hours of planned instructional activities approved by the district; or
(b) Satisfactory demonstration by a student of clearly identified competencies established pursuant to a process defined in written district policy. Districts are strongly advised to confirm with the higher education coordinating board that the award of competency-based high school credit meets the minimum college core admissions standards set by the higher education coordinating board for admission into a public, baccalaureate institution.

⁶ RCW [28A.150.220](#) (2) a) For students enrolled in grades one through twelve, at least a district-wide annual average of one thousand hours, which shall be increased to at least one thousand eighty instructional hours for students enrolled in each of grades seven through twelve and at least one thousand instructional hours for students in each of grades one through six according to an implementation schedule adopted by the legislature; and...

Policy Consideration #2⁷: Permit students who complete Career and Technical Education (CTE) course-equivalent courses to earn one credit for the course and satisfy a second requirement; require reciprocity across districts. Work with the Office of Superintendent of Public Instruction to determine what changes, if any, would need to be made to the standardized transcript to share information adequately across districts.

This is the “Two for One” Policy considered by the ITF. This policy would create flexibility for students by enabling them to earn one credit and satisfy two requirements when taking CTE courses that have been designated by the district to be equivalent to a graduation requirement. By requiring reciprocity across districts, students would not be negatively impacted if they transferred to a district with a different policy.

Statute⁸ already requires districts to adopt course-equivalent policies for CTE courses, and the state has prepared an “equivalency toolkit”⁹ to provide guidance for establishing those equivalencies.

Policy Consideration #3¹⁰: Permit local authority for the substitution of up to two credits in designated subjects; require reciprocity across districts. Work with the Office of State Superintendent of Public Instruction to determine what changes, if any, would need to be made to the standardized transcript to share information adequately across districts.

The SBE’s decision on this recommendation may be contingent upon the final form of the graduation framework that it puts forward. For example, each of the four different options presented in this document stipulates the subjects where credits may be substituted. Local districts would not need to adopt written district policy to make these substitutions because the parameters would already be prescribed in rule. However, the SBE might want to consider granting local waiver authority for up to two credits under specific conditions; for example, students who enter the school district from another state or country in their senior year, fail courses, are pursuing a full International Baccalaureate or Cambridge program of study, etc.

⁷ From the ITF Report: “Encourage districts to explore competency-based methods of awarding credit by creating a state policy that would enable students to earn one credit and satisfy two requirements when taking *either* a CTE course that has been designated by the district to be equivalent to a graduation requirement *or* another course that has been designated by the district to be equivalent to a graduation requirement (e.g., marching band and physical education; human anatomy/physiology and health. Standardized transcripts would note whether the student met the graduation requirement by equivalency or by credit. Districts would establish an equivalency process to ensure that the standards for both graduation requirements are met in one course, and would set the limit on the number of “two for one” classes a student could take. Students would still need to earn a total of 24 credits. Credits and requirements would be satisfied according to the district policy where the student took the course. Reciprocity across districts must be honored, with the expectation that districts would work together in the best interests of students.”

⁸ <http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.230.097>

⁹ <http://www.k12.wa.us/CareerTechEd/pubdocs/EquivalencyCreditToolkit2.0.pdf>

¹⁰ From the ITF Report: “Give limited waiver authority to local administrators by delegating to each school board the authority to adopt policy that prescribes administrator latitude and discretion for waiving required credits, using these parameters: 1) Waivers are limited to no more than two graduation requirements (not credits), 2) The waiver(s) must be based upon student need as articulated in the high school and beyond plan, 3) The waiver(s) must be documented on the standardized transcript. 4) No waivers in a content area are authorized if the student has failed to meet standard on the required state assessment in that content area (e.g., math, reading, writing, science), 5) A district must have a written policy regarding waivers before any waivers are authorized, 6) Students must still earn 24 credits.”

Policy Consideration #4¹¹: Advocate for funding for increasing comprehensive counseling services at the middle and high school levels, in part to initiate the high school and beyond plan at the middle level, with a focus on exploring students' options and interests.

The ITF recommended that the focus of the high school and beyond plan (HSBP) in middle school be on exploring students' options and interests. Initiation of the HSBP at the middle school level is a systems issue, not an individual student graduation requirement issue. Students will graduate even if they start their HSBP later than middle school.

Policy Consideration #5¹²: Make Washington State History and Government a non-credit requirement, and require transcripts to note that the student has met the Washington State History and Government requirement.

Policy Consideration #6: Add .5 credit of civics as a graduation requirement.

See Attachment B for a review of these two issues. There will be a separate presentation on this topic at the meeting.

SECTION THREE: PHASE-IN TIMETABLE

The SBE will need to determine a rationale for a phase-in strategy. The ITF recommended a six-year phase-in (including a planning year), and underscored the importance of stable funding for at least grades 8-12; in particular, funding to meet class size standards, extra support for high poverty schools, guidance and counseling, and resources aimed at supporting struggling students.

The current legislation stipulates that the legislature must authorize and fund any changes to graduation requirements. The law¹³ reads:

(c) The state board shall forward any proposed changes to the high school graduation requirements to the education committees of the legislature for review and to the quality education council established under RCW [28A.290.010](#). The legislature shall have the opportunity to act during a regular legislative session before the changes are adopted through administrative rule by the state board. Changes that have a fiscal impact on school districts, as identified by a fiscal analysis prepared by the office of the superintendent of public instruction, shall take effect only if formally authorized and funded by the legislature through the omnibus appropriations act or other enacted legislation.

There are two ways to think about a phase-in strategy:

- 1) Phase in changes, beginning in middle school, and be directive about the sequence, based on the SBE's perceived areas of the state's highest priorities, realizing that the cost of those changes may preclude legislative authorization, or
- 2) Phase in changes, beginning with those that will have minimal fiscal impact, and set a deadline which allows the districts to determine the sequence of changes, realizing that this is a way to significantly strengthen college/career ready student preparation as soon as possible.

¹¹ From the ITF Report: "A plan should be started at the middle level with a focus on exploring students' options and interests. The ITF recommends increasing the comprehensive counseling services available at the middle level."

¹² From the ITF Report: "Provide opportunities for students to begin meeting high school graduation requirements at the middle level when courses meet rigorous standards as determined by the local districts."

¹³ [RCW 28A.230.090 2\(c\)](#)

The staff's recommended timeline is based on the second strategy because it allows more district flexibility to make changes and recognizes the economic constraints the state faces.

Lead Time Needed to Impact a Graduating Class

Rule Put in Place	First Graduating Class Affected
2011	2015
2012	2016
2013	2017
2014	2018
2015	2019
2016	2020

Given this schedule, staff makes the following recommendations for a timetable of rule implementations for new graduation requirements.

Phase-in Timetable for SBE Action

SBE Action	Year Funding Would Need to Begin	Year Rule Put in Place	Graduating Class Affected
<ul style="list-style-type: none"> Add math credit. 	Already in rule.	2009	2013
<ul style="list-style-type: none"> No rule changes. 	N/A	2010	2014
<ul style="list-style-type: none"> Add 1 credit of English. Add .5 credit of social studies (specifying .5 in civics education). Specify a math or science must be taken in senior year. Implement no-cost policy recommendations. 	Assumes these changes can be made with minimal state fiscal impact. ¹⁴	2011	2015
<ul style="list-style-type: none"> No rule changes. 	N/A	2012	2016
<ul style="list-style-type: none"> Add remaining credits. Start HSBP in middle school; clarify requirements. 	2013 Assumes funding is based on marginal costs to add new graduation requirements—not the costs to fund all of the underfunded parts of basic education.	2013	2018

¹⁴ Approximately 19% of the 247 districts with high schools will be affected by the addition of English and social studies credits. Forty-six districts will need to add English credits (21 of those will only need to add .5 credit). Forty-four districts will need to add .5 credit of social studies. Fifteen districts will need to make adjustments in both English and social studies credits. All districts will have to add civics education, but civics is already part of the Social Studies Essential Academic Learning Requirements and many districts have already incorporated it.
<http://www.sbe.wa.gov/documents/2010.06.10%20Graduation%20Requirements%20Database.xls>

Note. All implementation dates would be pushed back if funding were not received. 2018 allows maximum district flexibility and is consistent with the six-year ITF phase-in recommendation.

The table below provides staff recommendations for the graduation requirements components of an SBE legislative package in the coming biennia:

Timetable of SBE Legislative Requests	
Biennium	SBE Legislative Request
2011-2013	<ul style="list-style-type: none"> • Present draft rules for graduating class of 2015 to QEC and legislature for review (legislature must approve any changes to graduation requirements that have a fiscal impact). • Request a pool of funds as incentive money for districts willing to “beta test” new requirements prior to state-mandated implementation.
2013-2015	<ul style="list-style-type: none"> • Request marginal cost funding for struggling students, comprehensive guidance needed to support high school and beyond plan, and instructional time. • Request marginal cost money for districts needing resources for facilities.
2015-2017	<ul style="list-style-type: none"> • Request marginal cost funding for struggling students, comprehensive guidance and counseling, and instructional time. • Request marginal cost money for districts needing resources for facilities.

SECTION FOUR: HIGH SCHOOL AND BEYOND PLAN AND CULMINATING PROJECT

After discussion over several meetings, the Meaningful High School Diploma Advisory Work Group considered and revised the culminating project and high school and beyond plan draft proposals. Both proposals differ from current policy in two ways:

1. Each explicitly connects the two requirements.
2. Each prescribes specific content to increase consistency in implementation across districts.

While the culminating project proposal does not explicitly state connections to basic education learning goals three and four¹⁵, those goals are implicitly addressed. Both proposals leave assessment of the requirements to the discretion of the districts.

In recent months, the SBE has discussed the importance of the high school and beyond plan as a dynamic *process*—rather than simply a checklist *product*—requiring comprehensive guidance services to assure that students, parents and school personnel review, and if needed, revise, a student’s program of study regularly over the course of their secondary experience.

Board members are asked to consider the merits of each proposal.

¹⁵ (3) Think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems; and (4) Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

High School and Beyond Plan¹⁶ Proposal

All students shall be required to complete a personally-relevant high school and beyond plan that includes reflective practice and shall include documentation (evidence) of a student's:

1. Personal interests and career goals.
2. Four-year plan for course-taking that is related to the student's interests and goals.
3. Research on postsecondary training and education related to one's career interest, including comparative information on the benefits and costs of available choices.
4. Budget for postsecondary education or training and life based on personal and career interest.
5. Participation in a postsecondary site visit(s). (The committee talked about including the possibility of "virtual tours" of postsecondary institutions in lieu of actual visits).
6. Completion of an application for postsecondary education and training.
7. Completion of a resume.

The student's post-high school goals and interests, as expressed in the high school and beyond plan, shall become the basis for the student's culminating project.

Culminating Project¹⁷ Proposal

1. All students shall be required to complete a project or series of projects for graduation that is related to the student's post-high school goals and interests per their high school and beyond plan.
2. The project(s) shall include a portfolio, a presentation, and a product. The project(s) may also include, for example: a research or reflective paper, community service, job shadowing, internship, or other components deemed appropriate by the district.
3. The project(s) shall demonstrate the application of core academic skills and learning competencies from each of the following categories:
 - Learning and innovation skills (creativity and innovation, critical thinking and problem-solving, communication and collaboration).
 - Information, media, and technology skills.
 - Life and career skills (flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, financial literacy, leadership and responsibility, perseverance).
4. Assessment of skills and successful completion of the project shall be determined by the local school district.

¹⁶ High school and beyond plan current rule: *Each student shall have an education plan for their high school experience, including what they expect to do the year following graduation.*(WAC 180.51.066)

¹⁷ Culminating project current rule: (i) *Each student shall complete a culminating project for graduation. The project shall consist of the students demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.* (WAC 180-51-066)

NEXT STEPS: SHORT-TERM

1

September 2010: Provisionally adopt a revised framework of graduation requirements, with final adoption at the November 2010 meeting, after a period of stakeholder engagement.

2

September through November 2010: Engage stakeholders in a discussion of the revised framework.

3

November 2010: Make any final changes to the revised framework and adopt draft rules for the policy changes that require no cost; determine legislative strategy.

SOCIAL STUDIES GRADUATION REQUIREMENTS

BACKGROUND

Washington's current social studies graduation requirement is 2.5 credits¹⁸:

- 1 credit in US History and Government.
- 1 credit in Contemporary World History, Geography, and Problems.
- .5 credit in Washington State History and Government.

The SBE has proposed increasing the social studies graduation requirement from 2.5 credits to 3.0 credits.¹⁹

There are two related proposed changes:

- Make Washington State History a non-credit requirement.
- Add .5 credit of civics.

POLICY CONSIDERATIONS

Washington State History. The Core 24 Implementation Task Force Final Report²⁰ recommended that the SBE create flexibility to meet high school requirements at middle level standards.

At the recommendation of the Office of Superintendent of Public Instruction (OSPI), Washington State History is often taught at the middle level to seventh Grade Level Expectations (GLEs).²¹

By law²², districts are not permitted to award credit for courses that do not exceed seventh or eighth grade standards. Technically, the district cannot award credit if the course is taught in seventh grade using seventh grade GLEs. Because .5 credit of Washington State History is required for graduation, this creates a dilemma for the district.

In the SBE's transcript study²³ of 2008 graduates, 40 percent of the almost 15,000 students in the study took Washington State History before ninth grade. Approximately half of them received

¹ WAC [180-51-066](#)

² 207 of the 247 districts with high schools currently require three or more credits of social studies.

²⁰ <http://www.sbe.wa.gov/documents/Core%2024%20ITF%20Final%20Rpt%20April%202010.pdf>

²¹ <http://www.k12.wa.us/SocialStudies/Outlines/UnitOutlinesSeventhGrade.doc>

²² [RCW 28A.230.090](#)

²³ http://www.sbe.wa.gov/documents/TranscriptStudy2008_FINAL_000.pdf

credit; the others “met the requirement.” It is not clear whether those who received credit participated in a class taught to high school standards.

One way to resolve the dilemma is to change Washington State History to a non-credit requirement, which will provide flexibility to districts to offer the course at the middle or high school level. Districts can elect to provide .5 credit if the course is taken at the high school level.

Alternatively, the SBE could retain the .5 credit and maintain the expectation that Washington State History will be taught to high school level standards. In this case, the SBE would need to ask OSPI to modify the content-level standards to a high school level.

Maintaining Washington State History as a non-credit requirement will continue to provide an opportunity for districts to integrate the new tribal sovereignty curriculum²⁴, scheduled to “go live” in fall 2010. (See Attachment A for a handout prepared for a presentation to the Tribal Leader Congress on Education August 26, 2010).

Civics Education. The 2009 legislature passed a law²⁵ that will require the addition of .5 credit of civics should the SBE increase the social studies graduation credit requirement. The law, in its entirety, reads:

- (1) If, after July 26, 2009, the state board of education increases the number of course credits in social studies that are required for high school graduation under RCW [28A.230.090](#), the board shall also require that at least one-half credit of that requirement be coursework in civics.
- (2) The content of the civics requirement must include, but not be limited to:
 - (a) Federal, state, and local government organization and procedures;
 - (b) Rights and responsibilities of citizens addressed in the Washington state and United States Constitutions;
 - (c) Current issues addressed at each level of government; and
 - (d) Electoral issues, including elections, ballot measures, initiatives, and referenda.

A separate law stipulates that districts must require students in the seventh or eighth grade and the eleventh or twelfth grade to complete at least one classroom-based assessment (CBA) in civics. Beginning in 2010-11, this requirement extends to students in fourth or fifth grade, as well.²⁶

²⁴ <http://tribalsov.ospi.k12.wa.us/>

²⁵ [RCW 28A.230.093](#)

²⁶ RCW [28A.230.095](#)

The Washington State Board of Education

Governance | Achievement | High school and College Preparation | Math & Science | Effective Teaching

Old Capitol Building, Room 253
P.O. Box 47206
600 Washington St. SE
Olympia, Washington 98504

Guiding Question: How will proposed policy changes affect opportunities for the tribal sovereignty curriculum?

What is the current Washington State History Graduation Requirement?

“Under the provisions of RCW [28A.230.170](#) and [28A.230.090](#), one half credit shall be required in Washington state history and government which shall include study of the Constitution of the state of Washington and is encouraged to include information on the culture, history, and government of the American Indian people who were the first inhabitants of the state.” [WAC 180-51-066](#)



What is the Proposed Change to the Requirement?

- Remove the .5 credit from the requirement.
- Retain Washington State History as a non-credit graduation requirement.
- Require districts to note on a student’s transcript that the student has met the Washington State History requirement.

Why Change Washington State History to a Non-Credit Requirement?

- Many schools/districts are teaching Washington State History at a seventh grade level, to seventh grade standards and grade level expectations.
- Technically, districts cannot award high school credit for classes taught to seventh grade standards and grade level expectations.

Following the Policy Trail...

- OSPI policy: Washington State History is a one-semester course or its equivalent taught in grades 7-12 ([WAC 392-410-120](#))
- State law: Students may earn credit in courses taken in seventh or eighth grade if the academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit ([RCW 28A.230.090](#))
- Common practice: Schools often teach Washington State History in seventh grade; [State Grade Level Expectations \(GLE\)](#) for Washington State History are in the seventh grade.
 - **Sample Seventh Grade Civics GLE:** *Understands how key ideals set forth in fundamental documents, including the Washington State Constitution and tribal treaties, define the goals of our state.*
 - **The SBE Transcript Study:** In a study of almost 15,000 2008 graduates, approximately 39.9% of students completed Washington State History in middle school, receiving the designation on their high school transcript. Approximately half of the students received credit for taking this course in middle school, and the other half received a notation of course completion.

What is the Intended Result of the Proposed Change?

- Students can satisfy Washington State History requirement at middle or high school level; districts can teach the course to the relevant grade level standards and award credit if taught to high school level standards.

What is the Civics Requirement?

- New law in 2009: If the state board of education increases the number of course credits in social studies that are required for high school graduation, the board shall also require that at least one-half credit of that requirement be coursework in civics.([RCW 28A.230.093](#))

RULE REVISIONS FOR MATHEMATICS GRADUATION REQUIREMENTS

BACKGROUND

In 2007, the Washington State Legislature directed the Board to increase the high school math graduation requirements from two to three credits (equivalent to three years of high school level math) and to determine the content of the three credits. The Board adopted a new math rule (WAC 180-51-066) in July 2008, effective for students in the graduating class of 2013. As practitioners have begun to work with the rule, questions have arisen that have required rule changes or guidance in the form of FAQs. For instance, the Board amended the rule in July 2009 to identify a clear path for students who took some of the required course work prior to ninth grade and did not request high school credit for it.

OSPI held a webinar on the new math rule and end-of-course math assessments on May 10, 2010 attended by over 500 practitioners. During the course of that webinar, and in subsequent communications with SBE and OSPI staff, three implementation issues emerged that can only be addressed through the proposed amendment to WAC 180-51-066 (Attachment A shows the proposed new wording).

POLICY CONSIDERATION

The three implementation issues that the proposed rule amendment will address and clarify:

- Provisions for taking classes simultaneously.
- What constitutes an appropriate sequence?
- Provisions for placing out of required courses.

In addition, some minor nomenclature changes are proposed.

EXPECTED ACTION

Final adoption of amendments and direction to send the adopted amendments to the Code Reviser.

Attachment A

AMENDATORY SECTION

WAC 180-51-066 Minimum requirements for high school graduation -- Students entering the ninth grade on or after July 1, 2009. (1) The statewide minimum subject areas and credits required for high school graduation, beginning July 1, 2009, for students who enter the ninth grade or begin the equivalent of a four-year high school program, shall total ~~((20))~~ twenty as listed below.

(a) Three **English** credits (reading, writing, and communications) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. Assessment shall include the tenth grade Washington assessment of student learning beginning 2008.

(b) Three **mathematics** credits that align with the high school mathematics standards as developed and revised by the office of superintendent of public instruction and satisfy the requirements set forth below:

(i) Unless otherwise provided for in (b)~~((iii) or~~) (iv) through (vii) of this subsection, the three mathematics credits required under this section must include ~~((mathematics courses taken in the following progressive sequence))~~:

(A) ~~(I, geometry, and algebra II)~~ 1 or integrated mathematics I; ~~((or))~~

(B) ~~((Integrated mathematics I,))~~ Geometry or integrated mathematics II~~((, and integrated mathematics III))~~; ~~((or))~~ and

(C) ~~((Any combination of three mathematics courses set forth in (b)(i)(A) and (B) of this subsection.))~~ Algebra 2 or integrated mathematics III.

(ii) A student may elect to pursue a third credit of high school-level mathematics, other than algebra ~~((H))~~ 2 or integrated mathematics III if all of the following requirements are met:

(A) ~~((The student has completed, for credit, mathematics courses in:~~

~~—(I) Algebra I and geometry; or~~

~~—(II) Integrated mathematics I and integrated mathematics II; or~~

~~—(III) Any combination of two mathematics courses set forth in (b)(ii)(A)(I) and (II) of this subsection;~~

~~—(B))~~ The student's elective choice is based on a career oriented program of study identified in the student's high school and beyond plan that is currently being pursued by the student;

~~((C))~~ (B) The student's parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection than algebra ~~((H))~~ 2 or integrated mathematics III because it will better serve the student's education and career goals;

~~((D))~~ (C) A meeting is held with the student, the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable), and a high school representative for the purpose of discussing the student's high school and beyond plan and advising the student of the requirements for credit bearing two and four year college level mathematics courses; and

~~((E))~~ (D) The school has the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) sign a form acknowledging that the meeting with a high school representative has occurred, the information as required was discussed~~((;))~~, and the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection given the student's education and career goals.

(iii) Courses in (b)(i) and (ii) of this subsection may be taken currently in the following combinations:

(A) Algebra 1 or integrated mathematics I may be taken concurrently with geometry or integrated mathematics II.

(B) Geometry or integrated mathematics II may be taken concurrently with algebra 2 or integrated mathematics III or a third credit of mathematics to the extent authorized in (b)(ii) of this subsection.

(iv) Equivalent career and technical education (CTE) mathematics courses meeting the requirements set forth in [RCW 28A.230.097](#) can be taken for credit instead of any of the mathematics courses set forth in (b)(i)(~~(A) or (B)~~ or (ii)(~~A(I) or (II)~~)) of this subsection if the CTE mathematics courses are recorded on the student's transcript using the equivalent academic high school department designation and course title.

~~((iv))~~ (v) A student who prior to ninth grade successfully completed algebra (~~(I)~~) 1 or integrated mathematics I (~~(I)~~); and/or geometry or integrated mathematics II, (~~or any combination of courses taken in a progressive sequence as provided in (b)(i)(C) of this subsection,~~) but does not request high school credit for such course(s) as provided in [RCW 28A.230.090](#), may either:

(A) Repeat the course(s) for credit in high school; or

(B) Complete three credits of mathematics as follows:

(I) A student who has successfully completed algebra (~~(I)~~) 1 or integrated mathematics I shall:

- Earn the first high school credit in geometry or integrated mathematics II;

- Earn (~~(a)~~) the second high school credit in algebra (~~(II)~~) 2 or integrated mathematics III; and

- Earn (~~(a)~~) the third high school credit in a math course that is consistent with the student's education and career goals.

(II) A student who has successfully completed algebra (~~(I)~~) 1 or integrated mathematics I, and geometry or integrated mathematics II, shall:

- Earn the first high school credit in algebra (~~(II)~~) 2 or integrated mathematics III; and

- Earn the second and third credits in mathematics courses that are consistent with the educational and career goals of the student.

(vi) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I pursuant to a written district policy, but does not receive credit under the provisions of [WAC 180-51-050](#), shall complete three credits of high school mathematics in the following sequence:

- Earn the first high school credit in geometry or integrated mathematics II;

- Earn the second high school credit in algebra 2 or integrated mathematics III; and

- Earn the third credit in a mathematics course that is consistent with the student's education and career goals.

(vii) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I and geometry or integrated mathematics II pursuant to a written district policy, but does not receive credit for the courses under the provisions of [WAC 180-51-050](#), shall complete three credits of high school mathematics in the following sequence:

- Earn the first high school credit in algebra 2 or integrated mathematics III;

- Earn the second and third high school credits in courses that are consistent with the educational and career goals of the student.

(c) Two **science** credits (physical, life, and earth) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. At least one credit in laboratory science is required which shall be defined locally. Assessment shall include the tenth grade Washington assessment of student learning beginning 2010.

(d) Two and one-half **social studies** credits that at minimum align with the state's essential academic learning requirements in civics, economics, geography, history, and social studies skills at grade ten and/or above plus content that is determined by the district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in social studies at the high school level by 2008-09. In addition, districts shall require students to complete a classroom-based assessment in civics in the eleventh or twelfth grade also by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use ([RCW 28A.230.095](#)). The social studies requirement shall consist of the following mandatory courses or equivalencies:

(i) One credit shall be required in United States history and government which shall include study of the Constitution of the United States. No other course content may be substituted as an equivalency for this requirement.

(ii) Under the provisions of [RCW 28A.230.170](#) and 28A.230.090, one-half credit shall be required in Washington state history and government which shall include study of the Constitution of the state of Washington and is encouraged to include information on the culture, history, and government of the American Indian people who were the first inhabitants of the state.

(A) For purposes of the Washington state history and government requirement only, the term "secondary student" shall mean a student who is in one of the grades seven through twelve. If a district offers this course in the seventh or eighth grade, it can still count towards the state history and government graduation requirement. However, the course should only count as a high school credit if the academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors ([RCW 28A.230.090\(4\)](#)).

(B) The study of the United States and Washington state Constitutions shall not be waived, but may be fulfilled through an alternative learning experience approved by the local school principal under written district policy.

(C) Secondary school students who have completed and passed a state history and government course of study in another state may have the Washington state history and government requirement waived by their principal. The study of the United States and Washington state Constitutions required under [RCW 28A.230.170](#) shall not be waived, but may be fulfilled through an alternative learning experience approved by the school principal under a written district policy.

(D) After completion of the tenth grade and prior to commencement of the eleventh grade, eleventh and twelfth grade students who transfer from another state, and who have or will have earned two credits in social studies at graduation, may have the Washington state history requirement waived by their principal if without such a waiver they will not be able to graduate with their class.

(iii) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on current problems may be accepted as equivalencies.

(e) Two **health and fitness** credits that at minimum align with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in health and fitness at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use ([RCW 28A.230.095](#)).

(i) The fitness portion of the requirement shall be met by course work in fitness education. The content of fitness courses shall be determined locally under [WAC 180-51-025](#). Suggested fitness course outlines shall be developed by the office of the superintendent of public instruction. Students may be excused from the physical portion of the fitness requirement under [RCW 28A.230.050](#). Such excused students shall be required to substitute equivalency credits in accordance with policies of boards of directors of districts, including demonstration of the knowledge portion of the fitness requirement.

(ii) "Directed athletics" shall be interpreted to include community-based organized athletics.

(f) One **arts** credit that at minimum is aligned with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in arts at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to

use ([RCW 28A.230.095](#)). The essential content in this subject area may be satisfied in the visual or performing arts.

(g) One credit in **occupational education**. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as proposed or adopted in the career and technical education program standards of the office of the superintendent of public instruction. The assessment of achieved competence in this subject area is determined at the local district level.

(h) Five and one-half electives: Study in a world language other than English or study in a world culture may satisfy any or all of the required electives. The assessment of achieved competence in these subject areas is determined at the local district level.

(i) Each student shall complete a culminating project for graduation. The project shall consist of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.

(j) Each student shall have a high school and beyond plan for their high school experience, including what they expect to do the year following graduation.

(k) Each student shall attain a certificate of academic achievement or certificate of individual achievement. The tenth grade Washington assessment of student learning and Washington alternate assessment system shall determine attainment.

(2) State board of education approved private schools under [RCW 28A.305.130\(5\)](#) may, but are not required to, align their curriculums with the state learning goals under [RCW 28A.150.210](#) or the essential academic learning requirements under [RCW 28A.655.070](#).

[Statutory Authority: [RCW 28A.305.215\(8\)](#), [28A.230.090](#). 09-16-028, § 180-51-066, filed 7/27/09, effective 8/27/09; 08-18-013, § 180-51-066, filed 8/22/08, effective 9/22/08.]

REQUIRED ACTION DISTRICT IMPLEMENTATION

BACKGROUND

The 2010 legislature passed E2SSB 6696 creating Required Action Districts that contain persistently lowest achieving (PLA) Title I or Title I eligible schools in the bottom five percent of performance on state assessments for all students in math and reading. The following steps must take place to determine which districts could become Required Action Districts:

- By December 2010, and annually thereafter, the Office of Superintendent of Public Instruction (OSPI) shall develop a list of the five percent persistently lowest achieving Title I or Title I eligible schools.
- By January 2011, and annually thereafter, the Office of Superintendent of Public Instruction (OSPI) shall recommend to the State Board of Education (SBE) Required Action Districts based on the availability of federal funds for school improvement and OSPI criteria as defined in rule.
- In January 2011, and annually thereafter, provided federal funds are available, the SBE will designate the Required Action District(s) based on OSPI's recommendations.

Once the SBE designates one or more Required Action Districts, those districts must follow a schedule SBE adopts by rule to complete a Required Action Plan. A Required Action District may have one or more schools involved.

The SBE approves the Required Action District's plan. OSPI must also ensure the Required Action District will meet the requirements of the Federal School Improvement guidelines to receive funding. Provisions are made in law for mediation or superior court review if the local parties are unable to agree on a Required Action Plan or the district does not submit a Required Action Plan.

Upon SBE approval, each Required Action District will receive the federal grant to implement its Required Action Plan using one of the four federal models for intervention over a three year period. The plan must be in place for the beginning of the school year in which a district is designated a Required Action District. OSPI will report on the progress of the Required Action District schools twice a year to the SBE, based on the Required Action District's plan and metrics.

After three years, OSPI will make a recommendation to the SBE as to whether the Required Action District should be released. The SBE will then release the district from designation as a Required Action District. If the Required Action District is not released, then it will have to develop a new or revised plan.

At the July Board meeting, SBE and OSPI presented draft language for their respective rules. SBE members asked for additional clarification from OSPI on its criteria. A work session was held at the August SBE meeting where OSPI provided additional information. Their final proposed criteria will be in the Board's FYI packet at the September meeting.

POLICY CONSIDERATION

The SBE rule outlines the actions and dates for the Required Action Process, which includes:

- Designation of Required Action District.
- Process for Submittal and Approval of Required Action Plan.
- Process for Review Panel is Requested.
- Process for Submittal and Approval of Required Action Plan When Mediation or Superior Court Review is Requested.
- Failure to Submit or Receive Approval of a Required Action Plan.
- Release of a School District from Designation as a Required Action District.

See Attachment A for the proposed SBE rule language. The one addition from the July version is a timeline for a review panel if requested. Attachment B provides the details of the Required District Action process as passed in E2SSB 6696 (Chapter 235). Attachments C and D provide the flow charts for the Required Action District process for 2010-11 and 2011-12.

EXPECTED ACTION

The SBE will consider approval of its draft rule on Required Action District process (Attachment A) at the September meeting. The final SBE rule will have a public hearing and the SBE will consider adoption of the final rule at the November meeting.

**SBE ACCOUNTABILITY RULES (E2SSB 6696/RCW 28A.657)
September 10, 2010 Draft**

WAC XXX-XX-XXX Designation of Required Action Districts

In January of each year, the State Board of Education shall designate as a required action district a school district recommended by the Superintendent of Public Instruction for such designation.

WAC XXX-XX-XXX Process for Submittal and Approval of Required Action Plan

(1) Except as otherwise provided in WAC XXX-XX-XXX, school districts designated as required action districts by the state board of education shall develop and implement a required action plan according to the following schedule:

(a) By April 15 of the year in which the district is designated, a school district shall submit a required action plan to the superintendent of public instruction to review and approve that the plan is consistent with federal guidelines for the receipt of a School Improvement Grant. The required action plan must comply with all of the requirements set forth in RCW 28A.657.050.

(b) By May 1 of the year in which the district is designated, a school district shall submit a required action plan approved by the Superintendent of Public Instruction to the State Board of Education for approval.

(2) The State Board of Education shall, by May 15 of each year, either:

- (a) Approve the school district's required action plan; or
- (b) Notify the school district that the required action plan has not been approved stating the reasons for the disapproval.

(3) A school district notified by the state board of education that its required action plan has not been approved under section (2)(a) shall either:

- (a) Submit a new required action plan to the superintendent of public instruction and state board of education for review and approval within forty days of notification that its plan was rejected. The state board of education shall approve the school district's required action plan by no later than July 15 if it meets all of the requirements set forth in RCW 28A.657.050 or;
- (b) Submit a request to the required action plan review panel established under RCW 28A.657.070 for reconsideration of the state board's rejection within ten days of the notification that the plan was rejected. The review panel shall consider and issue a decision regarding a district's request for reconsideration to the state board of education by no later than June 10. The state board of education shall consider the recommendations of the panel and issue a decision in writing to the school district and the panel by no later than June 20. If the state board of education accepts the changes to the required action plan recommended by the panel, the school district shall submit a

revised required action plan to the superintendent of public instruction and state board of education by July 30. The state board of education shall approve the plan by no later than August 10 if it incorporates the recommended changes of the panel.

(4) If the review panel issues a decision that reaffirms the decision of the state board of education rejecting the school district's required action plan, then the school district shall submit a revised plan to the superintendent of public instruction and state board of education within 20 days of the panel's decision. The state board of education shall approve the district's required action plan by no later than July 15 if it meets all of the requirements set forth in RCW 28A.657.050.

WAC XXX-XX-XXX Process for Submittal and Approval of a Required Action Plan When Mediation or Superior Court Review is Involved

(1) By April 1 of the year in which a school district is designated for required action, it shall notify the superintendent of public instruction and the state board of education that it is pursuing mediation with the public employment relations commission in an effort to agree to changes to terms and conditions of employment to a collective bargaining agreement that are necessary to implement a required action plan. Mediation with the public employment relations commission must commence no later than April 15.

(2) If the parties are able to reach agreement in mediation, the following timeline shall apply:

(a) A school district shall submit its required action plan according to the following schedule:

- (i) By June 1, the school district shall submit its required action plan to the superintendent of public instruction for review and approval as consistent with federal guidelines for the receipt of a School Improvement Grant.
- (ii) By June 10, the school district shall submit its required action plan to the state board of education for approval.

(b) The state board of education shall, by June 15 of each year, approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement.

(3) If the parties are unable to reach an agreement in mediation, the school district shall file a petition with the superior court for a review of any disputed issues under the timeline prescribed in RCW 28A.657.050. After receipt of the superior court's decision, the following timeline shall apply:

(a) A school district shall submit its revised required action plan according to the following schedule:

- (i) By June 30, the school district shall submit its revised required action plan to the superintendent of public instruction for review and approval as consistent with federal guidelines for the receipt of a School Improvement Grant.
- (ii) By July 7, the school district shall submit its revised required action plan to the state board of education for approval.

- (b) The state board of education shall, by July 15 of each year, approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement.

WAC XXX-XX-XXX Failure to Submit or Receive Approval of a Required Action Plan

The state board of education shall direct the superintendent of public instruction to require a school district that has not submitted a final required action plan for approval, or has submitted but not received state board of education approval of a required action plan by the beginning of the school year in which the plan is intended to be implemented, to redirect the district's Title I funds based on the academic performance audit findings.

WAC XXX-XX-XXX Release of a School District from Designation as a Required Action District

(1) The state board of education shall release a school district from designation as a required action district upon recommendation by the superintendent of public instruction, and confirmation by the board, that the district has met the requirements for release set forth in RCW 28A.657.100.

(2) If the board determines that the required action district has not met the requirements for a release in RCW 28A.657.100, the school district shall remain in required action and submit a new or revised required action plan under the process and timeline as prescribed in WAC XXX-XX-XXX or WAC XXX-XX-XXX.

Timeline Scenarios for Required Action District Process

September 10, 2010

Scenario One: SBE Approval Process

Date	Action
January 2011 (and annually thereafter)	<ul style="list-style-type: none"> • OSPI recommends to SBE districts for Required Action and notifies districts • Districts have 10 days to request reconsideration • SBE designates Required Action Districts (RAD)
By April 15	<ul style="list-style-type: none"> • RAD submits plan to OSPI • OSPI ensures it is consistent with Federal School Improvement Grant
By May 1	<ul style="list-style-type: none"> • RAD submits plan to SBE
By May 15	<ul style="list-style-type: none"> • SBE approves (if it meets requirements of RCW 28A.657.050¹ and provides remedies identified in the academic performance audit to improve student achievement) or disapproves RAD plan
Within 40 days of SBE disapproval (approx June 25)	<ul style="list-style-type: none"> • RAD submits revised RAD plan to OSPI and SBE
July 15	<ul style="list-style-type: none"> • SBE approves or disapproves revised RAD plan
By the beginning of the school year in which the plan was intended to be implemented	<ul style="list-style-type: none"> • If no required action plan is submitted or SBE disapproved and no revised plan is submitted then SBE will direct OSPI to redirect the Title I funds based on the academic performance audit findings

Black Type= Law Red Type=Rule

Scenario Two: Review Panel Requested

Date	Action
January 2011 (and annually thereafter)	<ul style="list-style-type: none"> OSPI recommends to SBE districts for Required Action and notifies districts Districts have 10 days to request reconsideration SBE designates Required Action Districts (RAD)
By April 15	<ul style="list-style-type: none"> RAD submits plan to OSPI OSPI ensures it is consistent with Federal School Improvement Grant
By May 1	<ul style="list-style-type: none"> RAD submits plan to SBE
By May 15	<ul style="list-style-type: none"> SBE disapproves RAD plan
By May 25	<ul style="list-style-type: none"> RAD may request Review Panel
By June 10	<ul style="list-style-type: none"> Review Panel must issue a decision to SBE
By June 20	<ul style="list-style-type: none"> SBE considers Review Panel recommendations
By June 30 (ten days after Review Panel decision, if Review Panel agreed SBE's disapproval)	<ul style="list-style-type: none"> RAD submits revised plan to OSPI and SBE
By July 15 (if Review Panel affirms SBE disapproval in May)	<ul style="list-style-type: none"> SBE approves (if it meets requirements of RCW 28A.657.050 and provides remedies identified in the academic performance audit to improve student achievement) or disapproves plan
By July 30 (if Review Panel recommends changes to RAD plan and SBE agrees to changes)	<ul style="list-style-type: none"> RAD submits revised plan to OSPI and SBE (within 40 days of SBE decision)
By August 10 (if Review Panel recommends changes to the RAD plan and SBE agrees to changes)	<ul style="list-style-type: none"> SBE approves (if it meets requirements of RCW 28A.657.050 and provides remedies identified in the academic performance audit to improve student achievement and incorporates the Review Panel's changes) or disapproves plan
By the beginning of the school year in which the plan was intended to be implemented	<ul style="list-style-type: none"> If no revised plan is submitted then SBE will direct OSPI to redirect the Title I funds based on the academic performance audit findings

Black Type= Law Red Type=Rule

Scenario Three: Mediation Requested

Date	Action
January 2011 (and annually thereafter)	<ul style="list-style-type: none"> • OSPI recommends to SBE districts for Required Action and notifies districts • Districts have 10 days to request reconsideration • SBE designates Required Action Districts (RAD)
By April 15	<ul style="list-style-type: none"> • Mediation begins with PERC
By May 15	<ul style="list-style-type: none"> • Mediation completed or goes to Superior Court
By May 20	<ul style="list-style-type: none"> • RAD files petition with Superior Court if mediation unsuccessful
By June 1	<ul style="list-style-type: none"> • RAD submits plan to OSPI • OSPI ensures it is consistent with Federal School Improvement Grant
By June 10	<ul style="list-style-type: none"> • RAD submits plan to SBE
By June 15	<ul style="list-style-type: none"> • If mediation is not completed, Superior Court will hear issues
Within 40 days of SBE disapproval (approx June 25)	<ul style="list-style-type: none"> • RAD submits revised RAD plan to OSPI
July 15	<ul style="list-style-type: none"> • SBE approves new RAD plan if previous one disapproved (if it meets requirements of RCW 28A.657.050¹ and provides remedies identified in the academic performance audit to improve student achievement)
By the beginning of the school year in which the plan was intended to be implemented	<ul style="list-style-type: none"> • If no revised plan is submitted then SBE will direct OSPI to redirect the Title I funds based on the academic performance audit findings

Black Type= Law Red Type=Rule

¹ See end note for full citation of RCW 28A.657.050

Scenario Four: Mediation Unsuccessful and Superior Court Requested

Date	Action
January 2011 (and annually thereafter)	<ul style="list-style-type: none"> • OSPI recommends to SBE districts for Required Action and notifies districts • Districts have 10 days to request reconsideration • SBE designates Required Action Districts (RAD)
By April 15	<ul style="list-style-type: none"> • Mediation begins with PERC
By June 1	<ul style="list-style-type: none"> • RAD submits plan to OSPI • OSPI ensures it is consistent with Federal School Improvement Grant
By May 15	<ul style="list-style-type: none"> • Mediation completed or goes to Superior Court
By May 20	<ul style="list-style-type: none"> • RAD files petition with Superior Court if mediation unsuccessful
By June 15	<ul style="list-style-type: none"> • Superior Court will issue an opinion
By June 30	<ul style="list-style-type: none"> • RAD submits revised plan to OSPI
By July 7	<ul style="list-style-type: none"> • RAD submits revised plan to SBE for approval
By July 15	<ul style="list-style-type: none"> • SBE approves revised plan with Superior Court decision and (if it meets requirements of RCW 28A.657.050 and provides remedies identified in the academic performance audit to improve student achievement)
By the beginning of the school year in which the plan was intended to be implemented	<ul style="list-style-type: none"> • If no required action plan is submitted or SBE disapproved and no revised plan is submitted then SBE will direct OSPI to redirect the Title I funds based on the academic performance audit findings

Black Type= Law Red Type=Rule

**Summary of Chapter 235, 2010 Laws, E2SSB 6696
with a section-by-section summary of Part I**

<p>Part I: Accountability Framework Section 101: Intent</p>	<p>State's responsibility to create a coherent and effective accountability framework for the continuous improvement for all schools and districts. This system must provide an excellent and equitable education for all students; an aligned federal/state accountability system; and the tools necessary for schools and districts to be accountable. These tools include the necessary accounting and data reporting systems, assessment systems to monitor student achievement, and a system of general support, targeted assistance, and if necessary, intervention.</p> <p>Definition of roles of Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE) for accountability outlined. Phase I will recognize schools that have done an exemplary job of raising student achievement and closing the achievement gaps through the SBE Accountability Index. SBE will have ongoing collaboration with the achievement gap oversight and accountability committee regarding the measures used to measure the closing of the achievement gaps and the recognition provided to the school districts for closing the achievement gaps. Phase I will also use federal guidelines to identify the lowest five percent of persistently low achieving schools to use federal funds and federal intervention models beginning in 2010 (voluntary) and 2011 (required).</p> <p>Phase II will implement the SBE Accountability Index for identification of schools including non Title I schools in need of improvement and develop state and local intervention models with state and local funds beginning in 2013. Federal approval of the state board of education's accountability index must be obtained or else the federal guidelines for persistently low-achieving schools will continue to be used.</p> <p>The expectation from implementation of this accountability system is the improvement of student achievement for all students to prepare them for postsecondary education, work, and global citizenship in the twenty-first century.</p>
<p>Section 102: Identification of the Persistently Lowest Achieving Schools</p>	<p>Beginning no later than December 1, 2010, and annually thereafter, OSPI will use the federal criteria set forth in the final federal rules for school improvement to identify the persistently lowest achieving schools and their districts. The criteria for determining whether a school is among the persistently lowest-achieving five percent of Title I schools, or Title I eligible schools, shall be established by OSPI. The criteria must meet all applicable requirements for the receipt of a</p>

	<p>federal school improvement grant under the American recovery and reinvestment act of 2009 and Title I of the elementary and secondary education act of 1965, and take into account:</p> <ul style="list-style-type: none"> • The academic achievement of the "all students" group in a school in terms of proficiency on the state's assessment, and any alternative assessments, in reading and mathematics combined; and • The school's lack of progress on the mathematics and reading assessments over a number of years in the "all students" group.
<p>Section 103: Required Action Districts</p>	<p>Beginning in January 2011, OSPI shall annually recommend to SBE districts for designation as required action districts based on the availability of federal funds and criteria developed by SPI. Districts must have at least one of the persistently lowest achieving schools. School districts that have volunteered in 2010 or have improved shall not be included in this designation. SBE may designate a district that received a school improvement grant in 2010 as a required action district if after three years of voluntarily implementing a plan the district continues to have a school identified as persistently lowest-achieving and meets the criteria for designation established by the superintendent of public instruction.</p> <p>OSPI will provide districts with written notice. School districts may request reconsideration of this designation within ten days. SBE will annually designate those districts recommended by OSPI. Districts must notify all parents with students in persistently low achieving schools that the district is in required action.</p>
<p>Section 104: Academic Performance Audit</p>	<p>OSPI will contract with an external review team to conduct an academic performance audit of the required action district. The review team shall have expertise in comprehensive school and district reform and shall not be from OSPI, SBE, or school district subject to audit.</p> <p>OSPI shall establish audit criteria. The audit shall include, but not be limited to: student demographics, mobility patterns, school feeder patterns, performance of different student groups on assessments, effective school leadership, strategic allocation of resources, clear and shared focus on student learning, high standards and expectations for all students, high level of collaboration and communication, aligned curriculum, instruction and assessment to state standards, frequency of monitoring learning and teaching, focused professional development, supportive learning environment, high level of family and community involvement, alternative secondary schools best practices, and any unique circumstances or characteristics of the school or district.</p> <p>Audit findings shall be made available to the local school district, its staff, community, and the State Board of Education.</p>
<p>Section 105: Required Action</p>	<p>The local school district superintendent and local board of a required action district shall submit a required action plan to SBE upon a schedule SBE develops.</p>

Plan

The required action plan must be developed in collaboration with administrators, teachers, staff, parents, union (representing any employees in district), students, and representatives of the local community. OSPI will assist district as requested in plan development. The local school board will hold a public hearing on the proposed required action plan.

The required action plan must address the concerns raised in the audit and include:

- a) Implementation of one of four federal intervention models, including turnaround, restart, closure, and transformation (no charters unless expressly authorized by legislature). The intervention model selected must address the concerns raised in the academic performance audit and be intended to improve student performance to allow a school district to be removed from the list of districts designated as a required action district by the state board of education within three years of implementation of the plan.
- b) An application for a federal school improvement grant to OSPI.
- c) Budget for adequate resources to implement.
- d) Description of changes in district or school policies and practices to improve student achievement.
- e) Metrics used to assess student achievement to improve reading, math, and graduation rates.

The plan will have to be implemented over a three year period. OSPI will review the local school district required action plan and approve that it is consistent with federal guidelines prior to the local superintendent and Board submitting the plan to the SBE.

Expiring collective bargaining agreements for all school districts that are designated required action districts as of the effective date of this section must have the authority to reopen its collective bargaining agreements if needed to develop and implement an appropriate required action plan.

If no agreement can be reached between district and employee organizations, then:

- Mediation through the Public Employment Relations Commission must start no later than April 15 and be completed by May 15.
- Or it will go to Superior Court with decision by June 15.

If it goes to Superior Court, then:

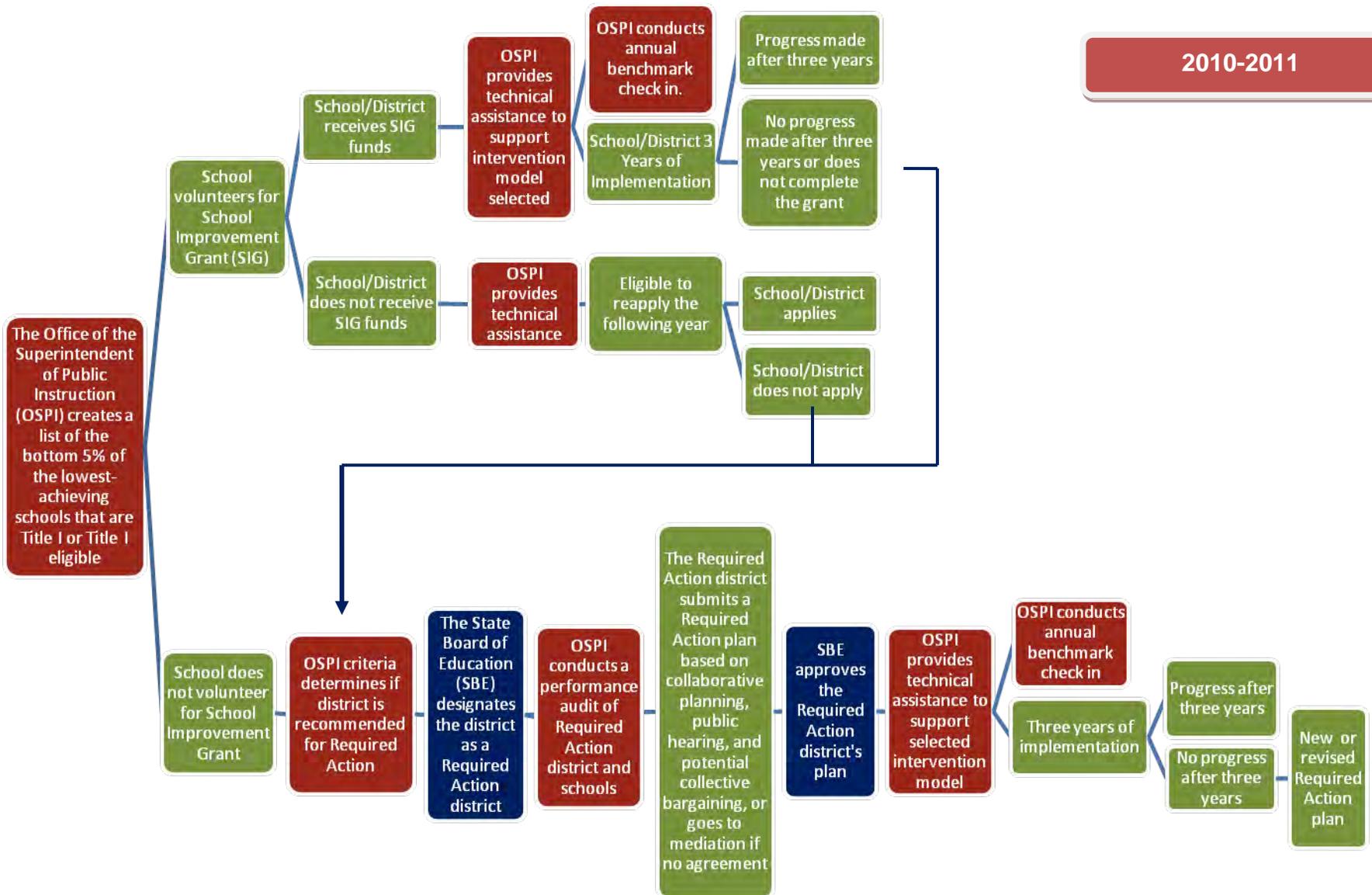
- The school district must file a petition with the superior court by May 20, and
- Within seven days of filing the petition each party must file a proposal to be implemented in a final required action plan.
- The court's decision must be issued no later than June 15th.

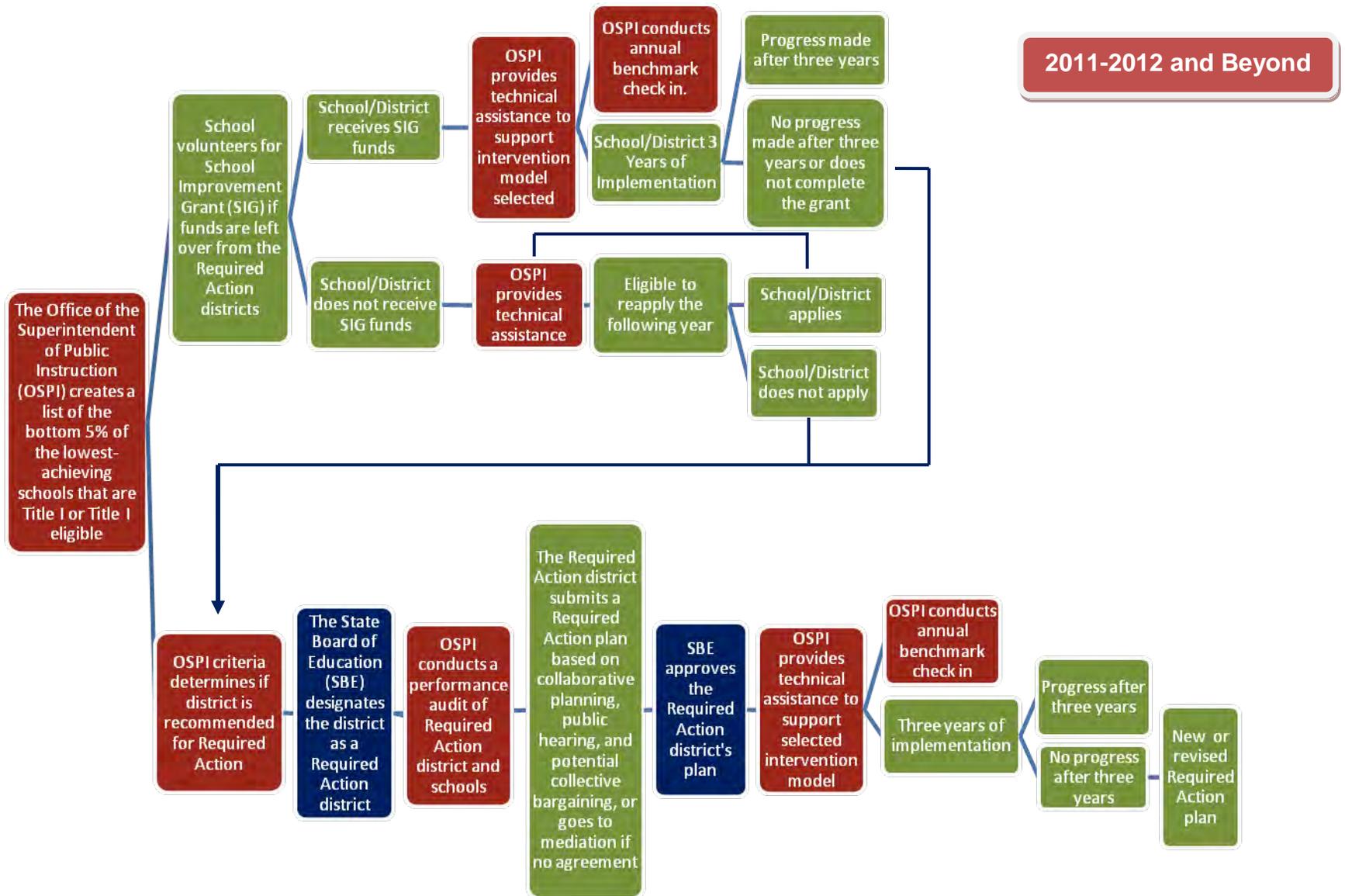
	<p>Each party will bear its own costs for mediation or courts. All mediation shall include employer and representatives of all affected bargaining units.</p>
<p>Section 106: SBE Approves Required Action Plan</p>	<p>SBE shall approve the local district required action plan if it meets the requirements identified in Section 105 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement. The SBE must accept for inclusion any final decision by the superior court.</p> <p>The required action plan goes into effect for the next school year (thus a district designated in January 2011 would implement the plan in the immediate school year following designation as a required action district). Federal funds must be available to implement the plan or else it will not go into effect.</p> <p>Any addendum to the collective bargaining agreement related to student achievement or school improvement shall not go into effect until SBE approves the plan.</p> <p>If SBE does not approve the plan. SBE must notify the district in writing and provide reasons. The district may either:</p> <ul style="list-style-type: none"> • Submit new plan within 40 days with OSPI assisting the district with resubmission of the plan; or • Submit a request to the Required Action Plan Review Panel (established under section 107) for reconsideration of SBE's rejection within ten days of the notification that the plan was rejected. <p>If federal funds are not available, the plan is not required to be implemented until such funding becomes available. If federal funds for this purpose are available, a required action plan must be implemented in the next immediate school year.</p>
<p>Section 107: Required Action Review Panel</p>	<p>A Required Action Review Panel is established and shall be composed of five individuals with expertise in school improvement, school and district restructuring, or parent and community involvement in schools. Two of the panel members shall be appointed by the speaker of the house of representatives; two shall be appointed by the president of the senate; and one shall be appointed by the governor.</p> <p>If SBE does not approve a district's Required Action Plan, then the district may appeal the decision to the Panel for consideration. The Panel will be convened as-needed.</p> <p>The Panel may reaffirm the decision of the SBE, recommend that the SBE reconsider the rejection, or recommend changes to the required action plan that should be considered by the district and SBE to secure approval of the plan. SBE shall consider the recommendations of the panel and issue a decision in writing to the local school district and the panel. If the school district must submit a new required action plan to the state board of education, the district must submit the plan</p>

	<p>within 40 days of the board's decision.</p> <p>SBE and OSPI must develop timelines and procedures for the deliberations under this section so that school districts can implement a required action plan within the time frame required under section 106.</p>
Section 108: Redirect of Title I Funds if No Required Action Plan	SBE may charge OSPI to redirect district's Title I funds based on the academic performance audit findings if a school district has not submitted a required action plan for approval or the final plan submitted has not received approval by SBE.
Section 109: Implementation of Required Action Plan	<p>A school district must implement a required action plan upon approval by the state board of education. OSPI must provide the required action district with technical assistance and federal school improvement grant funds or other federal funds for school improvement, if available, to implement an approved plan.</p> <p>The district will provide regular updates to OSPI on its progress in meeting the student achievement goals based on the state's assessments, identifying strategies and assets used to solve audit findings, and establishing evidence of meeting plan implementation benchmarks as set forth in the required action plan.</p>
Section 110: Biannual Reports and Delisting Districts	<p>OSPI will inform SBE at least biannually (twice a year) of the progress of the Required Action District's progress on its plan implementation and metrics.</p> <p>OSPI will recommend to SBE that a district is no longer in required action after three years of district implementation based on improvement as defined by OSPI, in reading and mathematics on the state's assessment over the past three consecutive years.</p> <p>SBE will release a school district from the designation as a required action district upon confirmation that the district has met the requirements for a release or SBE will recommend that the district remain in required action.</p>
Sec. 111: Recognition of Exemplary Performance and Collaboration with the Achievement Gap Oversight and Accountability Committee	SBE, in cooperation with OSPI, shall annually recognize schools for exemplary performance as measured on the state board of education accountability index. SBE shall have ongoing collaboration with the achievement gap oversight and accountability committee regarding the measures used to measure the closing of the achievement gaps and the recognition provided to the school districts for closing the achievement gaps.
Sec. 112: Definitions	<p>Definitions for the Chapter:</p> <ul style="list-style-type: none"> • "All students group" means those students in grades three through eight and high school who take the state's assessment in reading and mathematics; and

	<ul style="list-style-type: none"> • "Title I" means Title I, part A of the federal elementary and secondary education act of 1965.
Sec. 113: Adopting Rules	OSPI and SBE may each adopt rules in accordance with chapter 34.05 RCW as necessary to implement this chapter.
Sec. 114: Joint Select Committee on Education Accountability	<p>A joint select committee on education accountability is established beginning no earlier than May 1, 2012, to:</p> <ul style="list-style-type: none"> • Identify and analyze options for a complete system of education accountability, particularly consequences in the case of persistent lack of improvement by a required action district; • Identify and analyze appropriate decision-making responsibilities and accompanying consequences at the building, district, and state level within such an accountability system; • Examine models and experiences in other states; • Identify the circumstances under which significant state action may be required; and • Analyze the financial, legal, and practical considerations that would accompany significant state action. <p>The committee shall submit an interim report to the education committees of the legislature by September 1, 2012, and a final report with recommendations by September 1, 2013.</p>

2010-2011





RULE REVISIONS FOR GED ELIGIBILITY

BACKGROUND

Engrossed Second Substitute House Bill 1418, sponsored by Representative Kagi (32 Legislative District, including parts of King and Snohomish counties), establishes a framework for a statewide dropout re-engagement program to provide education and services to older youth who have dropped out of school or are not expected to graduate from high school by the age of 21. Under the legislation, students enrolled in dropout reengagement programs are eligible to take the General Educational Development (GED) test.

POLICY CONSIDERATION

The State Board of Education's rules governing GED eligibility needs to be revised to include students enrolled in a dropout reengagement program. Appendix A provides suggested revisions to the appropriate rules.

EXPECTED ACTION

Approval of the draft amendments and direction to schedule a public hearing for the November 2010 Regular Board meeting.

Appendix A

Amendatory Section: WAC 180-96-010 - Purpose.

Persons who are sixteen years of age and under nineteen years of age must have a substantial and warranted reason for leaving the regular high school program ~~((;))~~ have completed a program of home-based instruction, or are at least sixteen but less than twenty-one years of age at the beginning of the school year and are enrolled in a dropout reengagement program, as defined in Chapter 28A.175 RCW, as a condition to taking the general educational development test and receiving a certificate of educational competence. The purpose of these state board of education rules is to establish the process and criterion for determining whether a person within ~~((that))~~ the appropriate age ((range)) ranges has such a substantial and warranted reason, ~~((;))~~ has completed a program of home-based instruction, or is enrolled in a dropout reengagement program, as defined in Chapter 28A.175 RCW. Once such a person establishes that he or she has met one of the three conditions, he or she is eligible to pursue taking the general educational development test in accordance with rules of the state board for community and technical colleges which are codified at chapter [131-48](#) WAC.

Amendatory Section: WAC 180-96-058 - Presentation of determinations of substantial and warranted reason, ~~and home schooling,~~ and enrollment in a dropout reengagement program to official testing centers.

Written determinations made in accordance with this chapter that a person has a substantial and warranted reason for leaving the regular high school education program ~~((;))~~ has completed a program of home-based instruction, or is at least sixteen but less than twenty-one years of age at the beginning of the school year and is enrolled in a dropout reengagement program, as defined in Chapter 28A.175 RCW, shall be presented by the person to an official general educational development testing center as partial evidence of the person's eligibility to take the general educational development test.

New Section in 180-96 WAC - Certification of enrollment in a dropout reengagement program.

The school district in which a person is enrolled and the academic instruction providing services are responsible for determining and certifying in writing that the person is enrolled in a dropout reengagement program, as defined in Chapter 28A.175 RCW. The written certification shall be signed by a representative of the school district and the academic institution providing services of the dropout reengagement program.

RULES REVISION FOR TECHNICAL FIXES

BACKGROUND

In 2009, the State Board of Education (SBE) began a periodic review of its rules, as stipulated by WAC 180-08-015. The review process is designed to fix outdated text and to align the rules with the current work of the Board.

POLICY CONSIDERATION

The draft amendments, included in Attachment A, fix inaccurate references to rules and statutes. The inaccuracies have developed over time due to modifications or deletions of the referenced rules and statutes.

EXPECTED ACTION

Approval of the draft amendments and direction to schedule a public hearing for the November 2010 Regular Board meeting.

Attachment A

SBE Technical Amendments to Title 180 WAC

Chapter 180-08 WAC

PRACTICE, PROCEDURE, AND ACCESS TO PUBLIC RECORDS

WAC 180-08-001 Purpose and authority. (1) The purpose of this chapter is to establish the formal and informal procedures of the state board of education relating to rules adoption, protection of public records, and access to public records.

(2) The authority for this chapter is RCW 34.05.220 and ~~Chapter 42.56 RCW 42.17.250 through 42.17.348.~~

[Statutory Authority: RCW 34.05.220, 28A.305.130. 02-18-054, § 180-08-001, filed 8/28/02, effective 9/28/02.]

WAC 180-08-004 Definitions. (1) As used in this chapter, "public record" includes any writing containing information relating to the conduct of government or the performance of any governmental or proprietary function prepared, owned, used, or retained by the state board of education, regardless of physical form or characteristics. Personal and other records cited in ~~RCW 42.56.210 RCW 42.17.310~~ are exempt from the definition of public record.

(2) As used in this chapter, "writing" means handwriting, typewriting, printing, photostating, photographing, use of facsimile and electronic communication, and every other means of recording any form of communication or representation, including letters, words, pictures, sounds, symbols, or combination thereof, and all papers, maps, magnetic or paper tapes, photographic films and prints, motion picture, film and video recordings, magnetic or punched cards, disks, drums, diskettes, sound recordings, and other documents including existing data compilations from which data may be obtained or translated.

(3) The state board of education shall hereafter be referred to as the "board" or "state board."

[Statutory Authority: RCW 34.05.220, 28A.305.130. 02-18-054, § 180-08-004, filed 8/28/02, effective 9/28/02.]

WAC 180-08-006 Public records officer--Access to public records--Requests for public records--Determination regarding exempt records--Review of denials of public record requests--Protection of public records--Copying--Office hours. (1) The state board's public records officer shall be the board's secretary (executive director) located in the administrative office of the board located in the Old Capitol Building, 600 South Washington, Olympia, Washington 98504-7206. The secretary (executive director) shall be responsible for implementation of the board's rules and regulations regarding release of public records and generally ensuring compliance by staff with the public records disclosure requirements in chapter ~~42.17 42.56~~ RCW.

(2) Access to public records in the state board of education shall be provided in compliance with the provisions of ~~RCW 42.56.070 RCW 42.17.260.~~

(3) Requests for public records must comply with the following procedures:

(a) A request shall be made in writing to the secretary (executive director) or designee of the director. The request may be brought to the administrative office of the board during customary office hours or may be mailed, delivered by facsimile, or by electronic mail. The request shall include the following information:

(i) The name of the person requesting the record;

(ii) The time of day and calendar date on which the request was made;

(iii) The nature of the request;

(iv) If the matter requested is referenced within the current index maintained by the secretary (executive director), a reference to the requested information as it is described in such current index;

(v) If the requested matter is not identifiable by reference to the current index, an appropriate description of the record requested shall be provided.

(b) In all cases in which a member of the public is making a request, it shall be the obligation of the secretary (executive director), or person to whom the request is made, to assist the member of the public in succinctly identifying the public record requested.

(4)(a) The board reserves the right to determine that a public record requested in accordance with subsection (3) of this section is exempt under the provisions of [RCW 42.56.210](#) ~~RCW 42.17.310~~ ~~and 42.17.315~~. Such determination may be made in consultation with the secretary (executive director) or an assistant attorney general assigned to the board.

(b) Pursuant to [RCW 42.56.070](#) ~~RCW 42.17.260~~, the board reserves the right to delete identifying details when it makes available or publishes any public record when there is reason to believe that disclosure of such details would be an unreasonable invasion of personal privacy: Provided, however, In each case, the justification for the deletion shall be explained fully in writing.

(c) Response to requests for a public record must be made promptly. Within five business days of receiving a public record request, the executive director shall respond by either:

(i) Providing the record;

(ii) Acknowledging that the board has received the request and providing a reasonable estimate of the time required to respond to the request; or

(iii) Denying the public record request.

(d) Additional time required to respond to a request may be based upon the need to clarify the intent of the request, to locate and assemble the information requested, to notify third persons or agencies affected by the request, or to determine whether any of the information requested is exempt and that a denial should be made as to all or part of the request. In acknowledging receipt of a public record request that is unclear, the executive director may ask the requester to clarify what information the requester is seeking. If the requester fails to clarify the request within five working days of being asked for said clarification, the executive director need not respond to it.

(5) All denials of request for public records must be accompanied by a written statement, signed by the secretary (executive director) or designee, specifying the reason for the denial, a statement of the specific exemption authorizing the withholding of the record, and a brief explanation of how the exemption applies to the public record withheld.

(6)(a) Any person who objects to the denial of a request for a public record may petition for prompt review of such decision by tendering a written request for review. The written request shall specifically refer to the written statement which constituted or accompanied the denial.

(b) The written request by a person petitioning for prompt review of a decision denying a public record shall be submitted to the board's secretary (executive director) or designee.

(c) Within two business days after receiving a written request by a person petitioning for a prompt review of a decision denying a public record, the secretary (executive director) or designee shall complete such review.

(d) During the course of the review the secretary (executive director) or designee shall consider the obligations of the board to comply fully with the intent of chapter [42.17 42.56](#) RCW insofar as it requires providing full public access to official records, but shall also consider both the exemptions provided in [RCW 42.56.210](#) ~~RCW 42.17.310 through~~ ~~and 42.56.510 42.17.315~~, and the provisions of the statute which require the board to protect public records from damage or disorganization, prevent excessive interference with essential functions of the board, and prevent any unreasonable invasion of personal privacy by deleting identifying details.

(7) Public records and a facility for their inspection will be provided by the secretary (executive director) or designee. Such records shall not be removed from the place designated for their inspection. Copies of such records may be arranged for according to the provisions of subsection (8) of this section.

(8) No fee shall be charged for the inspection of public records. The board may impose a charge for providing copies of public records and for the use by any person of agency equipment to copy public records. Copying charges shall be reasonable and conform with [RCW 42.56.120](#) ~~RCW~~

~~42.17.300~~. No person shall be released a record so copied until and unless the person requesting the copied public record has tendered payment for such copying to the appropriate official. All charges must be paid by money order, check, or cash in advance.

(9) Public records shall be available for inspection and copying during the customary office hours of the administrative office of the board. For the purposes of this chapter, the customary office hours shall be from 8:00 a.m. to 5:00 p.m., Monday through Friday, excluding legal holidays and dates of official state board of education business requiring all board staff to be away from the office.

[Statutory Authority: RCW 28A.305.130, 34.05.220, and 42.17.250 through 42.17.348. 06-23-007, § 180-08-006, filed 11/2/06, effective 12/3/06. Statutory Authority: RCW 34.05.220, 28A.305.130. 02-18-054, § 180-08-006, filed 8/28/02, effective 9/28/02.]

WAC 180-08-008 Administrative practices regarding hearings and rule proceedings. (1)

Administrative practices before and pertaining to the state board of education are governed by the state Administrative Procedure Act, chapter 34.05 RCW, the Washington State Register Act, chapter 34.08 RCW, and the Office of Administrative Hearings Act, chapter 34.12 RCW. These acts govern the conduct of "agency action"; the conduct of "adjudicative proceedings"; and "rule making" as these terms are defined in RCW 34.05.010.

(2) The rules of the state code reviser (currently set forth in chapters ~~1-08 and~~ 1-21 WAC) and the rules of the office of administrative hearings (currently set forth in chapter 10-08 WAC) shall govern procedures and practices before the state board of education for the following: Petitions for declaratory rulings; petitions for adoption, amendment, or repeal of a rule; and the conduct of adjudicative proceedings. All other regulatory actions and hearings conducted by the state board of education may be conducted informally at the discretion of the state board of education.

[Statutory Authority: RCW 34.05.220, 28A.305.130. 02-18-054, § 180-08-008, filed 8/28/02, effective 9/28/02.]

Chapter 180-16 WAC

STATE SUPPORT OF PUBLIC SCHOOLS

~~WAC 180-16-162 Strike defined--Presumption of approved program operation--Strikes--Exception--Approval/disapproval of program during strike period--Work stoppages and maintenance of approved programs for less than one hundred eighty days not condoned. (1)~~

Strike defined. For the purpose of this section the term "strike" shall mean: A concerted work stoppage by employees of a school district of which there has been a formal declaration by their recognized representative and notice of the declaration has been provided to the district by the recognized representative at least two calendar school days in advance of the actual stoppage.

(2) Presumption of approved program. It shall be presumed that all school days conducted during a school year for which the state board of education has granted annual program approval are conducted in an approved manner, except for school days conducted during the period of a strike. The following shall govern the approval or disapproval of a program conducted during the period of a strike:

(a) Upon the submission of a written complaint of substandard program operation by a credible observer, the state superintendent of public instruction may investigate the complaint and program being operated during the strike.

(b) The district's program shall be deemed disapproved if the investigation of the state superintendent establishes a violation of one or more of the following standards or, as the case may be, such deviations as have been approved by the state board:

- (i) All administrators must have proper credentials;
- (ii) WAC 180-16-220 ~~(1)(2)~~ which requires that all teachers have proper credentials;
- (iii) The school district shall provide adequate instruction for all pupils in attendance;
- (iv) Adequate provisions must be made for the health and safety of all pupils;

(v) The local district shall have a written plan for continuing the school program during this period; and

(vi) The required ratio of enrolled pupils to certificated personnel for the first five days shall not exceed 60 to 1, for the next five days shall not exceed 45 to 1 and thereafter shall not exceed 30 to 1.

(c) Program disapproval shall be effective as of the day following transmittal of a notice of disapproval by the state superintendent and shall apply to those particular school days encompassed in whole or in part by the remainder of the strike period.

(d) The decision of the state superintendent shall be final except as it may be reviewed by and at the option of the state board of education.

(e) The program shall be deemed approved during those days of operation for which a trial court order ordering striking employees to work is in effect.

(3) Work stoppages. Nothing in this section or WAC 180-16-191 through 180-16-225 shall be construed as condoning or authorizing any form of work stoppage which disrupts any portion of the planned educational program of a district or the maintenance of an approved program for less than the minimum number of school days required by law, except as excused for apportionment purposes by the superintendent of public instruction pursuant to RCW 28A.150.290.

[Statutory Authority: RCW 28A.150.220(4). 02-18-053, § 180-16-162, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.01.010, 28A.04.120, 28A.41.130, 28A.41.140, 28A.58.754, 28A.58.758, and 1979 ex.s. c 250. 79-10-033 (Order 10-79), § 180-16-162, filed 9/12/79; Order 5-73, § 180-16-162, filed 9/6/73.]

WAC 180-16-164 Work stoppages and maintenance of approved programs for less than 180 days not condoned. Nothing in WAC 180-16-162, 180-16-163 or 180-16-191 through ~~180-16-225~~ ~~180-16-240~~ shall be construed as condoning or authorizing any form of work stoppage which disrupts the planned educational program of a district, or any portion thereof, or the maintenance of an approved program for less than the minimum number of school days required by law except as excused for apportionment purposes by the superintendent of public instruction pursuant to RCW 28A.150.290.

[Statutory Authority: 1990 c 33. 90-17-009, § 180-16-164, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.01.010, 28A.04.120, 28A.41.130, 28A.41.140, 28A.58.754, 28A.58.758, and 1979 ex.s. c 250. 79-10-033 (Order 10-79), § 180-16-164, filed 9/12/79; Order 5-73, § 180-16-164, filed 9/6/73.]

WAC 180-16-220 Supplemental basic education program approval requirements. The following requirements are hereby established by the state board of education as related supplemental condition to a school district's entitlement to state basic education allocation funds, as authorized by RCW 28A.150.220(4).

(1) **Current and valid certificates.** Every school district employee required by ~~WAC 181-79A-140~~ ~~WAC 180-79A-140~~ to possess an education permit, certificate, or credential issued by the superintendent of public instruction for his/her position of employment, shall have a current and valid permit, certificate or credential. In addition, classroom teachers, principals, vice principals, and educational staff associates shall be required to possess endorsements as required by WAC ~~181-82-105, 181-82-120, and 181-82-125~~ ~~180-82-105, 180-82-120, and 180-82-125~~, respectively.

(2) **Annual school building approval.**

(a) Each school in the district shall be approved annually by the school district board of directors under an approval process determined by the district board of directors.

(b) At a minimum the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and

update its school improvement plan. For the purpose of this section "positive impact on student learning" shall mean:

- (i) Supporting the goal of basic education under RCW 28A.150.210, "...to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives...";
 - (ii) Promoting continuous improvement of student achievement of the state learning goals and essential academic learning requirements; and
 - (iii) Recognizing nonacademic student learning and growth related, but not limited to: Public speaking, leadership, interpersonal relationship skills, teamwork, self-confidence, and resiliency.
- (c) The school improvement plan shall be based on a self-review of the school's program for the purpose of annual building approval by the district. The self-review shall include active participation and input by building staff, students, families, parents, and community members.
- (d) The school improvement plan shall address, but is not limited to:
- (i) The characteristics of successful schools as identified by the superintendent of public instruction and the educational service districts, including safe and supportive learning environments;
 - (ii) Educational equity factors such as, but not limited to: Gender, race, ethnicity, culture, language, and physical/mental ability, as these factors relate to having a positive impact on student learning. The state board of education strongly encourages that equity be viewed as giving each student what she or he needs and when and how she or he needs it to reach their achievement potential;
 - (iii) The use of technology to facilitate instruction and a positive impact on student learning; and
 - (iv) Parent, family, and community involvement, as these factors relate to having a positive impact on student learning.
- (3) Nothing in this section shall prohibit a school improvement plan from focusing on one or more characteristics of effective schools during the ensuing three school years.
- (4) School involvement with school improvement assistance under the state accountability system or involvement with school improvement assistance through the federal Elementary and Secondary Education Act shall constitute a sufficient school improvement plan for the purposes of this section.
- (5) Nonwaiverable requirements. Certification requirements, including endorsements, and the school improvement plan requirements set forth in subsection (2) of this section may not be waived.

[Statutory Authority: RCW 28A.150.220, 28A.305.140, and 28A.305.130. 04-23-008, § 180-16-220, filed 11/4/04, effective 12/5/04. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, and 28A.305.130(6). 04-04-093, § 180-16-220, filed 2/3/04, effective 3/5/04; 02-18-056, § 180-16-220, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.150.250, 28A.150.260 and 28A.15.220 [28A.150.220]. 99-10-091, § 180-16-220, filed 5/4/99, effective 6/4/99. Statutory Authority: RCW 28A.58.754(6), 28A.58.085 and 28A.58.090. 90-01-137, § 180-16-220, filed 12/20/89, effective 1/20/90. Statutory Authority: RCW 28A.58.090. 86-20-056 (Order 14-86), § 180-16-220, filed 9/29/86. Statutory Authority: RCW 28A.58.754(6). 86-13-015 (Order 5-86), § 180-16-220, filed 6/10/86; 84-11-043 (Order 2-84), § 180-16-220, filed 5/17/84. Statutory Authority: 28A.04.120(4). 81-08-026 (Order 1-81), § 180-16-220, filed 3/26/81. Statutory Authority: RCW 28A.04.120. 80-06-093 (Order 7-80), § 180-16-220, filed 5/29/80. Statutory Authority: RCW 28A.01.010, 28A.04.120, 28A.41.130, 28A.41.140, 28A.58.754, 28A.58.758, and 1979 ex.s. c 250. 79-10-033 (Order 10-79), § 180-16-220, filed 9/12/79. Statutory Authority: RCW 28A.41.130 and 28A.58.754. 78-06-097 (Order 3-78), § 180-16-220, filed 6/5/78.]

Chapter 180-18 WAC

WAIVERS FOR RESTRUCTURING PURPOSES

WAC 180-18-040 Waivers from minimum one hundred eighty-day school year requirement and student-to-teacher ratio requirement.

(1) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to [RCW 28A.305.140](#) ~~RCW 28A.150.220(5)~~ and WAC 180-16-215 by offering the equivalent in annual minimum program hour offerings as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district. The state board of education may grant said initial waiver requests for up to three school years.

(2) A district that is not otherwise ineligible as identified under WAC 180-18-050 (3)(b) may develop and implement a plan that meets the program requirements identified under WAC 180-18-050(3) to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to [RCW 28A.305.140](#) ~~RCW 28A.150.220(5)~~ and WAC 180-16-215 by offering the equivalent in annual minimum program hour offerings as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district.

(3) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the student-to-teacher ratio requirement pursuant to RCW 28A.150.250 and WAC 180-16-210, which requires the ratio of the FTE students to kindergarten through grade three FTE classroom teachers shall not be greater than the ratio of the FTE students to FTE classroom teachers in grades four through twelve. The state board of education may grant said initial waiver requests for up to three school years.

[Statutory Authority: RCW 28A.305.140 and 28A.655.180. 10-10-007, § 180-18-040, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6), 28A.655.180. 07-20-030, § 180-18-040, filed 9/24/07, effective 10/25/07. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]

WAC 180-18-050 Procedure to obtain waiver. (1) State board of education approval of district waiver requests pursuant to WAC 180-18-030 and 180-18-040 (1) and (3) shall occur at a state board meeting prior to implementation. A district's waiver application shall be in the form of a resolution adopted by the district board of directors. The resolution shall identify the basic education requirement for which the waiver is requested and include information on how the waiver will support improving student achievement. The resolution shall be accompanied by information detailed in the guidelines and application form available on the state board of education's web site.

(2) The application for a waiver and all supporting documentation must be received by the state board of education at least fifty days prior to the state board of education meeting where consideration of the waiver shall occur. The state board of education shall review all applications and supporting documentation to insure the accuracy of the information. In the event that deficiencies are noted in the application or documentation, districts will have the opportunity to make corrections and to seek state board approval at a subsequent meeting.

(3)(a) Under this section, a district meeting the eligibility requirements may develop and implement a plan that meets the program requirements identified under this section and any additional guidelines developed by the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to [RCW 28A.305.140](#) ~~RCW 28A.150.220(5)~~ and WAC 180-16-215. The plan must be designed to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district by offering the equivalent in annual minimum program hour offerings as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district. This section will remain in effect only through August 31, 2018. Any plans for the use of waived days authorized under this section may not extend beyond August 31, 2018.

(b) A district is not eligible to develop and implement a plan under this section if:

- (i) The superintendent of public instruction has identified a school within the district as a persistently low achieving school; or
- (ii) A district has a current waiver from the minimum one hundred eighty-day school year requirement approved by the board and in effect under WAC 180-18-040.
- (c) A district shall involve staff, parents, and community members in the development of the plan.
- (d) The plan can span a maximum of three school years.
- (e) The plan shall be consistent with the district's improvement plan and the improvement plans of its schools.
- (f) A district shall hold a public hearing and have the school board approve the final plan in resolution form.
- (g) The maximum number of waived days that a district may use is dependent on the number of learning improvement days, or their equivalent, funded by the state for any given school year. For any school year, a district may use a maximum of three waived days if the state does not fund any learning improvement days. This maximum number of waived days will be reduced for each additional learning improvement day that is funded by the state. When the state funds three or more learning improvement days for a school year, then no days may be waived under this section.

Scenario	Number of learning improvement days funded by state for a given school year	Maximum number of waived days allowed under this section for the same school year
A	0	3
B	1	2
C	2	1
D	3 or more	0

- (h) The plan shall include goals that can be measured through established data collection practices and assessments. At a minimum, the plan shall include goal benchmarks and results that address the following subjects or issues:
 - (i) Increasing student achievement on state assessments in reading, mathematics, and science for all grades tested;
 - (ii) Reducing the achievement gap for student subgroups;
 - (iii) Improving on-time and extended high school graduation rates (only for districts containing high schools).
- (i) Under this section, a district shall only use one or more of the following strategies in its plan to use waived days:
 - (i) Use evaluations that are based in significant measure on student growth to improve teachers' and school leaders' performance;
 - (ii) Use data from multiple measures to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with state academic standards;
 - (iii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction to meet the needs of individual students;
 - (iv) Implement strategies designed to recruit, place, and retain effective staff;

- (v) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- (vi) Increase graduation rates through, for example, credit-recovery programs, smaller learning communities, and acceleration of basic reading and mathematics skills;
- (vii) Establish schedules and strategies that increase instructional time for students and time for collaboration and professional development for staff;
- (viii) Institute a system for measuring changes in instructional practices resulting from professional development;
- (ix) Provide ongoing, high-quality, job-embedded professional development to staff to ensure that they are equipped to provide effective teaching;
- (x) Develop teacher and school leader effectiveness;
- (xi) Implement a school-wide "response-to-intervention" model;
- (xii) Implement a new or revised instructional program;
- (xiii) Improve student transition from middle to high school through transition programs or freshman academies;
- (xiv) Develop comprehensive instructional strategies;
- (xv) Extend learning time and community oriented schools.
- (j) The plan must not duplicate activities and strategies that are otherwise provided by the district through the use of late-start and early-release days.
- (k) A district shall provide notification to the state board of education thirty days prior to implementing a new plan. The notification shall include the approved plan in resolution form signed by the superintendent, the chair of the school board, and the president of the local education association; include a statement indicating the number of certificated employees in the district and that all such employees will be participating in the strategy or strategies implemented under the plan for a day that is subject to a waiver, and any other required information. The approved plan shall, at least, include the following:
 - (i) Members of the plan's development team;
 - (ii) Dates and locations of public hearings;
 - (iii) Number of school days to be waived and for which school years;
 - (iv) Number of late-start and early-release days to be eliminated, if applicable;
 - (v) Description of the measures and standards used to determine success and identification of expected benchmarks and results;
 - (vi) Description of how the plan aligns with the district and school improvement plans;
 - (vii) Description of the content and process of the strategies to be used to meet the goals of the waiver;
 - (viii) Description of the innovative nature of the proposed strategies;
 - (ix) Details about the collective bargaining agreements, including the number of professional development days (district-wide and individual teacher choice), full instruction days, late-start and early-release days, and the amount of other noninstruction time; and
 - (x) Include how all certificated staff will be engaged in the strategy or strategies for each day requested.
- (l) Within ninety days of the conclusion of an implemented plan a school district shall report to the state board of education on the degree of attainment of the plan's expected benchmarks and results and the effectiveness of the implemented strategies. The district may also include additional information, such as investigative reports completed by the district or third-party organizations, or surveys of students, parents, and staff.
- (m) A district is eligible to create a subsequent plan under this section if the summary report of the enacted plan shows improvement in, at least, the following plan's expected benchmarks and results:
 - (i) Increasing student achievement on state assessments in reading and mathematics for all grades tested;
 - (ii) Reducing the achievement gap for student subgroups;

(iii) Improving on-time and extended high school graduation rates (only for districts containing high schools).

(n) A district eligible to create a subsequent plan shall follow the steps for creating a new plan under this section. The new plan shall not include strategies from the prior plan that were found to be ineffective in the summary report of the prior plan. The summary report of the prior plan shall be provided to the new plan's development team and to the state board of education as a part of the district's notification to use a subsequent plan.

(o) A district that is ineligible to create a subsequent plan under this section may submit a request for a waiver to the state board of education under WAC 180-18-040(1) and subsections (1) and (2) of this section.

[Statutory Authority: RCW 28A.305.140 and 28A.655.180. 10-10-007, § 180-18-050, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6), 28A.655.180. 07-20-030, § 180-18-050, filed 9/24/07, effective 10/25/07. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, and 28A.305.130(6). 04-04-093, § 180-18-050, filed 2/3/04, effective 3/5/04. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-050, filed 10/2/95, effective 11/2/95.]

Chapter 180-38 WAC

PRIVATE SCHOOL PUPIL IMMUNIZATION REQUIREMENT

WAC 180-38-020 Definitions. The definitions in this section apply throughout this chapter unless the context clearly requires otherwise:

(1) "Student" shall mean the same as defined for "child" in RCW 28A.210.070(6).

(2) "Chief administrator" shall mean the same as defined in RCW 28A.210.070(1).

(3) "Full immunization" shall mean the same as defined in RCW 28A.210.070(2).

(4) "Schedule of immunization" shall mean the beginning or continuing of a course of immunization, including the conditions for private school attendance when a child is not fully immunized, as prescribed by the state board of health (~~WAC Chapter 246-100 WAC-166(5)~~).

(5) "Certificate of exemption" shall mean the filing of a statement exempting the child from immunizations with the chief administrator of the private school, on a form prescribed by the department of health, which complies with RCW 28A.210.090.

(6) "Exclusion" shall mean the case or instance when the student is denied initial or continued attendance due to failure to submit a schedule of immunization, or a certificate of exemption in accordance with RCW 28A.210.120.

(7) "School day" shall mean each day of the school year on which students enrolled in the private school are engaged in educational activity planned by and under the direction of the staff, as directed by the chief administrator and applicable governing board of the private school.

(8) "Parent" shall mean parent, legal guardian, or other adult *in loco parentis*.

[Statutory Authority: RCW 28A.210.160. 06-23-006, § 180-38-020, filed 11/2/06, effective 12/3/06; 02-24-019, § 180-38-020, filed 11/26/02, effective 12/27/02. Statutory Authority: RCW 28A.31.118. 85-20-040 (Order 20-85), § 180-38-020, filed 9/25/85.]

Chapter 180-52 WAC

TESTS FOR STUDENTS RECEIVING HOME-BASED INSTRUCTION

WAC 180-52-070 Approved standardized tests for use by students receiving home-based instruction--Examples--Assistance. (1)(a) Pursuant to RCW 28A.200.010(~~3~~), the state board of education will provide a list of examples of standardized achievement tests that a parent may use to assess and determine whether their child is making reasonable academic progress.

(b) Tests on the list are approved by the state board of education on the basis that they are standardized achievement tests.

(c) Parents may use a standardized test that does not appear on the list of examples if it has been evaluated by a test evaluation organization recognized by the state board of education and cited on the state board web page.

(d) Parents may contact the state board of education office for assistance in determining if a test of their choosing that is not on the list of examples is standardized.

(2) The list of examples of standardized achievement tests shall be:

(a) Made available on the web page of the state board;

(b) Included in the following publication of the office of the superintendent of public instruction, "*Washington's State Laws Regulating Home-Based Instruction*"; and

(c) Provided on request.

(3) The list of examples of standardized achievement tests on the state board web page may not be changed without prior approval of the state board of education.

[Statutory Authority: RCW 28A.200.010(3). 02-14-125, § 180-52-070, filed 7/2/02, effective 8/2/02.]

Chapter 180-72 WAC

ADULT EDUCATION

WAC 180-72-050 Adult education defined. For the purpose of this chapter "adult education" shall be defined as set forth in RCW 28B.50.030~~(42)~~ which provides as follows: "Adult education" shall mean all education or instruction, including academic, vocational education or training, basic skills and literacy training, and "occupational education" (~~WAC chapter~~ 180-51 ~~WAC-064(2)~~) provided by public educational institutions and community-based organizations, including common school districts for persons who are eighteen years of age and over or who hold a high school diploma or certificate: However, "adult education" shall not include academic education or instruction for persons under twenty-one years of age who do not hold a high school degree or diploma and who are attending a public high school for the sole purpose of obtaining a high school diploma or certificate: Nor shall "adult education" include education or instruction provided by any four year public institution of higher education.

[Statutory Authority: Chapter 28A.230 RCW and RCW 28B.50.915. 04-20-093, § 180-72-050, filed 10/5/04, effective 11/5/04. Statutory Authority: RCW 28B.50.915. 93-22-007, § 180-72-050, filed 10/21/93, effective 11/21/93; Order 5-70, § 180-72-050, filed 4/28/70.]

Chapter 180-90 WAC

PRIVATE SCHOOLS

WAC 180-90-112 Definitions. The definitions in this section apply throughout this chapter unless the context clearly requires otherwise.

(1) "Approved private school" means a nonpublic school or nonpublic school district conducting a program consisting of kindergarten and at least grade one, or a program consisting of any or all of grades one through twelve which has been approved by the state board of education in accordance with the minimum standards for approval as prescribed in this chapter.

(2)(a) "Reasonable health requirements" means those standards contained in chapter ~~246-366 248-64~~ WAC as adopted by the state board of health.

(b) "Reasonable fire safety requirements" means those standards adopted by the state fire marshal pursuant to chapter ~~43.44 48.48~~ RCW.

(3)(a) "Minor deviation" means a variance from the standards established by these regulations which represents little or no threat to the health or safety of students and school

personnel, and which does not raise a question as to the ability of the school to provide an educational program which is in substantial compliance with the minimum standards set forth in WAC 180-90-160, and which, therefore, does not preclude the granting of full approval.

(b) "Major deviation" means a variance from the standards established by these regulations which represents little or no threat to the health or safety of students and school personnel but raises a question as to the ability of the school to provide an educational program which substantially complies with the minimum standards set forth in WAC 180-90-160, but is not so serious as to constitute an unacceptable deviation.

(c) "Unacceptable deviation" means a variance from the standards established by these regulations which either:

(i) Constitutes a serious, imminent threat to the health or safety of students or school personnel; or

(ii) Demonstrates that the school is not capable of providing an educational program which substantially complies with the minimum standards set forth in WAC 180-90-160.

(4) "Total instructional hour offering" means those hours when students are provided the opportunity to engage in educational activity planned by and under the direction of school staff, as directed by the administration and board of directors, inclusive of intermissions for class changes, recess and teacher/parent-guardian conferences which are planned and scheduled by the approved private school for the purpose of discussing students' educational needs for progress, and exclusive of time actually spent for meals.

(5)(a) "Non-Washington state certificated teacher" means a person who has:

(i) A K-12 teaching certificate from a nationally accredited preparation program, other than Washington state, recognized by the U.S. Department of Education; or

(ii) A minimum of forty-five quarter credits beyond the baccalaureate degree with a minimum of forty-five quarter credits in courses in the subject matter to be taught or in courses closely related to the subject matter to be taught; or

(iii) A minimum of three calendar years of experience in a specialized field. For purposes of this subsection the term "specialized field" means a specialized area of the curriculum where skill or talent is applied and where entry into an occupation in such field generally does not require a baccalaureate degree, including, but not limited to, the fields of art, drama, dance, music, physical education, and career and technical or occupational education.

(b) "Exceptional case" means that a circumstance exists within a private school in which:

(i) The educational program offered by the private school will be significantly improved with the employment of a non-Washington state certificated teacher. Each teacher not holding a valid Washington state certificate shall have experience or academic preparation appropriate to K-12 instruction and consistent with the school's mission. Such experience or academic preparation shall be consistent with the provisions of (c) of this subsection; and

(ii) The school which employs a non-Washington state certificated teacher or teachers pursuant to this subsection employs at least one person certified pursuant to rules of the state board of education and (c) of this subsection to every twenty-five FTE students enrolled in grades kindergarten through twelve. The school will report the academic preparations and experience of each teacher providing K-12 instruction; and

(iii) The non-Washington state certificated teacher of the private school, employed pursuant to this section and as verified by the private school, meets the age, good moral character, and personal fitness requirements of ~~WAC 181-79A-150~~ ~~WAC 180-79A-150~~ (1) and (2), has not had his or her teacher's certificate revoked by any state or foreign country. (~~WAC 181-79A-155~~ ~~WAC 180-79A-155~~ (5)(a).)

(c) "Unusual competence": As applied to an exceptional case wherein the educational program as specified in RCW 28A.195.010 and WAC 180-90-160(7) will be significantly improved with the employment of a non-Washington state certificated teacher as defined in (a) of this subsection.

(d) "General supervision" means that a Washington state certificated teacher or administrator shall be generally available at the school site to observe and advise the teacher

employed under provision of (c) of this subsection and shall evaluate pursuant to policies of the private school.

[Statutory Authority: RCW 28A.195.040. 03-04-053, § 180-90-112, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-112, filed 12/2/85.]

Chapter 180-96 WAC

GENERAL EDUCATIONAL DEVELOPMENT (GED) TEST

WAC 180-96-040 Regular high school education program--Definition. As used in this chapter the term "regular high school education program" means a secondary education program operated pursuant to chapters 392-410 ~~180-50~~ and 180-51 WAC leading to the issuance of a high school diploma.

[Statutory Authority: RCW 28A.04.135. 89-01-036 (Order 21-88), § 180-96-040, filed 12/14/88.]

BASIC EDUCATION PROGRAM REQUIREMENTS WAIVERS

BACKGROUND

In 2004, the State Board of Education granted the Tacoma School District a waiver from the 180-day requirement for 18 days through the 2006-07 school year for the Tacoma School of the Arts (SOTA). Although the waiver ended in 2007, the District continued to structure their calendar as if they had an approved waiver.

Currently, the Tacoma School District is requesting a renewal waiver of 19 days for SOTA. They are also requesting a new waiver for the Science and Math Institute (SAMI) of 19 days and a new waiver for Stewart Middle School of 11 days. Stewart Middle School is receiving a School Improvement Grant and will implement the 'turnaround' model.

The purpose of the waivers is to provide extended school days to substitute for a set number of days when no instruction is offered, but other opportunities such as internships are offered. This strategy has been successful at SOTA for the last ten years and provides them with an eight-period day. The District would like to continue to use this strategy at SOTA and also at SAMI and Stewart. Because the teachers' contracts are for a set maximum number of working hours per year, to employ this strategy the schools must have fewer school days. Even with the fewer days, the schools will be able to exceed the minimum 1,000 hours of instruction per year by at least 81 hours.

District	School Name	Number of Days	School Years	New or Renewal
Tacoma	Tacoma School of the Arts	19	2010-2011	Renewal
Tacoma	Science and Math Institute	19	2010-2011	New
Tacoma	Stewart Middle School	11	2010-2011	New

POLICY CONSIDERATION

The application, which is provided in Attachment A, is accurate and the purpose of the proposal is to improve student achievement by enhancing the educational program for all students. In addition, the District has stated in its resolution that it will exceed the minimum instructional hour offering of 1000 hours.

EXPECTED ACTION

Staff recommends that the Board approve a provisional waiver for one year. This would allow SBE to fully work out the policy issues related to providing schools with waivers of more than the typical number of days that are proposing truly innovative approaches to education. A provisional waiver this year for Tacoma would also prevent unexpected, potentially negative impacts to the students and their families.

ATTACHMENT A

1. School District Information:	
District	Tacoma School District #10
Superintendent	Dr. Arthur Jarvis

2. Contact Person Information	
Name	Jon Ketler
Title	Principal/Director of Tacoma School of the Arts (SOTA), Science and Math Institute (SAMI), and Stewart Middle School

3. Application type	
New Application or Renewal Application	Renewal: Tacoma School of the Arts(SOTA); New: Science and Math Institute (SAMI) and Stewart Middle School

4. Is the request for all schools in the District?	
Yes or No	No
If no, then which schools or grades is the request for?	<ul style="list-style-type: none"> • Tacoma School of the Arts (SOTA): 10, 11, 12 grades • Science and Math Institute (SAMI): 9, 10 grades • Stewart Middle School: 6, 7, 8 grades

5. How many days are being requested to be waived and for which school years?	
<ul style="list-style-type: none"> • SOTA: 19 days for the 2010-2011 school year • SAMI: 19 days for the 2010-2011 school year • Stewart Middle School: 11 days for the 2010-2011 school year 	

6. Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	1
Reduction	0
Remaining number of half days in calendar	1

7. Will the District be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?	
Yes	<ul style="list-style-type: none"> • Tacoma School of the Arts (SOTA): 1,098.5 hours • Science and Math Institute (SAMI): 1,098.5 hours • Stewart Middle School: 1,081.54 hours

8. What are the purpose and goals of the waiver?	
<p>SOTA, SAMI, and Stewart request a shorter calendar with extended daily hours which results in increased student contact and more opportunities for staff professional development. The proposed calendar exceeds the 1,000 hours of instructional time requirement. By increasing student's daily opportunity to learn and by engaging in building-based professional development, we will increase student achievement.</p>	

9. What is the student achievement data motivating the purpose and goals of the waiver?

SOTA and SAMI:

High School Proficiency Exam (HSPE) scores, which are above state averages, student and placement evaluations of internships, and student surveys are just a few ways that Tacoma School District validates the use of this calendar and schedule for SOTA and SAMI. These means will continue to be ways in which we judge the effectiveness of the system. Other methods that validate this calendar/schedule are the number of students continuing in post high school programs, the number of students receiving certificates of mastery within the various disciplines offered at SOTA and SAMI, and our retention and graduation rates.

Stewart: Measurement of Student Progress (MSP) scores, student academic success, and student/parent surveys are just a few ways that Tacoma School District validates the use of this calendar and schedule for Stewart. These will continue to be ways in which we judge the effectiveness of this system. The block scheduling allows for deeper investigation into classes, which will give students an invaluable learning experience. WASL data provided in attachments.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

SOTA:

We will continue to use state testing (HSPE) as one of our benchmarks to determine our success. We constantly strive for improvement, with the final goal being 100% achievement in reading, writing, and mathematics.

Reading:

The Tacoma School of the Arts' students will increase achievement in reading as measured by the reading portion of the HSPE and reach the following targets:

- By 2013, 98.0% of 10th grade Tacoma School of the Arts' students will meet reading standards.
- By 2015, 100% of 10th grade Tacoma School of the Arts' students will meet reading standards.

Writing:

The Tacoma School of the Arts' students will increase achievement in writing as measured by the writing portion of the HSPE and reach the following targets:

- By 2013, 98.0% of 10th grade Tacoma School of the Arts' students will meet writing standards.
- By 2015, 100% of 10th grade Tacoma School of the Arts' students will meet writing standards.

Math:

Tacoma School of the Arts' students will increase achievement in math as measured by the math portion of the HSPE and reach the following targets:

- By 2013, 70.0% of 10th grade Tacoma School of the Arts students will meet math standards.
- By 2015, 90.0% of 10th grade Tacoma School of the Arts students will meet math standards.

SAMI:

SAMI students will increase achievement in math as measured by the math portion of the HSPE, reaching the following target by 2013:

- 90% of all students will meet standard.

SAMI students will increase achievement in reading as measured by the reading portion of the HSPE, reaching the following target by 2013:

- 90% of all students will meet standard.

SAMI students will increase achievement in writing as measured by the writing portion of the HSPE, reaching the following target by 2013:

- 90% of all students will meet standard.

Stewart:

Stewart is a Merit school that is receiving a school improvement grant with mostly new staff and completely new administration. We will use our MSP scores and students' academic success to measure our success. We know what works well at SOTA and SAMI and believe these same techniques will transform Stewart.

Stewart Middle School students will increase achievement in math as measured by the math portion of the MSP, reaching the following target by 2013:

- 80% of all students will meet standard.

Stewart Middle School students will increase achievement in reading as measured by the MSP, reaching the following target by 2013:

- 80% of all students will meet standard.

Stewart Middle School students will increase achievement in writing as measured by the MSP, reaching the following target by 2013:

- 80% of all students will meet standard.

11. Describe the evidence the District and/or schools will collect to show whether the goals were attained.

In addition to the data described in the response to question #9, SOTA and SAMI will collect and use the HSPE and Stewart will use the MSP as a measure of goal attainment.

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

The proposed calendar and extended daily schedule allow for the implementation of the following strategies to increase student achievement:

- Increased instructional time for students:
By extending the school hours daily, we increase the amount of instructional time in the year, which allows for more teacher-student contact time.
- Block scheduling with four 95 minute class periods per day:
Increasing class time to 95 minutes allows for regular in-depth, hands-on, and authentic learning experiences.
- Students take eight classes, two more than a traditional school calendar:
Increase student course offerings to include STEM and arts-based academic classes.

- Increased student access to curricular enrichment activities, academic help, and community experiences through internships, community partnerships, mini-term, and mentor project groups.
- Weekly staff professional development.

All staff members work together in collaborative teams or Professional Learning Communities (PLCs) to enhance instructional skills and focus on student achievement. During PLC time, staff members engage in academic book studies, conversations about student achievement data and sharing best practices of teaching. SOTA began PLCs in 2009-2010. SAMI and Stewart will begin this professional development model in 2010-2011.

13. Describe the innovative nature of the proposed strategies.

For SOTA and SAMI our extended school day has allowed our instructors to have the time to do in-depth exploration of different subjects, which has culminated with demonstrated student success:

- High WASL/HSPE scores.
- 94.9% on-time graduation rate (2007 – 2008).
- 1.5% Annual dropout rate (2007 – 2008).

Our innovative calendar allows for the following:

- Begin our school year with a three-day instructional retreat for all students at a local camp. Goals of the retreat include introduction of coursework materials, and building a cohesive community of learners where all students are respected.
- Place students in internships at over 90 local Tacoma businesses.
- Increase course offerings for students.
- Collaborative interdisciplinary teaching of subjects to students in both the extended day and during the mini-terms (January and June).
- Collaborative teaming between schools and among instructors.
- Maintain consistent teacher-contract hours as agreed upon by the teacher's union, while increasing the amount of student contact time.

Meet regularly as Professional Learning Communities for teacher professional development (Year one for PLCs at SAMI and Stewart, Year two for SOTA).

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

In the 2011-2012 and 2012-2013 school years, SOTA, SAMI, and Stewart will continue to utilize the shorted calendar/extended day model in order to focus on student achievement through increased instructional time and collaborative teacher teams. We will maintain a strong focus on professional development as a means to increase student achievement. We will assess our progress on the stated goals yearly, making any adjustments necessary to our approach to professional development. In 2011-2012 and 2012-2013, the collaborative teacher teams (Professional Learning Communities) will engage in self progress-monitoring through data collection which will include video-taped lesson assessment and increased teacher mentoring. This work extends the introductory work of the PLCs in 2010-2011.

15. Describe how the waiver directly supports the District and/or school improvement plans. Include links or information about how the State Board of Education may review the District and school improvement plans (do not mail or fax hard copies).

The measures of our success as described in question #10 (above) directly mirror the goals outlined in the school district improvement plan and each individual school's improvement plan. Our extended-day calendar allows for increased instructional time and increased teacher professional development, both contributing factors to student success.

Tacoma Public School's district-wide goals include:

- Increasing achievement for all students each year by ten percent.
- Decreasing the gap between underperforming subgroups and the district average performance on the state assessment by ten percent annually.
- Decreasing the dropout rate by ten percent annually.
- Reducing the number of students not graduating by ten percent annually.

Links to School Improvement Plans were provided with the application materials.

16. Describe how administrators, teachers, other staff, parents, students, and the community have been involved in the development of the request for this waiver.

SOTA:

This waiver and calendar were written collaboratively by teachers and administrators, Melissa Moffett, Jon Ketler, Paul Kelly, Paul Eliot, Linda Dieckhoff, and Teresa Crisler. The committee presented these documents to the whole staff for review. The work is based on what has been successful for us as well as conversations with staff, students, parents, and the community.

SAMI:

This waiver and calendar were written collaboratively by teachers and administrators Kristin Tinder, Jon Ketler, Michael Knuckles, Paul McGrath, Amy Hawthorne, Bethany Schmidt, Brittany Skobel and Ralph Harrison. The committee presented these documents to the whole staff for review. The work is based on what has been successful for us and our sister school, as well as conversations with staff, students, parents, and the community.

Stewart:

This waiver and calendar were written collaboratively by teachers and administrators Jon Ketler, Sydelle Denman, Lavonte Howard, Tara Edmond and Cyrus Brown. This is Stewart's first year using the extended-day calendar, so the waiver will be shared with Stewart parents at their monthly meetings, through the weekly e-newsletter, and through our website.

17. Provide details about the collective bargaining agreements, including the number of professional development days (district-wide and for individual teacher choice), full instruction days, early-release days, and the amount of other non-instruction time.

Teachers have four district days, two building days, and one self-directed day. We utilize all professional development days at our school. The District and building days are imbedded into our schedule so all staff can attend if they choose. These days are focused on improving instruction for students, filming of instructors teaching (with staff approval), and PLC discussions around student data and best practices of instruction.

18. Describe how the District or schools used the waiver days and whether the days were used as planned and reported in your prior request?

SOTA and SAMI:

Yes, the days were used as previously planned with SOTA and SAMI. The waiver days were non-activity days: no students or staff. We used our shorter calendar year with extended school days to provide four-period class days of 95 minutes to our students.

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the District's success at meeting each of the expected benchmarks and results of the previous waiver.

- High WASL/HSPE scores.
- 94.9% on-time graduation rate (2007 – 2008).
- 1.5% Annual dropout rate (2007 – 2008).

SOTA's WASL scores from 2007 – 2009 in Reading are (93, 87.1, 92.6); Writing (93.5, 95.9, 95.4); and Math (64.1, 46.3, 51.7). Although our WASL/HSPE scores are higher than most schools in our area we are always striving for 100% of our students meeting standard.

SAMI will be in its second year, so these upcoming sophomores will be taking the HSPE. We will be using these scores as our base. We will also be striving for 100%.

Stewart: This is a transition school with mostly new staff and totally new administration. We will be using our MSP scores and students academic success to measure our success.

All three schools will continue to improve our reading, writing, and math scores but we need to make sure all our students are successful. Our extended days will allow us to continue our extended time to focus on math all three schools.

20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

The waiver was shared with SOTA/SAMI parents at their monthly meetings, through the weekly e-newsletter, and through our website, www.tsota.org. Parents, students, and the community were included in the process through meetings and conversation as well as their involvement monthly in staff meetings.

We also inform incoming students and their parents at our Information Nights.

School Report Card Information from OSPI

Tacoma School for the Arts

May 2010 Student Count	425	
Free or Reduced-Price Meals (May 2009)	63	14.8%

	2008-09	2007-08	2006-07
Annual Dropout Rate	1.4%	1.5%	1.7%
On-Time Graduation Rate	94.1%	94.9%	93.2%
Extended Graduation Rate	97.1%	94.9%	99.8%

2009-10 WASL Results

Grade Level	Reading	Math	Writing	Science
10th Grade	87.7%	48.8%	95.1%	57.4%

2008-09 WASL Results

Grade Level	Reading	Math	Writing	Science
10th Grade	92.6%	51.7%	95.4%	53.7%

2007-08 WASL Results

Grade Level	Reading	Math	Writing	Science
10th Grade	87.1%	46.3%	95.9%	47.1%

Accountability

School Improvement Status	Made AYP Overall: No In Improvement: Step 2
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School Report Card Information from OSPI

Science and Math Institute

May 2010 Student Count	130	
Free or Reduced-Price Meals (May 2009)	62	47.7%

School Report Card Information from OSPI

Stewart Middle School		
May 2010 Student Count	503	
Free or Reduced-Price Meals (May 2009)	359	71.4%

2009-10 WASL Results

Grade Level	Reading	Math	Writing	Science
6th Grade	37.3%	19.6%		
7th Grade	33.9%	24.3%	54.2%	
8th Grade	52.9%	27.6%		25.3%

2008-09 WASL Results

Grade Level	Reading	Math	Writing	Science
6th Grade	57.0%	33.0%		
7th Grade	39.9%	33.7%	56.1%	
8th Grade	54.7%	29.8%		23.2%

2007-08 WASL Results

Grade Level	Reading	Math	Writing	Science
6th Grade	53.9%	26.7%		
7th Grade	54.9%	29.1%	66.7%	
8th Grade	62.1%	32.9%		27.8%

Accountability

School Improvement Status	Made AYP Overall: No In Improvement: No* *although Stewart was in step 5 of improvement in 2008-09, they are allowed to start the clock again because they selected the "turnaround" model in their School Improvement Grant.
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STUDENT PRESENTATION “PHOTOSYNTHESIS”

Materials will be provided at the meeting.

**RENTON SCHOOL DISTRICT PERSPECTIVES ON NEW MEASUREMENTS OF
STUDENT PROGRESS**

Materials from presenters is not anticipated, although the Renton assessment scores will be in the Board's FYI folder.

STATE ASSESSMENT RESULTS

BACKGROUND

The Office of Superintendent of Public Instruction (OSPI) implemented new tests called Measurements of Student Progress (MSP) for grades 3-8 and the High School Proficiency Exam (HSPE) this spring for all students. The MSP and HSPE have some changes from the previous tests, including the elimination of extended responses. Some middle school students took the test online; the rest of the students used paper and pencil. A phase in for all students to take the test online will be implemented over the next few years. These assessments measure how well our students perform on our state standards. The assessments are also used to fulfill the testing requirements under No Child Left Behind. The Classes of 2011 and 2012 high school students must meet the high school standards in reading and writing assessments to receive a diploma. For the class of 2013, students will also be required to meet the math and science standards.

The reading, writing, and science assessment were based on standards that have not been changed in five years. The math tests were based on the new math standards adopted two years ago and thus comparisons to previous years under the old math standards should be taken cautiously. In 2011 OSPI will have end of course math exams in Algebra I and Geometry for high school students. The SBE will set the cut scores for those exams in August 2011. The assessments for the new science standards will be implemented next year. If the Common Core English and Math standards are adopted, new assessments could be implemented at the earliest by 2014-15. The Smarter Based Consortium that Washington has joined along with 30 other states will be examining the creation of these new assessments using the Common Core standards. The Consortium received \$160 million to begin its work.

The 2010 MSP/HSPE results showing the difference in percent meeting standard from 2009 to 2010 are displayed in the chart below:

	Reading	Math	Writing	Science
Grade 3	0.6	-4.6		
Grade 4	-6.5	1.3	0.6	
Grade 5	-4.5	-8.3		-10.9
Grade 6	-7.5	0.9		
Grade 7	4.0	3.4	0.4	
Grade 10	-2.4	-3.8	-0.8	5.9

The 2010 Results for the 10th Grade (Class of 2012) in percent meeting standard are as follows:

	Reading	Math	Writing	Science
Grade 10	78.8	41.6	85.9	44.7

There continue to be major achievement gaps in reading, writing, math and science between the Asian and White students and those of American Indians, Black, Hispanic and Pacific Islanders. OSPI will provide more detailed information at the meeting.

In terms of meeting standards in reading and math for Adequate Yearly Progress under No Child Left Behind, 1,143 schools (54.1 percent) met standard in 2010 and 968 schools (45.9 percent) did not.

POLICY CONSIDERATION

Policy questions the Board may wish to discuss:

- What are the implications for the Class of 2013 and beyond based on the current math and science performance of tenth graders?
- What are the strategies that OSPI is employing to help students of color and low income meet our state standards based upon the continued significant gaps in performance on all areas?
- What are OSPI's plans for students in the Class of 2013 that have already taken algebra and geometry before end of course exams were implemented?
- What are OSPI's plans for students in the Class of 2014 that have already taken biology before an end of course exam is implemented?

EXPECTED ACTION

No action needed. The SBE may want to suggest discussion questions for the November meeting when a deeper discussion of ways to improve math and science achievement will be on the agenda.

MATH SYSTEMS IMPROVEMENT FRAMEWORK

BACKGROUND

Improving math and science achievement is one of the SBE's five strategic plan goals. The state continues to strive to make significant gains in achievement, but the results to date have not been encouraging; student performance on the 2010 math and science High School Proficiency Exams did not show marked improvement. As the state looks for ways of supporting change that will show meaningful improvement in students' achievement in mathematics and science, three important questions warrant consideration:

- How are we leveraging current resources to make a positive difference in the system now?
- How are we learning from past initiatives to inform systemic improvements in mathematics and science?
- What are we learning from new research in mathematics to inform systemic improvements in mathematics and science?

During difficult fiscal times, resources available must be targeted and aligned to create the largest impact. As states and school districts struggle to improve student learning outcomes in mathematics and science, many district administrators are looking toward the state and Educational Service Districts (ESDs) to provide guidance in sustaining and prioritizing these improvement efforts.

The focus for this meeting's presentation is an overview of a system-wide mathematics improvement strategy. The SBE will hear about state science initiatives at its November meeting, and will explore more deeply policy strategies to consider as part of its role in providing system oversight and advocacy for math and science achievement.

Mathematics Improvement. The **Mathematics Systems Improvement Framework** is one response to the requests for state guidance—an umbrella under which all coordinated improvement efforts will fall.

The Mathematics Systems Improvement Framework is a collaborative venture involving expert representatives from the Office of Superintendent of Public Instruction (OSPI), ESDs, higher education, and school districts. Based on a recommendation from the Washington State Mathematics Leadership team, a committee was formed to develop this project in spring 2009. The team now serves as an advisory panel for the project. OSPI District and School Improvement and Accountability (DSIA) is piloting the Mathematics System Improvement Framework in its current work with districts and schools. The framework provides DSIA the foundation to define and differentiate supports, services, and professional development planning.

Building off the successful implementation of the K-12 reading model, the Mathematics Systems Improvement Framework provides Washington's school districts actionable steps and guidance around which a comprehensive and effective K-12 mathematics system can be built. Anchored in current mathematics education research, implementation of the Mathematics Systems Improvement Framework will provide clarity and vision for school districts to improve mathematics teaching and learning. These improvement efforts can be focused and aligned state-wide through the Mathematics Systems Improvement Framework.

The Mathematics Systems Improvement Framework is organized in five components that interact over a multi-year period:

- 1) Mathematics Leadership
- 2) Core/Tier I Mathematics Program
- 3) High Quality Mathematics Instruction
- 4) Mathematics Assessment System
- 5) Tier II and Tier III Mathematics Intervention

Schools such as Crownhill Elementary School, recently featured in a case study¹ on the SBE website for winning three 2009 Washington Achievement Awards, have already implemented the above five components of the framework, finding considerable improvement in mathematics achievement. The Mathematics Systems Improvement Framework provides guidance to all districts working towards gains in mathematics and gives the state and ESDs common language and structure to support teachers and districts.

EXPECTED ACTION

No action needed. The SBE may want to suggest discussion questions for the November meeting when a deeper discussion of ways to improve math and science achievement will be on the agenda.

¹ <http://www.sbe.wa.gov/documents/2010.08.29%20Crown%20Hill%20Elementary%20narrative.pdf>

Business Items – September 15-16, 2010 Meeting Proposed Motions

Content	*Staff Recommendation	Action
1. Consent Agenda <ul style="list-style-type: none"> • Approval of July 13-15, 2010 Meeting Minutes • Approval of August 10, 2010 Meeting Minutes • Approval of the List of Private Schools for the 2010-2011 school year submitted for approval by OSPI pursuant to RCW 28A.305.130(5) 	Motion: Move to approve the Consent Agenda.	X
2. Provisional High School Graduation Requirements	Motion: Move to provisionally adopt a revised framework of graduation requirements, the five policy recommendations from the Implementation Task Force, and implementation schedule.	X
3. Math Credit Final Rule	Motion: Move to approve the final amendments to WAC 180-51-066 for filing with the Code Reviser for proposed rule making under RCE 34.05.320.	X
4. Required Action Draft Rule	Motion: Move to approve the draft language implementing the accountability legislation for the required action districts for filing with the Code Reviser for proposed rule making under RCW 34.05.320.	X
5. GED Eligibility Draft Rule	Motion: Move to approve the draft language implementing the GED eligibility legislation for filing with the Code Reviser for proposed rule making under RCW 34.05.320.	X
6. Technical Fixes Draft Rule	Motion: Move to approve the draft language for technical changes to Title 180 WAC for filing with the Code Reviser for proposed rule making under RCW 34.05.320.	X
7. 180-Day Waivers	Motion: Move to approve Tacoma School District's 180 day waiver requests of 19 days for the Tacoma School of the Arts, 19 days for the Science and Math Institute, and 11 days for Stewart Middle	X

Content	*Staff Recommendation	Action
	School for the 2010-11 school year only.	
8. SBE Revised FY 11 Budget	<u>Motion:</u> Move to approve the Board's FY 2011 Revised Budget.	X
9. SBE 2012-13 Draft Proposed Budget	<u>Motion:</u> Move to approve the Board's proposed FY 2012-13 Budget to submit to the Governor.	X

*Please note that these recommended motions are consistent with the direction proposed by staff in the materials provided with the Agenda. The motions are subject to modification at the election of any Board member. The Board may also elect not to proceed with a motion on an agenda item.

**Reference to pages refers to the packet materials prepared for the September 2010 SBE meeting.

PROVISIONAL HIGH SCHOOL GRADUATION REQUIREMENTS

See Graduation Requirements Tab

MATH CREDIT FINAL RULE

See SBE Rules/Waivers Tab

REQUIRED ACTION DRAFT RULE

See SBE Rules/Waivers Tab

GED ELIBILITY DRAFT RULE

See SBE Rules/Waivers Tab

TECHNICAL FIXES DRAFT RULE

See SBE Rules/Waivers Tab

180 DAY WAIVERS

See SBE Rules/Waivers Tab

BUDGET AND POTENTIAL LEGISLATIVE ISSUES

BACKGROUND

The State Board of Education (SBE) approved its Fiscal Year (FY) 11 budget at the July Board meeting. The Board must submit a budget for the FY 12 and FY 13 years to the Governor and Legislature for consideration. During the legislative session, our budget for state funds will be reviewed and an appropriation will be developed based on our submission.

The Governor has directed that all state agencies cut an additional six percent of their FY 11 budget and ten percent of their current budget for the FY 12 and 13 budget requests. Staff is bringing a revised FY 11 budget and FY 12 and FY 13 proposed budget.

POLICY CONSIDERATION

The Board will review the budgets prepared:

1. State Board of Education Revised Budget for FY 11 – Attachment A.
2. State Board of Education Proposed Budget for FY 12 and 13 – Attachment B.

EXPECTED ACTION

The Board will consider approval of these budgets at the September Board meeting.

Attachment A

State Board of Education

Revised August 31, 2010

General Fund State (GFS) Allocations/Expenditures 2010-2011

Board Members	FY 2011 Allocation
Sal/wages/Benefits	\$ 17,762.00
Goods/Services	\$ 7,500.00
Travel	\$ 72,000.00
Total Board Operations	\$ 97,262.00
SBE Staff and Operations	FY 2011 Allocation
Salaries/Benefits *	\$ 603,193.00
Goods/Services	\$ 36,000.00
Travel	\$ 25,000.00
Equipment	\$ 15,000.00
Indirects	\$ 80,000.00
Unallocated**	\$ 16,907.00
Total Staff and Operations	\$ 776,100.00
Annual Total for Board and Staff Operations	\$ 873,362.00
Other	FY 2011 Allocation
Special Legislative Provios (Accountability)	\$ 75,000.00
Original Budget Cuts**	\$ (39,878.00)
New Budget Cut***	\$ (56,760.00)
Carry-over Equipment Fund	\$ 6,098.00
Grand Total	\$ 914,582.00

*\$15,878 will be cut out of SBE Staff Salaries and Wages

** \$15,878 cut from SBE Staff Salaries and \$24,000 cut from Unallotted Funds

*** \$56,760 will be cut from Unallotted Funds from Second Budget Cut

State Board of Education

August 30 2010

Attachment B**General Fund State (GFS) Request for 2011-13 Biennium**

	FY 2012 Proposed budget	FY 2013 Proposed budget
Board Members		
Sal/wages/Benefits	\$ 17,762	\$ 17,762
Goods/Services	\$ 7,500	\$ 7,500
Travel	\$ 72,000	\$ 72,000
Total Board Operations	\$ 97,262	\$ 97,262
SBE Staff and Operations		
Salaries/Benefits	\$ 711,501	\$ 706,501
Goods/Services	\$ 36,000	\$ 36,000
Travel	\$ 25,000	\$ 25,000
Equipment	\$ 15,000	\$ 15,000
Indirects	\$ 80,000	\$ 80,000
Unallocated	\$ 19,637	\$ 19,637
Total Staff and Operations	\$ 887,138	\$ 882,138
Annual Total for Board and Staff C	\$ 984,400	\$ 979,400

Assumptions:

Original Base \$946,000

10% cut to base= \$94,600

Add \$133,000 for FY 12 and \$128,000 for FY13 for
RAD staff work from SB 6696 fiscal appropriation

RCW 28A.657.050

Required action plans — Development — Submission — Contents — Effect on existing collective bargaining agreements.

(1) The local district superintendent and local school board of a school district designated as a required action district must submit a required action plan to the state board of education for approval. Unless otherwise required by subsection (3) of this section, the plan must be submitted under a schedule as required by the state board. A required action plan must be developed in collaboration with administrators, teachers, and other staff, parents, unions representing any employees within the district, students, and other representatives of the local community. The superintendent of public instruction shall provide a district with assistance in developing its plan if requested. The school board must conduct a public hearing to allow for comment on a proposed required action plan. The local school district shall submit the plan first to the office of the superintendent of public instruction to review and approve that the plan is consistent with federal guidelines. After the office of the superintendent of public instruction has approved that the plan is consistent with federal guidelines, the local school district must submit its required action plan to the state board of education for approval.

(2) A required action plan must include all of the following:

(a) Implementation of one of the four federal intervention models required for the receipt of a federal school improvement grant, for those persistently lowest-achieving schools that the district will be focusing on for required action. However, a district may not establish a charter school under a federal intervention model without express legislative authority. The intervention models are the turnaround, restart, school closure, and transformation models. The intervention model selected must address the concerns raised in the academic performance audit and be intended to improve student performance to allow a school district to be removed from the list of districts designated as a required action district by the state board of education within three years of implementation of the plan;

(b) Submission of an application for a federal school improvement grant or a grant from other federal funds for school improvement to the superintendent of public instruction;

(c) A budget that provides for adequate resources to implement the federal model selected and any other requirements of the plan;

(d) A description of the changes in the district's or school's existing policies, structures, agreements, processes, and practices that are intended to attain significant achievement gains for all students enrolled in the school and how the district intends to address the findings of the academic performance audit; and

(e) Identification of the measures that the school district will use in assessing student achievement at a school identified as a persistently lowest-achieving school, which include improving mathematics and reading student achievement and graduation rates as defined by the office of the superintendent of public instruction that enable the school to no longer be identified as a persistently lowest-achieving school.

(3)(a) For any district designated for required action, the parties to any collective bargaining agreement negotiated, renewed, or extended under chapter 41.59 or 41.56 RCW after June 10, 2010, must reopen the agreement, or negotiate an addendum, if needed, to make changes to terms and conditions of employment that are necessary to implement a required action plan.

(b) If the school district and the employee organizations are unable to agree on the terms of an addendum or modification to an existing collective bargaining agreement, the parties, including all labor organizations affected under the required action plan, shall request the public employment relations commission to, and the commission shall, appoint an employee of the commission to act as a mediator to assist in the resolution of a dispute between the school district and the employee organizations. Beginning in 2011, and each year thereafter, mediation shall commence no later than April 15th. All mediations held under this section shall include the employer and representatives of all affected bargaining units.

(c) If the executive director of the public employment relations commission, upon the recommendation of the assigned mediator, finds that the employer and any affected bargaining unit are unable to reach agreement following a reasonable period of negotiations and mediation, but by no later than May 15th of the year in which mediation occurred, the executive director shall certify any disputed issues for a decision by the superior court in the county where the school district is located. The issues for determination by the superior court must be limited to the issues certified by the executive director.

(d) The process for filing with the court in this subsection (3)(d) must be used in the case where the executive director certifies issues for a decision by the superior court.

(i) The school district shall file a petition with the superior court, by no later than May 20th of the same year in which the issues were certified, setting forth the following:

(A) The name, address, and telephone number of the school district and its principal representative;

(B) The name, address, and telephone number of the employee organizations and their principal representatives;

(C) A description of the bargaining units involved;

(D) A copy of the unresolved issues certified by the executive director for a final and binding decision by the court; and

(E) The academic performance audit that the office of the superintendent of public instruction completed for the school district.

(ii) Within seven days after the filing of the petition, each party shall file with the court the proposal it is asking the court to order be implemented in a required action plan for the district for each issue certified by the executive director. Contemporaneously with the filing of the proposal, a party must file a brief with the court setting forth the reasons why the court should order implementation of its proposal in the final plan.