October 20, 2015

Board Members:

I hope this packet finds you rested and ready to engage in the important education policy discussions impacting children in our state. Enclosed is the board packet for the November 4-5 meeting in Vancouver. Remember that this meeting is on Wednesday and Thursday at ESD 112 in Vancouver, with accommodations at the nearby Heathman Lodge.

The November agenda features several important presentations on Goal 3.D in our strategic plan – supporting career and college ready standards and an aligned assessment system. Our partners at the Washington Education Association will be presenting the results of a teacher survey they conducted about the practitioner experience with SBAC. We will also hear from the administrative team at Skyview High School in the Vancouver-area. Skyview managed one of the highest participation rates in the region on the 11th grade SBAC last year. Linda Drake will also present on the results of her interaction with members via the Assessment Policy Workshop Tool that was distributed in mid-October.

We will also be engaged in a discussion about the Board's legislative priorities on the afternoon of the first day. We have invited Superintendent Dorn to join us for this discussion, as well as the Executive Director for the Professional Educator Standards Board, Ms. Jennifer Wallace, to explore opportunities for collaboration for the 2016 session.

At member request, we are now identifying agenda items with the Strategic Plan goals they support. The November agenda features an important presentation on Goals 3.A (strengthen student planning) and 3.B (development of personalized pathways). We will begin our discussions about concepts of career readiness by hearing a presentation by Tim Probst, Director of Workforce Development Initiatives at Employment Security. Mr. Probst will speak to the Board about an initiative called Career Readiness for a Working Washington currently underway in a number of districts throughout the state.

We will also host the Regional Teacher of the Year, Ms. Bethany Rivard, for lunch and a discussion on Thursday. Ms. Rivard is an English teacher from Fort Vancouver High School,

Finally, I wanted to acknowledge that this is Cindy McMullen's last meeting. I want to recognize her nearly five years of service to the Board. Cindy has been instrumental in constantly reminding us of the diverse needs of local school districts, and the impact state policies can have on individual students. Thank you Cindy!

Remember also that we have a Community Forum on the day before our meeting, which is November 3 at 5:30 PM. We expect solid attendance.

I look forward to seeing you in Vancouver!

Ben Rarick

Ben Rarick, Executive Director

THE WASHINGTON STATE BOARD OF EDUCATION

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

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

November 4-5, 2015
AGENDA

The SBE will hold a community forum at Educational Service District 112 at 5:30 p.m. on November 3. If a quorum of members are present, the forum will become a public meeting per RCW 42.30.030.
Goal 1.A.7

Wednesday, November 4

8:00-8:15 a.m. **Call to Order**

- Pledge of Allegiance
- General Announcements and Member Updates
- Welcome from Mr. Tim Merlino, Superintendent, Educational Service District 112

Agenda Overview

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

- Approval of Minutes from the September 10-11, 2015 Meeting **(Action Item)**

8:15-8:45 **Opportunity and Achievement Gaps From the Perspective of a Student**
Goal 3.C.4, Goal 1.A
Ms. Madaleine Osmun, Student Board Member

8:45-9:30 **Executive Director Update**
Goal 1.A, Goal 4.E.2
Mr. Ben Rarick, Executive Director

- Review of Opportunity and Achievement Gap Work
- Updates on Emerging Issues
- Update on PESB Legislative Collaboration
- Update on Charter Authorizer Annual Report

9:30-9:45	**Break**
9:45-11:15	**The Role of Assessment in a Career- and College-Ready Diploma Framework** ***Goal 3.D*** Ms. Linda Drake, Director of College and Career-Ready Initiatives
11:15-11:45	**Results From Statewide Teacher Survey on Administering the Smarter Balanced Assessments During the 2014-2015 School Year** ***Goal 1.B.3*** Ms. Wendy Rader-Konofalski, Washington Education Association Ms. Sally McNair, Implementation Coordinator, Washington Education Association Learning and Education Policy Center Ms. Bethany Gordon, Research Analyst, Washington Education Association Ms. Amy Frost, High School AP Teacher, Edmonds School District Ms. Shelley Moody, Special Education Teacher, Vancouver Public Schools
11:45-12:00 p.m.	**Public Comment**
12:00-12:30	**Lunch** • Recognition of Retiring Board Member, Ms. Cindy McMullen
12:30-1:00	**Presentation by Representatives from Skyview High School, Vancouver** ***Goal 1.A*** *Skyview High School had one of the highest participation rates in the Region of 11th graders on the high school Smarter/Balanced assessment in 2015: 86%* Ms. Becky Phillips, Associate Principal, Skyview High School Mr. Zach Tautfest, Dean of Students, Skyview High School Ms. Lynn Schedler, Assessment Coordinator, Skyview High School
1:00-2:00	**Board Discussion**
2:00-3:00	**Defining 'Career Readiness' in Standards, Policy and Practice** ***Goal 3.D*** Mr. Tim Probst, Director of Workforce Development Strategic Initiatives, Washington State Employment Security Department
3:00-3:15	**Break**
3:15-5:00	**Consideration of SBE Legislative Priorities** ***Goals 1.A.4, 1.4.5; Goals 3.A.1, 3.C.3, 3.D.2, 3.D.3*** Mr. Ben Rarick, Executive Director Mr. Jack Archer, Director of Basic Education Oversight Ms. Jennifer Wallace, Executive Director, Professional Educator Standards Board *Ms. Wallace will come for a portion of this segment to discuss possible joint legislative priorities with the PESB.*

Thursday, November 5

8:00-8:45 a.m.	**Board Member Reports** ***Goal 4.F.2*** *Opportunity for board members to share observations from WSSDA Regional Meetings and other convenings*
8:45-9:15	**Review of the 2015 Basic Education Compliance Report** ***Goals 4.A.1, 4.A.3*** Mr. Jack Archer, Director of Basic Education Oversight Mr. Parker Teed, Data Analyst
9:15-10:30	**Board Discussion**
10:30-10:45	**Break**
10:45-11:45	**Data Spotlight – Collections of Evidence** ***Goal 3.D.2*** Dr. Andrew Parr, Research and Data Manager Mr. Parker Teed, Data Analyst Mr. Brian Goforth, Assessment Director, Evergreen Public Schools Ms. Allison Harding, Associate Principal, Heritage High School
11:45-12:00 p.m.	**Public Comment**
12:00-12:15	**Regional Teacher of the Year Presentation** Ms. Bethany Rivard, Teacher, Fort Vancouver High School *Ms. Rivard is an invited guest for lunch following her presentation.*
12:15-12:45	**Lunch**
12:45-1:45	**Board Discussion**
1:45-3:00	**Business Items**

1. Approval of the 2019-2020 Board Meeting Dates and Locations ***(Action Item)***
2. Approval of the 2017-2018 Board Meeting Dates and Locations ***(Action Item)***
3. Approval of 2015-2016 SBE Legislative Priorities ***(Action Item)***
4. Adoption of 2015 School District BEA Compliance Report ***(Action Item)***
5. Approval of Letter to Governor Inslee on Budget Priorities for the Supplemental Budget ***(Action Item)***
6. Approval of Temporary Waiver of Graduation Requirements for Naches Valley School District, Washougal School District and Entiat School District ***(Action Item)***

3:00	**Adjourn**

Education Service District 101, Conference Room
4202 South Regal Street
Spokane, WA 99223

September 10-11, 2015

Minutes

Thursday, September 10

Members Attending:	Vice Chair Kevin Laverty, Ms. Janis Avery, Ms. Connie Fletcher, Mr. Baxter Hershman, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Holly Koon, Ms. Cindy McMullen J.D., Ms. Mona Bailey, Ms. Judy Jennings, Dr. Daniel Plung, Mr. Jeff Estes, Mr. Bob Hughes and Ms. Madaleine Osmun (14)
Staff Attending:	Mr. Ben Rarick, Mr. Jack Archer, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Stefanie Randolph, Mr. Tony Brownell and Ms. Denise Ross (10)
Members Absent:	Mr. Randy Dorn, Chair Isabel Muñoz-Colón (2)

Call to Order

Acting Chair Laverty called the meeting to order at 8:05 a.m. and introduced Dr. Shelly Redinger, Superintendent of Spokane Public Schools. Dr. Redinger welcomed the Board to Spokane and thanked them for keeping the standards high in education. Her district is still working on its goals in getting all students to graduation and onto a postsecondary path to education or training.

Member Laverty administered the oath of office for Ms. Mona Bailey. Ms. Bailey thanked Governor Inslee for the opportunity to serve on the Board and looks forward to contributing to the Board's work on preparing all students for life and career.

Member Laverty introduced Mr. Tony Brownell from OSPI, who will be at the meeting today to assist staff with the new sound system and microphones.

Consent Agenda

Motion made to approve the consent agenda.
Motion seconded.
Motion carried.

Motion made to approve the Minutes for the July 7-9, 2015 Board Meeting.
Motion seconded.
Motion carried.

Motion made to approve the Minutes for the August 5, 2015 Board Meeting.

Motion seconded.
Motion carried.

Member Laverty noted that the position statement on setting graduation cut scores is listed on the business items portion of the agenda. He recommended the Board not take action on it for this meeting.

Motion made by Member Koon to remove the approval of the position statement on setting graduation cut scores from the meeting business items on the agenda.
Motion seconded.
Motion carried.

Call for Nominations
Mr. Bob Hughes, Nominations Chair

Member Hughes announced the elections for the three member at-large seats and chair seat will be conducted after lunch. One of the member at-large seats is in place of the immediate past chair. Members Koon, Fletcher, Maier and Jennings have been nominated to date for the member at-large seats and Member Muñoz-Colón for the chair seat. Mr. Hughes asked if there were any further nominations and no further nominations were made.

Student Presentation
Mr. Baxter Hershman, Student Board Member

Member Hershman began his presentation by providing a student update to the Board. He's currently entering his junior year, playing football, and will be the school's treasurer this year.

In preparation for this presentation, Member Hershman connected with the Washington School Information Processing Center (WSIPC) to explore the My School Data, which is the new online tool for the High School and Beyond Plan. Using a sample user ID and password, he was able to explore the site as a student, parent and educator would be allowed. While logged into My School Data, member Hershman gave members a live tutorial of the web site. The user profile had three categories that allow students to add information about who they are, what they want to become, and how they will become that. The dashboard provides a student's basic information, assessment scores, attendance, class schedule, educational milestones, enrollment and grades. The tool enabled students to shape their curriculum and select multiple paths to graduation. Member Hershman found this helpful for students to keep track of where they are in relation to meeting graduation requirements and where they may need to improve on past assessment tests.

For the parental access, member Hershman felt the site looked identical to what the student views. This could cause confusion since the parent and student should have different roles. However, the site still provides parents with helpful information on what a High School and Beyond Plan is, their child's progress towards graduation, and test scores. Member Hershman asked his mother to view the web site and provide her personal feedback on the tool. She reported it was easy to read and was impressed with its design.

For an educator, the site provides a chart of high school graduation requirements and what the student needs to meet the requirements. Member Hershman found this helpful for school staff when trying to help a student organize their schedule and to provide guidance. It also enables staff to know the student better.

To improve the site, Member Hershman recommended adding a feature that allows students to include other personal life goals in the profile. Goals shouldn't be limited to just reaching college, but should also include other areas of achievement in family and social life as these are often connected to the career field a student chooses.

Members discussed how beneficial this tool would be for students that move around in the K-12 system because the history follows the student and provides the classes the student's school is offering to satisfy specific requirements. Ms. Osmun and Mr. Hershman both commented that they consult their guidance counselors often regarding their schedules and tracking for graduation, so this tool could help students become more organized.

Charter School Report Discussion
Mr. Kevin Laverty, Acting Chair
Ms. Linda Sullivan-Colglazier, Attorney, Assistant Attorney General's Office

Mr. Laverty announced that due to the recent Supreme Court ruling invalidating the charter school law passed by voters in 2012, Ms. Linda Sullivan-Colglazier will provide the major highlights of the ruling in place of the charter school report discussion.

Ms. Sullivan-Colglazier reported on the Washington Supreme Court case of *League of Women* Voters *vs. State of Washington*. The Supreme Court held charter schools are not common schools in a 6-3 decision. The concurring/dissenting opinion agreed with the majority that charter schools are not common schools, but held that that provision of the law was severable from the rest of the law and that charter schools may be constitutionally supported through the state general fund. Common schools have been defined as "subject to and under the control of the qualified voters of the school district." The court considered the structure of charter schools and found them not be under voter or local control. The court also looked at funding provisions for charter schools and found that under the Charter School Act, restricted funds dedicated to solely common schools is unconstitutionally diverted to charter schools. The court specifically rejected a fix the legislature passed this last legislative session segregating out the levy tax monies. The court considered whether or not the funding provisions could be severed from the rest of the Act's provisions and found the funding provisions could not be severed. Therefore the court found the entire act to be unconstitutional. The court's ruling doesn't become final until an order is issued by the Superior Court, which must be made within 20 days of the Supreme Court decision. It is possible that a motion for reconsideration will be filed with the Supreme Court, which would delay the issuing of the mandate.

Member Laverty presented draft language for a position statement expressing the Board's concern for the well-being of students already enrolled in charter schools. Members made suggested edits and felt the letter should be simple with the focus of concern on the loss of instructional time for students. Members would continue to work on the draft language until business items on Friday.

Mr. Rarick informed members that the charter school report is no longer a requirement at this time because of the court ruling.

Legislative Priorities and Strategic Plan Discussion
Mr. Ben Rarick, Executive Director
Mr. Jack Archer, Director of Basic Education Oversight

Mr. Rarick presented an overview of the July 2015 board retreat discussions and potential policy discussions for future meetings on pages 54-62 of the packet. Members discussed the following:

- Engaging with state level partners, national level partners and education instructors in career readiness framework discussions
- Policy levers on closing opportunity gaps and achievement gaps
- Collaborations with PESB on various topics
- Instructional role in helping students meet standards

Mr. Archer highlighted some of the Board's legislative priorities for the last three years, the progress made, and the remaining unfinished work of the Board as stated on pages 43-53 of the packet. Mr. Archer presented potential 2016 legislative priorities, drawn from prior board priorities and positions, as a starting point for discussion, but not to exclude other items that may also be priorities for members. The Board will seek to finalize its 2016 legislative priorities at the November meeting.

- Achieve compliance with *McCleary*
- Establish a program of high-quality, state-funded professional learning for educators within the definition of basic education
- Preserve the integrity of the career and college-ready diploma while expanding graduation alternatives
- Strengthen the High School and Beyond Plan
- Increase access to high-quality expanded learning opportunities
- Bring clarity to basic education requirements by harmonizing the definitions of "school day" and "instructional hours"

Details of each potential 2016 legislative priority can be found on pages 39-42 of the packet.

Member suggested the following additional priorities:

- Reviewing what other states are finding in linking assessments with graduation requirements and having discussions to re-evaluate the Board's position on supporting exit exams
- School funding
- Closing achievement gaps and opportunity gaps
- Looking at the impact of low teacher attendance on low-income students
- Including preschool in the definition of basic education
- Providing a statewide discipline policy
- Looking more broadly at the expanded learning opportunities priorities

Members were concerned about causing unintended consequences by re-defining a school day or instructional hours. It may limit some educational programs and conflict with other legislative priorities.

Public Comment
Deana Brower, Spokane Public Schools Board Member
Ms. Brower encouraged the Board to include authorized charter schools under local district oversight in the Board's charter school position statement.

Jim Kowalkowski, Superintendent, Davenport School District
Mr. Kowalkowski thanked the Board for advocating for full funding and high quality professional development as legislative priorities. He asked that the Board consider adding local control and collaboration of staff to its priorities. Research shows staff who consistently meet together have higher achievement for students. Mr. Kowalkowski recognized Member McMullen and thanked her for her work.

Discussion with Ms. Susan Weed

Ms. Weed was unable to participate in the discussion due to illness;. Therefore, Acting Chair Laverty removed this agenda item. Mr. Hughes gave a summary of the purpose of the School Facilities Citizen Advisory Panel and their responsibilities.

Executive Committee Election
Member Munoz-Colon was re-elected as the chair. Members Fletcher, Maier and Jennings were elected as members at-large. Member Jennings continues as the member at-large in place of the immediate past chair.

Board Discussion – Charter School Statement
Members continued their discussion of revisions for the charter school position statement. Members were concerned about naming a specific entity to resolve the ruling, whether a position statement was appropriate so soon after the ruling, and what the Board's position would be on Superintendent Dorn's request for a special session to address the ruling.

Competency-Based Approaches to Credit Retrieval
Ms. Linda Drake, Director of College and Career-Ready Initiatives
Dr. Alan Burke, Executive Director, Washington State School Directors' Association (WSSDA)
Mr. Scott Seaman, Director of High School Programs and Professional Development Specialist, Association of Washington School Principals (AWSP)
Mr. DeShawn Taylor, Student, Next Generation Zone
Ms. Rhonda Clark, Principal Assistant, HS iCAN Credit Recovery Program, Spokane Public Schools

Ms. Drake provided an overview of competency-based learning and how it could provide an option for students to retrieve credit and graduate on time. Ms. Drake highlighted materials provided to the Board in the meeting packet (pages 65-80) on the public education youth pathways to a high school credential chart, what districts are doing to provide credit retrieval opportunities.

Mr. Taylor shared the personal challenges he was facing that caused him to drop out of school at the age of 17. He felt school staff and friends didn't pay attention to him or reach out to him when his grades began to decline. When sports became the only element of high school he enjoyed, he eventually stopped going completely. After being evicted from their home, Mr. Taylor started living with his godmother who encouraged him to finish high school or some other kind of completion program. He attended Job Corp for six month and later enrolled in the Next Generation Zone program. He found the staff engaged with him and provided the personal assistance he needed. He will have successfully completed the program at the end of this month and his post-secondary plan is to seek employment.

Mr. Seaman was an assistant principal and principal prior to working at AWSP. He's concerned with the lack of awareness high school administrators have of the removal of the 150 hour seat-time requirement. He's found most high schools are still on a six-period day and they lack the capacity in the buildings to make changes. Mr. Seaman sees a lot of potential for competency-based crediting to strengthen pathways to the 24 credit high school diploma. There are out-of-class crediting options that students could be using, for example, work-based learning options, but schools may not be implementing them and may not know that credit could be awarded for them. We can improve the system by having stronger awareness of competency-based credits, what they are and who defines them. There are many barriers that the system has created that make it difficult to help kids retrieve credits. Relationships are the key to student success and we need adults that can work with students in small ratios.

Ms. Clark shared the goals and mission of the Individual Credit Advancement Now (iCAN) Program and Spokane Virtual Learning (SVL) with Spokane Public Schools. iCAN provides online credit recovery

opportunities for students at their home high schools using special web-based coursework developed by Spokane Virtual Learning (SVL). For five years, they've had 80 percent completion rate in iCAN. Ms. Clark provided an overview of how students are supported, course offerings and the relationships between the students and instructors.

Dr. Burke summarized WSSDA's role in providing policies for districts. A policy exists on credit for competency in world languages, but it has been found that many districts don't use it. Larger districts are more likely to use it because they have the capacity to do that, but smaller districts don't have that advantage. The policy was written for world languages, but could be used for other subjects as well.

Dr. Burke has seen various online programs and E2SHB 1418 programs that bring success in credit retrieval. These programs have the advantage of connecting kids directly from a high school environment into a community college to hopefully receive an AA degree at the same time as a diploma. These programs are helpful, but there are students still struggling to reach graduation. Dr. Burke shared what he knew other states and local community colleges are doing in competency-based learning. A lot of the kids that struggle in our system eventually can have a pathway through the community college whether it's a traditional academic pathway to higher education or vocational pathway. High school diplomas are not enough and we need students to have a set of skills, be employed and break the cycles of poverty.

Dr. Burke suggested the need for developing exams in some of the courses kids can challenge in competency-based models. We need to look at our CTE programs and skills centers because these programs build relationships between kids and adults. Things we could do to improve competency-based crediting across the state is share best practices and ensure credit retrieval programs are solid and high quality. Dr. Burke would like to see SBE provide alternative pathways to help kids that won't make it to 24 credits.

The board discussed the importance of spreading awareness, educating school boards on competency-based learning and the barriers districts face that prevent them from providing certain crediting options.

Option One Basic Education Act Waiver Requests
Mr. Jack Archer, Director of Basic Education Oversight

SBE received two Option One waiver requests. They are from Ridgefield School District and Sultan School District.

Ridgefield School District requested one waiver day for the 2015-16, 2016-17, 2017-18 school years for the purpose of a transition day for incoming 7th and 9th graders. This is a new request.

Sultan School District requested two waiver days for the 2015-16, 2016-17 and 2017-18 school years for the purpose of professional development for its classified staff. This is a renewal of a previous waiver granted in 2012.

Members asked Mr. Archer to clarify if Ridgefield School District had already used their waiver day before it was approved. Mr. Archer confirmed the district used the waiver day on September 1, 2015 and that the district would have to make up the day if the waiver isn't granted.

Members were asked to take action on approving the Option One Basic Education Act waiver requests on Friday during business items.

Student Panel on Smarter Balanced Assessment Experience
Ms. Madaleine Osmun, Student Board Member
Mr. Baxter Hershman, Student Board Member
Mr. Brenden Millikan, Student Panelist, Central Valley High School
Mr. Ben Magruder, Student Panelist, University High School

The Board discussed at its July board meeting the desire to engage with students more on the student experience. SBE student Board members, Mr. Baxter Hershman and Ms. Madaleine Osmun, coordinated a student panel of their peers and asked them to share their Smarter Balanced Assessment testing experience with the Board.

Mr. Millikan introduced himself is an advanced placement (AP) senior student who chose not to take the SBAC test last spring and handed out refusal forms to fellow class members at Central Valley High School. He attended the practice test the day prior to the SBAC being administered and found the test to be oddly worded and at a difficult reading level. Many of his classmates also chose to "opt-out" and the students who did take it reported they didn't take the test seriously because they didn't plan to attend in-state colleges. Mr. Millikan's father supported his choice to "opt-out" of the test, but his mother wished he had taken it. Mr. Millikan's primary reason for "opting-out" of the test was because it was scheduled too closely to final exams and because he also didn't plan to attend college in Washington state.

Mr. Magruder introduced himself as an AP senior student who also chose not to take the SBAC test last spring. He and his friends were enrolled in multiple AP classes and taking the SBAC test would have resulted in him missing four days of class. He felt there were so many other tests for juniors to be taking that it was overwhelming. He and his friends felt the SBAC test wasn't necessary and those who did take the SBAC didn't have strong feelings about it. Their feedback to him was the SBAC felt like the other standardized tests, but was different then what they expected. His friends didn't feel like they knew what they were getting into and Mr. Magruder is concerned students who don't adapt well may struggle in taking the test. Mr. Magruder's primary reason for not taking the test was because he didn't feel the test was necessary and there were other requirements that juniors had to focus on and the SBAC seemed to be the logical thing to eliminate since it wasn't required.

Members asked the panelists questions. Both students felt they hadn't been well informed about the test and hadn't been built into their curriculum in previous years. The timing of the test, with it being administered at close to the same time as AP exams, was stressful. Mr. Millikan and Mr. Magrduer suggested administering the SBAC test either in the sophomore year or early in the junior year. This would be easier for students to manage because of what's going on in a student's life academically and personally during their late junior year.

The students were asked if they would feel differently about the test if they knew it wasn't a requirement but the results affected the educational system as a whole. Mr. Milikan and Mr. Magruder responded that the lack of personal negative consequences would still be a major factor and would result in high refusal rates.

Smarter Balanced Assessment Results
Dr. Andrew Parr
Mr. Parker Teed

Dr. Parr reported there was a high percentage rate of Washington students that participated in the 2015 Smarter Balanced assessments, but that it was still lower than the ESEA requirement of participation.

Mr. Teed presented participation rates on the 11th grade math SBAC by district and percentages of students that are above and below the field test average at the 5th and 8th grade levels. Larger districts were most likely to have higher refusal rates. For 11th graders, most of the districts fall below the field test estimate. Mr. Teed shared what other states are requiring in participation of state tests, showing that most states require all students to take the tests and prohibit opt-outs. In some states, the federal government could withhold funding if opt-outs occur. There are a few states that allow local control to determine what students may opt out.

Dr. Parr presented data on comprehensive high schools meeting participation targets for all student groups by state and federal accountability framework and those with very low participation rates. The schools in the state not meeting participation targets will be deemed not meeting AYP. Per federal requirements, test refusals are identified as non-participants and students are identified as not meeting standard. SBAC testing participation rates were fairly good for elementary and middle schools, but not good in high schools. Because of the test refusals, some normally high performing schools will have low performance results for 2015.

Dr. Parr presented school level participation differences for elementary and middle schools. Rates were variable, but were mostly high. School-by-school participation rates vary considerably within districts, but are mostly very low. In order to identify schools that performed better than expected, Dr. Parr used multiple regression, a statistical analysis, to identify schools who perform better or worse after considering multiple school factors. Those factors included enrollment and the number of students receiving free and reduced lunch (FRL). As schools get bigger, the predicted participation rates go down. Participation rates get lower at larger schools. Schools with lower poverty rates also have lower participation rates.

Dr. Parr presented data on high schools that exceeded predicted participation rates, their enrollment rates, FRL percentage, and a comparison of average participation and predicted rates. Dr. Parr shared feedback received from the schools on how they achieved it their high participation rate. The majority emphasized the importance of doing well for enrolling in college, developed a test administration plan to personalize the experience, and made a concerted effort to reduce test stress.

Members also reviewed data of high schools that did not meet participation rate predictions.

Members discussed reevaluating the Board's position on assessments based on what the Board is learning and if it's fair to judge school performance based on refusal rates. Members want to hear perspectives from a wider range of people about SBAC testing and have informed discussion on the feeling around the state.

Board Discussion

Members discussed creating the process for identifying the board's top priorities and how the Executive Committee executes the Board's work.

Meeting adjourned at 5:15 p.m.

<u>Friday, September 11</u>

Members Attending:	Vice Chair Kevin Laverty, Ms. Janis Avery, Ms. Connie Fletcher, Mr. Baxter Hershman, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Holly Koon, Ms. Cindy McMullen J.D., Ms. Mona Bailey, Ms. Judy Jennings, Dr. Daniel Plung, Mr. Jeff Estes, and Ms. Madaleine Osmun (13)

Staff Attending:	Mr. Ben Rarick, Mr. Jack Archer, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Stefanie Randolph, and Ms. Denise Ross (9)
Members Excused:	Mr. Randy Dorn, Chair Isabel Muñoz-Colón, Mr. Dan Plung (3)

Due to the recent Supreme Court ruling invalidating the charter school law, the agenda for the school site visits was revised. Members visited the North Central High School and Spokane Public Montessori, and engaged with students in classrooms. The Chair and Executive Director met with the Spokane charter school representatives at North Cental High School as well.

Call to Order
The meeting was called to order at 11:15 a.m. by Acting Chair Laverty who called for a moment of silence to honor the victims of the September 11, 2001 terrorist attack.

Review of Provisional Position Statement on Index Weighting
Dr. Andrew Parr, Research and Data Manager
Mr. Peter Maier, Board Member
Ms. Mona Bailey, Board Member
Mr. Tre' Maxie, Board Member

Dr. Parr presented recommendations for the high school Index indicator weighting to be changed to accommodate an additional measure of College and Career readiness. A workgroup was formed that included Member Maxie, Member Maier and Member Bailey for the purpose of making the recommendation to the Board. Members were asked to approve a position statement that addresses the growth model data and the high school Index indicator weighting.

Dr. Parr presented the various complexities to the 2015 Washington SGP calculations. At the August AAW meeting, Dr. Deb Came reported that over the next two months OSPI would be looking at ways to generate the most reliable, valid and meaningful growth measures for schools. Staff were informed earlier in the week that OSPI decided high school growth SGPs will not be computed this year in the Index due to the low participation rates on the 2015 SBAC tests. There is a rare circumstance in which any SGP would be available if OSPI determines the data is unusable, but Dr. Robin Munson at OSPI believes the SGP for grades four through eight will be viable data.

Dr. Parr summarized the proposed position statement. He noted the fifth bulleted item on student growth has changed from what the Board had already approved. A sentence was changed from the original draft position statement submitted to the Board as requested by OSPI. The change reflected is using the three-year average vs using multiple years of the Index. The growth model data will continue to be included in the Index and language was added as requested by the board workgroup members stating that the SBE may further adjust the Growth indicator as needed.

The primary focus of the workgroup was discussing how to fit dual credit into the college and career indicator without diminishing the impact of graduation on high school ratings.

Dr. Parr presented the following data:

- Two distribution plots on dual credit rating value for the All Students group.
    - When alternative high schools were excluded, the distribution of data looked normal with room for schools to improve their high school Index ratings.

- Ranges of dual credit participation rates by subgroup in relation to the All Students group.
    - The black, Hispanic and pacific islander student groups outperformed the white student group.
- Descriptive statistics for the subgroup performance on the Dual credit data

Dr. Parr conducted Index rating simulations and impact analyses for two models that use different weighting schemes to include Dual Credit Participation in the School Achievement Index. Model One displayed Proficiency (30%), Growth (30%), CCR (35% graduation and 5% Dual Credit Part) and showed dual credit ratings would be lower than graduation ratings. Scores would be expected to decline a small amount and school staff would be incentivized to enroll more students in dual credit courses. Model Two displayed Proficiency (32%), Growth (32%), CCR (32% graduation and 4% Dual Credit Part) and would provide a greater degree of year-to-year comparability. This model would equally weight proficiency, growth and graduation rates with the smallest negative impact to schools.

The SBE Index Workgroup recommended the Board approve the Position Statement that includes the Model Two indicator weightings. Member Maxie and Member Bailey felt Model Two was the best recommendation, especially with the absence of student growth SGPs. Member Maier agreed Model Two had the most continuity, but the absence of the student growth SGP data is concerning to him. It's unclear how many years it'll be before student growth SGP data will be available again and at a certain point using old data becomes problematic. Member Maier suggested the Board may want to revisit the model if the growth indicators will continue to be unavailable for the Index.

Members were concerned about taking action today on approving a position statement because the high school growth data will no longer be available as expected and districts are frustrated that the Index continues to change each year.

Members were asked to take action on the position statement during Friday business items.

Board Discussion of BEA Waivers
Mr. Jack Archer, Director of Basic Education Oversight

District representatives from Ridgefield School District and Sultan School District were not present to answer questions. Member Bailey asked staff if SBE had the authority to approve a waiver on a day that has already taken place. Mr. Archer responded that there is nothing in law that prohibits the Board from doing that.

Board Discussion
Members continued the discussion on drafting the position statement on charter schools. Mr. Rarick, Member Laverty, Member Fletcher and Member Jennings met with the head of the two Spokane charter schools that morning while other members were at the Montessori school site visit. They explained that the site visits to both schools were cancelled because the Board wanted to be sensitive to the stressful situation the Supreme Court decision may have caused. The focus of the conversation was on how the kids were doing emotionally. The school staff have been communicating with the parents and the community, which have been fully supportive. Member Jennings spoke with the school staff about the option of applying to become private schools and the process that would be required. Mr. Rarick stated that if any of the charter schools begin the process to become a private school, the Board may need to call a special board meeting due to time restrictions in which attendance law comes into effect.

Public Comment

Ms. Julia Warth, League of Education Voters
Ms. Warth thanked the Board for its work and thoughtful discussion, particularly around the charter school rulings and issues. The League of Education Voters appreciates the Board's focus on the kids and families, which is the center of why charter schools were founded. Ms. Warth said that we are all searching for solutions to ensure students have access to these programs, and that the League of Education Voters looks forward to partnering with the Board on this and other issues in the future.

Mr. Norbert Leute, Member of the Public
Mr. Leute referenced his letter emailed to members on September 6, 2015 and he feels there is no one enforcing the state ethics rules or codes established. He stated he was told that the Board is more concerned about academics than safe schools, but part of academics is having a safe environment for kids. He voiced concern that in the Mead School District and in other districts as well, the special education population is being put in life skills based on one assessment that is outdated and they are being taught the same thing over and over again. Mr. Leaute has written the school board and OSPI and they have told him it's a personal matter. He feels there is no due process and Spokane Public Schools denied him access to his personal file. He said OSPI is telling the public that teachers and parents can't file a complaint with them. He asked the board to review copies of his files and he believes the Board will see there is no oversight over the school districts and nowhere for people to file complaints.

Mr. Leute's letter is posted on www.sbe.wa.gov/materials. Copies of the documents given to the Board by Mr. Leute during public comment are available upon request.

Ms. Wendy Rader-Konofalski, Washington Educators Association
Ms. Rader-Konofalski thanked the Board for the conversation yesterday on assessments. Teachers have been voicing the need for more learning and less testing for years, and she's pleased the Board is taking on the discussion in a big way. The WEA conducted a survey of their members on their experience and responses related to the SBAC testing, including a host of issues on the implementation of these exams. Ms. Rader-Konofalski feels the survey feedback would be valuable to the Board and she's offered to present this data to members at the next meeting.

Ms. Holly Koon, State Board of Education
Member Koon read a letter on behalf of Superintendent Randy Dorn regarding cut scores. The letter is posted on www.sbe.wa.gov/materials.

Board Discussion

Agency Budget
Mr. Rarick provided an overview of the proposed SBE agency budget for 2015-2017. It included:

- FY2015 Proposed Core Budget
- Staff organization chart
- Core Budget Appropriation
- Core Budget Appropriation Over Time
- Key Budget Issues
    - Changing cost structures, personnel changes

Letter to Governor Inslee and Position Statement on Charter Schools
Members reviewed and made revisions to the position statement on charter schools. Members were concerned about stating the Board's intent to take action because its statutory authority to act is limited, but members also felt it was important to convey the Board's duties for oversight of charter schools in the position statement.

Members reviewed and made revisions to the letter on recommendations to the Washington Legislature and Governor Inslee regarding court-imposed fines in the *McCleary* case. Members discussed the importance of focusing on equity in the letter and whether the Board should advocate on how the monies from the fines should be used.

Legislative Priorities

Members shared recommendations for the Board's 2016 legislative priorities. Some recommendations included revising assessment requirements for graduation, helping students get to 24 credits, closing the achievement gap and opportunity gap, educator professional development and fully funding basic education. Acting Chair Laverty directed members to submit their recommendations to staff for consolidation, which will be presented at the Board's November meeting.

Business Items

Motion made by Member Fletcher to approve the 2015-17 State Board of Education core agency budget, as shown in Exhibit A.
Motion seconded.
Motion carried.

Motion made by Member McMullen to approve temporary waiver of graduation requirements for College Place School District, Fife School District and White Salmon School District for the number of years and reasons requested in their applications to the Board.
Motion seconded.
Motion carried.

Motion made by Member Fletcher to approve the Ridgefield School District's waiver request from 180-day school year requirement for one (1) day, for the 2015-16, 2016-17 and 2017-18 school years, for the reasons requested in its application to the Board.
Motion seconded.
Motion carried.

Motion made by Member Fletcher to approve the Sultan School District's waiver request from 180-day school year requirement for two (2) days, for the 2015-16, 2016-17 and 2017-18 school years, for the reasons requested in its application to the Board.
Motion seconded.
Motion carried.

Motion made by Member Maxie to approve the SBE letter on recommendations to the Washington Legislature and Governor Inslee regarding court-imposed fines and making ample provisions for schools, as shown in Exhibit B.
Motion seconded.
Member Hughes made a friendly amendment to remove "regarding court-imposed fines"
Member Maxie accepted the friendly amendment.
Motion seconded.
Motion carried.

Motion made my Member Bailey to approve the position statement on the accountability system during the transition to the Smarter Balanced assessment, as shown in Exhibit C.
Motion seconded.
Motion carried.

Motion made by Member Jennings to approve the position statement on charter schools, as shown in Exhibit E.
Motion seconded.
Motion carried.

Acting Chair Laverty adjourned the meeting at 3:05 p.m.

Feedback Summary of the September 10, 2015 Community Forum

Thirty-four participants, including seven board members and seven staff, attended the September community forum in Spokane.

Parents, teachers, students, and administrators attended the forum. The notes below are collected from nine board members' notes and twenty feedback forms. Many expressed concerns about the following topics (bold and bold underlined items indicate high relative frequency):

Opportunity Gap:

- **Teach for career readiness**
- **Credit retrieval is very difficult once students fall behind**
- Lower achievers need more help
- More project-based learning

School administration

- Staff stability helps kids
- Schools don't really have 180 days of instruction, due to assemblies, field trips, etc.

Racial Equity:

- **<u>Work to better serve needs of kids with diverse backgrounds</u>**
- Don't write kids off
- Increase cooperative learning
- Evaluate representation of different cultures in textbooks

Assessments:

- **<u>Communicate better with schools and public</u>**
- Assessments can motivate
- Simplification would be helpful
- Stop making changes
- Earlier assessments give more opportunity for alternatives

STEM:

- **Through diverse learning styles**

Special Ed:

- Work on standards for para-educators
- Standardized form for IEPs

Feedback on Outreach Efforts

- Extend channels for invites to forum

If you have questions about this feedback summary or future community forums or outreach efforts, please contact Stefanie Randolph, Communications Manager, at Stefanie.randolph@k12.wa.us

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Student Presentation**
As Related To:	☐ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☐ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☐ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☐ Goal Four: Provide effective oversight of the K-12 system. ☒ Other
Relevant To Board Roles:	☒ Policy Leadership ☐ System Oversight ☐ Advocacy ☒ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	
Possible Board Action:	☒ Review ☐ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	Student presentations allow SBE board members an opportunity to explore the unique perspectives of their younger colleagues. Student Representative Madaleine Osmun will speak on Opportunity Gaps and Achievement Gaps.

THE WASHINGTON STATE BOARD OF EDUCATION

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Title:	Executive Director Update
As Related To:	☒ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☒ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☒ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☒ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☐ System Oversight ☐ Advocacy ☒ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	Executive Director Ben Rarick will review topics on the agenda for the November agenda, and will preview issues likely to emerge during the 2016 Legislative Session.
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint

Synopsis:

During the Executive Director update, Mr. Ben Rarick will review major components of the agenda for the meeting, and illustrate the connection to strategic plan priorities. The following topics will be reviewed.

- An overview of the relationship between November agenda items and strategic plan goals and objectives.
- A recap of work on competency-based crediting and its relationship to strategic plan goal 3.A and 3.B
- A review of topics in the Strategic Plan which address opportunity & achievement gap reduction and discuss key equity concepts impacting on future work.
    - Measuring opportunity gaps via our Educational System Health Indicators (SB 5491).
- A preview of the 2016 legislative session and topics that are likely to be discussed.

A summary of the September 2015 board meeting discussion of legislative priorities and the Strategic Plan can be found under the November 2015 board meeting materials at www.sbe.wa.gov/materials.php

How to Close the Opportunity Gap: Key Policy Recommendations

Standard Center for Opportunity Policy in Education

Source: *How to Close the Opportunity Gap: Key Policy Recommendations.* Standard Center for Opportunity Policy in Education. National Education Policy Center.

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Policy Goal 1: Address Children's Health and Pre-School Education

- Address key health issues.
- Correctly identify the needs of language minority students.
- Expand access to high-quality early childhood education.

Policy Goal 2: Provide Equitable and Adequate School Funding

- Reform state funding laws.
- Provide adequate resources for safe and well-maintained school environments.

Policy Goal 2: Make a Broad and Rich Curriculum Available

- Broaden school curriculum.
- Provide more and better learning time during the school year and summer.
- End disparities created by tracking and ability grouping.
- Reform testing.
- Reassess student discipline policy.

Policy Goal 3: Support Teachers as Professionals

- Establish mentoring relationships between new teachers and experienced teachers.
- Provide adequate teacher compensation.
- Promote professional development for teachers and collaboration among teachers.
- Strengthen relationships between teacher teams and social service support providers that serve students and families.

Policy Goal 4: Building on the Cultural and Linguistic Backgrounds of Students

- Provide incentives for recruiting and training of bilingual teachers.
- Devise policies that encourage the integration of language minority students with English-speaking peers.
- Encourage outreach programs where bilingual teachers, counselors and parent liaisons inform families of language minority students about educational opportunities in their communities.
- Develop a cadre of well-trained teachers who have a deep understanding of students' diversity and of how inequality affects them.
- Promote instruction that is culturally relevant for students.

Policy Goal 5: Build Stable and Diverse Communities

- Housing policies.
- Neighborhood integration policies.
- Focused school choice policies.

Policy Goal 6: Promote Engaging and Enriching Learning Outside of School

- Provide more and better learning time during the school year and summer.
- Expand access to libraries and the internet.
- Use technology wisely.

SBE Strategic Plan Goals Addressing Opportunity Gaps: for Students, in Schools, and in Communities

For Students

1.A.3 Research and promote policy to reduce the loss of instructional time resulting from disciplinary actions, absenteeism, disengagement and promote interventions grounded in an understanding of diverse cultures.
1.A.4 Advocate for increased access to early learning opportunities.
1.A.6 Study English Language Learner student performance data to inform policymaking for ELL accountability and goals-setting regulations.
2.B.5 Explore the inclusion of additional indicators into the state's accountability framework that reflect student social and emotional well-being and readiness for academic success.

In Schools

Strategy 2.A: Establish, monitor, and report on ambitious student achievement goals for the K-12 system.
2.A.1 Establish Indicators of Educational System Health including measures of student outcomes and measures of equity and access in the system.
2.A.2 Publicly report on the Indicators of Educational System Health through an enhanced website.
2.A.3 Publicly report the Achievement Index results through a website that enables summary and disaggregated profiles.
2.A.4 Update the school improvement goal rules established in WAC 180-105-020 to ensure consistency with Washington's federal ESEA flexibility application and other goals established in state law.
2.A.5 Establish Adequate Growth targets in the accountability system as an enhancement to year-to-year proficiency level targets.
Strategy 2.B: Develop and implement an aligned statewide system of school recognition and accountability.

In Communities

1.A.5 Advocate for expanded learning opportunities.
1.A.7 Identify strategies and develop a plan for effective outreach to diverse communities in order to gather input, build partnerships and develop policies around specific issues related to closing the opportunity and achievement gaps.
1.B.1 Advocate for expanded programs that provide career and college experiences for underrepresented students.
1.B.2 Work with partner agencies and stakeholders to expand access for all students to postsecondary transitions.
4.D.2 Establish board procedures for special reviews of the performance of district authorizers and their portfolios of charter schools.
Strategy 4.C: Implement a high-quality process for review and approval of charter authorizer applications and execution of authorizing contracts with approved districts.
Strategy 4.E: Issue high-quality annual reports on the state's charter schools.

All levels: Students, Schools, Communities

Strategy 4.F: Recommend evidence-based reforms in the report to improve performance on the Indicators of Educational System Health.
4.F.1 Research practices and reforms that address indicators where the state is not meeting targets.
4.F.2 Collaborate with stakeholders and peer agencies in identifying potential reforms for Washington's unique context.
4.F.3 Review and revise Indicators of Educational System Health to provide a richer understanding of the performance outcomes of the educational system and the challenges it faces.

Washington State Board of Education - Statewide Educational System Health

ESSB 5491 Bill ESSB 5491 Rpt Indicator Data

'Click' any of the images below to view its details. Or view the data as a Indicator Chart

Stepping Stones to Career and College Readiness for ALL Students

Draft 2020 Targets

Kindergarten Readiness

Indicator: WaKIDS

2014 Status: 41% of students demonstrating kindergarten readiness

Change from 2013: +3.6

3rd Grade Literacy

Indicator: 3rd Grade MSP

2014 Status: 72%

Change from 2013: -1.1

8th Grade High School Readiness

Indicator: 8th Grade MSP

2014 Status: 47%

Change from 2013: +3.1

High School Graduation

Indicator: 4-Year Graduation Rate

2014 Status: 77%

Change from 2013: +1.2

Quality of High School Diploma

Indicator: Students Bypassing Remedial College Courses

2013 Status: 82%

Change from 2012: -1.8

Post-Secondary Attainment

Indicator: Post-Secondary Earned Credential, Certificate, or Apprenticeship

2013 Status: TBD

*Draft 2023 Target

24 Credit Outreach

Strategic Goal 3.A.1 and 3.A.2

(DRAFT)

Objective SBE executive director and director of career and college readiness initiatives will conduct three outreach sessions throughout Washington to receive feedback about implementing the 24 credit graduation requirements from superintendents, assistant superintendents, and school directors.	

Key Messages	• Regular communication with education partners
	• Learn more about the implementation of the 24 credit graduation requirements
	• Help districts by providing guidance about implementation
	  o Clarify policies
	  o Answer questions
	  o Providing additional information and links to resources

Audiences	• School district superintendents • School district assistant superintendents • School district boards of directors • District administrators
Key Information	• 24 credit graduation requirements have been implemented at some schools, in different ways • SBE has received 76 applications to delay the implementation of 24 credit framework for up to two years

Action Steps	• SBE will hold three outreach sessions
	  o December, March, May
	  o At ESDs
	  ▪ Spokane, Tri-Cities, King County
	• Additional educational partner organization meetings (director of career and college readiness initiatives will attend)
	  o WERA, WSSDA, and Washington counselors' association

Channels	• Online event • ESDs • Superintendents • Workforce board • WSSDA eclippings

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Title:	**The Role of Assessment in a Career- and College-Ready Diploma Framework**
As Related To:	☐ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☐ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☒ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☐ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	• Does the Board's legislative priority on assessments need to be refined or updated? • How does the state's experience of new assessments inform the Board's priorities moving forward?
Possible Board Action:	☒ Review ☐ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	At the September 2015 Board meeting, members requested more information on assessments and further discussion of assessments at the November 2015 meeting as part of the development of the Board's 2016 legislative priorities. Staff created a presentation (https://prezi.com/8las8tzffy71/assessment-system/) sent to members prior to the November meeting. Questions and responses from members will be captured and summarized at the Board meeting as a starting point for the Board discussion. Additional questions and responses about exit exams are presented in the attached memo.

THE ROLE OF ASSESSMENT IN A CAREER- AND COLLEGE-READY DIPLOMA FRAMEWORK

Policy Considerations

The state is in the midst of transitioning from state tests in reading, writing, math and science, to new Smarter Balanced Assessment Consortium (SBAC) tests in English Languauge Arts (ELA) and math, and eventually science tests based on the Next Generation Science Standards. This academic year will see the second full administration of Smarter Balanced tests. In high school, 10th and 11th grade students will take the ELA test, and 11th grade students will take the Smarter Balanced math test.

State testing is a receiving a lot of attention from the public, students and parents, educators, and elected officials. Bills concerning assessment are likely to be considered in the upcoming legislative session. At the November board meeting, the Board will be developing legislative priorities for the 2016 session. The Board has existing positions on assessments to guide legislative priorities concerning assessments. Considerations of the Board at the November 2015 meeting include:

- Does the Board's legislative priority on assessments need to be refined or updated?
- How does the state's experience of new assessments inform the Board's priorities moving forward?

Background

At the September 2015 board meeting, members requested more information on assessments and further discussion of assessments at the November 2015 meeting. Based on general discussion at the September meeting, staff identified six topics concerning assessment on which to provide additional information and a framework for discussion:

1. Exit exams
2. Graduation score on exit exams
3. Alternatives to meeting the graduation score on exit exams
4. Grade of administration of exit exams
5. Science assessments
6. Phase-out of the former system of assessments

A presentation (https://prezi.com/8las8tzffy71/assessment-system/) was sent to members on October 13, 2015, with an overview of issues concerning these topics. On October 16, a work tool was sent to members to help members record additional questions, take notes, and formulate their ideas on assessment topics. Staff will compile information from the tool and summarize member questions and responses. The summary will be included in the additional meeting materials.

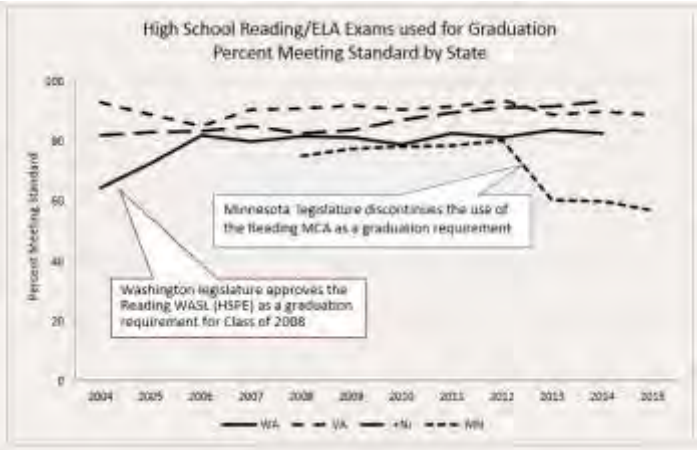
For an an overview of current state law on the transition to new assessments and past work of the Board on assessments, members may review meeting materials prepared for the August 5, 2015 Board meeting.

Additional Questions and Answers About Exit Exams

At the September Board meeting members had questions about exit exams and requested additional information from reports and studies. Staff reviewed multiple sources on the topic, producing the following questions and responses as a deeper look at exit exams. These questions and responses are based on an overview of some of the relavant literature and do not represent an exhaustive review of all sources on this complex topic.

What are the purposes of exit exams?

Exit exams are for system, school and student accountability. About half of states tie exams to graduation in some way. Generally, exit exams are linked to the concept of a meaningful diploma and the demonstration of a base of knowledge and skills for all students who graduate (Hyslop, 2014 and Achieve, 2014). Exit exams are also used as part of comprehensive state accountability systems. Work of the Legislature, OSPI, and the Board's work with the Achievement Index, the Accountability Framework, and Required Action Districts display a commitment by the state to Washington's accountability system.



From presentation https://prezi.com/8las8tzffy71/assessment-system/

When high school standardized tests are de-linked from graduation, student performance tends to decline as is shown in the chart used in the presentation sent to members.

High school exit exams measure the high school achievement gap, and are an indication of opportunity gaps. Exit exam results are critical to tracking opportunity gaps.

New standards and assessments aligned to career and college readiness permit high school exit exams to be more indicative of readiness for college. The agreement of Washington's institutions of higher education to use the Smarter Balanced test results for college course placement indicates an acceptance by institutions of higher education that these exams are a valid indication of readiness for college-level work.

Do exit exams improve student achievement?

Generally, studies do not indicate that exit exams by themselves affect student achievement, and there is not a consensus on their value (Hyslop, 2014). Data and research are mixed (Holme et. al, 2010), and results may be confounded by the different types of exit exams and the range of ways states administer and use exit exams. They are also complicated by differences in school, district and state policies and by changing policies. A September 2015 "Ask A REL" research request made to the Northwest Regional Educational Lab found that in summary, studies and reviews from the past 10 years did not find that exit exams impacted academic achievement, either positively or negatively.

While exit exams alone generally do not improve student achievement, assessment and accountability systems have been found to help improve student achievement. (Cowen and Winters, 2012; Bishop and Mane, 2002; Hanushek and Raymond, 2004). The Board has been very engaged in Washington's accountability system, a system intended to provide a unified system of support for challenged schools with increasing levels of support based on the magnitude of need. Washington's system has shown significant successes in raising the achievement of students based on state assessments including exit

exams (Office of the Superintendent of Public Instruction, Office of Student and School Success Update: SIG, RAD, Priority and Focus Schools).

Are exit exam results simply a proxy for family income?

While there is a widely documented correlation between family income and standardized test results (Holme et. al, 2010; Nation's Report Card), demographics cannot replace assessment results. Schools in poor communities where the students do well on assessments are of interest to the Board because beneficial practices at such schools may be transferable to other schools. It is also critical to the accountability system to identify schools that are not doing well no matter their demographics, so they can get the support they need.

At the student level, measures other than test results such as course grades can provide information for student accountability. But again, looking at data that do not conform to the trend is valuable. Consider students who progress in school but who do not meet standard on their exit exams, or students who do well on the exams but are not progressing in school; either situation merits a closer look at the students' circumstances to safeguard against systemic opportunity gaps. Washington has an extremely varied educational system, with very large and very small districts, urban and rural districts, districts composed of mainly wealthy communities as well as districts that serve low-income communities. In view of such differences, standardized tests results provide a useful check on the equitability of the system.

Do exit exams negatively impact the graduation rate or the dropout rate?

Studies on the graduation and dropout rates associated with exit exams are mixed. In Washington the graduation rate does not appear to have been impacted by exit exams. An annual independent study of California's exit exams have identified a moderate increase in the graduation rate associated with the state's exit exam (Wise, et al., 2014). Caves and Balestra (2014) also found that exit exams had an overall positive effect on graduation rate trends. However, studies have also linked exit exams to the severity of the dropout problem, with students in poverty, English language learners, and ethnic minorities most impacted (Ou, 2010).

OSPI Assistant Superintendent Robin Munson presented on assessments at the September 2014 Board meeting and shared data showing little impact on graduation rates in Washington since assessments required for graduation were introduced. Data on student groups who access assessment alternatives (included in a section of this Board packet) show that traditionally underserved populations are disproportionately represented among students who use alternatives to meet the assessment requirement, showing that these populations of students are less successful in demonstrating proficiency through the standardized exit exam.

Helmet and Marcotte (2013) found a dropout effect associated with exit exams for some student groups, and that the effects are uniformly larger in states that do not provide alternatives pathways to a diploma.

What are the public's view of assessments and standardized tests and exit exams?

Several education polls with questions about assessments have been released recently. None of the polls specifically address exit exams, but all of them ask about parents' and the publics' views of standardized tests. The poll results suggest that parents are more divided on testing than in the past, but with a majority of parents remaining in support of using standardized tests.

Gallup poll:

70% of public school parents said that using tests standardized tests to measure what students have learned is very important or somewhat important.

Education Next:

66% of parents completely or somewhat support the federal government continuing to require that all students be tested in math and reading each year in grades 3-8 and once in high school.

Educationpost:

44% said standardized tests were a fair assessment of how students perform in math and English as opposed to 38% who said they were unfair (18% not sure); 44% said standardized tests are a positive thing for education overall, as opposed to 30% who said they were negative (25% were not sure).

Do exit exams contribute to over-testing?

Washington high school exit exams are also the exams used for federal accountability, so they are not additional tests that students must take. If the high school exams were not tied to graduation, students would still be required to take the exams.

The system of high school exit exams and their alternatives, especially during the transition to the new assessments, represent a significant scheduling challenge for schools and districts, according to a number of districts who have communicated with staff. All 10th and 11th grade students take the state exams in the spring, while many students in 10th through 12th grade will take retakes and alternatives. Many students in 11th grade also take voluntary tests, such as Advanced Placement, SAT or ACT. The Smarter Balanced assessment could, in time, replace some voluntary tests if institutions of higher education grow to trust and use Smarter Balanced test results for college admission and placement decisions.

Reports on testing (Teoh et. al, 2014) indicate that the amount of time students spend on state standardized tests is about 1 to 2 percent of the total annual time in school, as shown in this Highline testing infographic for parents and students. Contributing to the perception of over-testing are district required tests. Local testing typically involves two to three times as much testing as is required by the state (Lazarin, 2014).

What are some key considerations on exit exams?

Research and reports about exit exams show advantages and disadvantages of exit exams. Collectively the research and reports do not provide a clear, data-informed roadmap for the use and implementation of assessments required for high school graduation. A combination of politics, beliefs and values influence decisions about assessments, as they do for many aspects of the educational system. These influences are valid considerations for policy-makers, but are difficult to weigh particularly on a polarized issue such as assessments. Key considerations for Board discussion include:

- How can high school assessments be meaningful and robust without making them roadblocks to student success?
- Is there middle ground to explore between requiring all students to pass exit exams and eliminating an assessment graduation requirement?

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Action

Board members will discuss exit exams and the high school assessment system at the November 2015 Board meeting, and may modify or update the Board's legislative priority on assessments.

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

Title:	WEA Survey Results
As Related To:	☐ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☒ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☐ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☒ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☒ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	Key Questions: 1. What were the experiences of educators regarding the first statewide administration of the Smarter Balanced Assessment (SBA)? 2. How could the SBA experiences be improved for students and for educators on the next administration?
Possible Board Action:	☒ Review ☐ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☒ PowerPoint
Synopsis:	The WEA conducted an online survey of its membership about opinions and issues on the Smarter Balanced Assessment. Major themes include the following. • Respondents report a need for more curriculum support and professional development to implement the new learning standards. • Respondents were concerned with the loss of instructional time, • Respondents believe that students' testing experiences were negatively impacted by the delivery platform. • Respondents were concerned with cultural item bias and socioeconomic bias for or against particular student groups. • Respondents were concerned that not all students eligible for accommodations actually received the appropriate accommodations.

WASHINGTON EDUCATION ASSOCIATION
2015 SMARTER BALANCED ASSESSMENT SURVEY RESULTS

Key Questions

The presentation summarizes the results of a Washington Education Association survey of its membership on issues and opinions on the 2014-15 Smarter Balanced assessment administration. The presentation is meant to provide information on two key questions.

1. What were some of the experiences of educators regarding the first statewide administration of the Smarter Balanced assessment?
2. How could the Smarter Balanced assessment experiences be improved for students and for educators on the next administration?

Summary and Highlights

In the spring of 2015, Washington students participated in the first statewide administration of the Smarter Balanced Assessment (SBA). The SBA is a new computer adaptive assessment, based on new learning standards, and was primarily delivered through a new online platform. Subsequent to the SBA administration of 2015, the Washington Education Association (WEA) conducted a survey of members as to their opinions and issues with the SBA. Themes evident from the responses include the following.

- Respondents report a need for more curriculum support and professional development support to implement the Common Core State Standards (CCSS).
- Respondents were concerned with the loss of instructional time, which included the reduced availability of technology when testing was underway.
- Respondents believe that students' testing experiences were negatively impacted by the delivery platform (in-test tools, split screen, and text boxes for example).
- Respondents were concerned with cultural item bias and socioeconomic bias (on technology availability at home) for or against particular student groups.
- Respondents were concerned that not all students eligible for accommodations actually received the appropriate accommodations.

Survey Methodology

Design

In the beginning of the summer of 2015, the WEA initiated a survey of its members about their opinions and issues with the first administration of the SBA. As the potential respondents were not randomly selected for the survey, the findings here are not generalizable to the population of Washington educators or WEA members. This is not a criticism of the WEA survey design, as this is true for most survey research. The survey was administered online and was made available to approximately 56,000 certificated and paraeducator members for most of the month of June. The online survey comprised a total of 55 questions that included predetermined categorical responses, open-ended responses, and Likert-type opinion responses. An electronic copy of the survey and a full length PowerPoint presentation are included with the online materials.

Response Rate

Approximately 5400 responses were received, resulting in an overall participation rate of approximately 9.6 percent. Approximately 4500 of the respondents were actually involved with the SBA administration and the results of these 4509 respondents (8.0 percent of the queried membership) form the basis of this presentation. For an online survey of group members or clients, a researcher could expect to achieve a participation rate of 5 to 40 percent and would be targeting a participation rate of approximately 25 percent. When a large proportion of members fail to complete the survey, nonresponse bias becomes a serious concern if the responding group differs from the nonresponding group. Nonresponse bias has the potential to yield answers or results that do not represent the opinions of the intended population.

The WEA survey was sent to all members with the knowledge that approximately 50 percent of the membership was not directly involved with the SBA administration because of their assignment to a non-tested grade or a non-tested subject area. All members were provided with the opportunity to provide other feedback and comments on the SBAs, and this is considered a strength of the design. When the respondent data are collectively considered, a sufficient response rate was likely achieved to reduce the likelihood of significant nonresponse bias. However, the design of the WEA survey limits the ability to generalize the findings to the population.

Strengths and Limitations of the Survey

A survey or questionnaire such as that used by the WEA is conducted for the purpose of collecting information or data on a topic to be subject to some form of statistical analysis. If the design, instrument, and analyses are sufficiently robust, the results may be generalizable to the population. One of the most serious limitations of survey data is the ability (or lack thereof) to generalize the findings to a population. In order to generalize survey findings, the respondents should be randomly sampled and be of a sufficient number depending on the population size.

In addition to the inability to generalize the findings, and as is the case with most survey instruments, the WEA survey has strengths and limitations that are summarized below.

- The survey was widely distributed to the entire WEA membership and represents the single largest body of comments and responses on important educational issues. The large number of responses is a positive element of this work.
- The survey questions are, for the most part, narrowly focused on the highly charged issue of statewide summative testing. However, the questions explore other topics and issues not generally addressed by the general public. The exploration of a wide breadth of issues is considered a strength.
- Large-scale surveys generate a high volume of data, especially when open-ended responses are included, such as this. In these cases, the researcher is often required to summarize findings in a manner that results in telling only part of the story. This is referred to as ‘data selectivity’, is a byproduct of large-scale survey research, and is considered a limitation of the survey approach.
- No survey instrument is perfect. The instrument’s validity and reliability hinge on the developer’s ability to construct items and predetermined responses capable of yielding data in a form that provides evidence relevant to the research questions. This is neither a strength nor limitation of this survey, but a limitation embedded in all survey designs.
- With a relatively modest response rate, it is difficult to generalize the findings from the survey to a much larger external population. This is a limitation of most surveys.

Results

The results of the survey as discussed through the WEA presentation are mostly critical of the Smarter Balanced assessment and administration. Varying degrees of criticism is not surprising given the level of change that educators were expected to implement over the past few years, as well as teachers' general preference for locally administered, formative assessments and interim assessments that has been communicated to the SBE in previously administered feedback instruments.

The Smarter Balanced assessment system infused a series of changes into schools in a manner not witnessed for a number of years. In a very short period of time, the local education system has been subject to new learning standards, new assessments (interim, formative, and summative), enhanced educator evaluation systems, and new school accountability measures.

The respondents provide a glimpse into the problems of summative assessments in general and the Smarter Balanced assessment in particular. The opinions expressed by the WEA membership are a testament to their passion for this work – they want the best for the children they serve and that idea is well expressed through the survey. Some of the responses from this survey would be expected of any new assessment system. Some comments appear to be an indictment of assessment systems in general rather than the SBA in particular.

The survey questions populate the questionnaire in a manner that addresses the researcher's chosen themes or topics. This is not uncommon as related questions help the respondents to focus their attention. Each of the themes or topics are summarized below.

- **Support and Professional Development**: The respondents indicate that those administering the SBA see a need for or the benefits of more curriculum support and professional development support to effectively implement the Common Core State Standards (CCSS). This would be the expected response from educators for any new curriculum, learning standards, and assessment system. This should not be viewed as a criticism of the SBA, rather a plea for assistance so that the school staff can better serve children.

- **Testing Time:** Approximately one-third or more of the instrument examines the amount of time allocated to testing activities, and this includes the use of the interim and formative assessment tools. In general, the respondents were concerned that testing-related activities took excessive time from their regular classroom instruction. This would be true of the previously used formative and interim assessments (MAPS and IDMS for example) but the SBA is designed to be an integrated assessment system. This criticism is not necessarily unique to the SBA.

  The outdated paper-and-pencil testing previously used by the state allowed an entire school to test at the same time, but that time has passed. School staff must now develop a testing plan that allows groups of students to access the required technology at different times and over a longer period. Until all students have on-demand technology access, longer test administration windows will be required to access the computer adaptive assessment.

  Since the SBA relies on an electronic delivery platform, the experience is new to many students, educators, and other school staff. As such, the SBA puts additional pressure on technology resources that would otherwise be available for use in regular classroom activities. The use of the SBA would be expected to have a negative impact on the availability of computer labs for instructional and learning activities. Had this impact been better anticipated and communicated to school staff, criticisms may have been reduced.

- **Technology Concerns**: As related to the item above, the SBA is delivered electronically and this was a new experience for nearly all students. Respondents felt that students were frustrated and generally unable to navigate the delivery system that the students were unfamiliar with

(split computer screens and expanding text boxes for example). Respondents also had concerns with technology (students being inadvertently logged off and students' work being deleted or lost for unknown reasons for example). Technology is not perfect and the concerns expressed here are probably fairly widespread. However, as students become more familiar with the delivery platform and as device selection improves, it is likely that the technology concerns will be greatly reduced.

- **Bias**: The WEA reports that educators felt that test items were culturally biased. Cultural and gender item bias is a potential issue for all assessments. Test developers place items through a thorough and rigorous Bias Review process long before items are given to students on a test. Educators can be advised that items placed on summative assessments have been deemed to be 'bias-free' by teams of educators and outside stakeholders.

  The potential for some form of socioeconomic bias to be introduced is more likely than the cultural bias described above. This is because students in low income households may not have similar access to technology generally available in higher income households. However, this has always been an element in education as children in poverty generally have less access to books, learning materials, and other educational supports found in the households of the well-to-do. Although unproven, some form of socioeconomic bias probably resides somewhere in the results. Without the availability of well thought-out research, it is difficult to explain how the electronic delivery system of the SBA impacts socioeconomic bias.

- **Accommodations**: Again, this is a concern for any summative assessment. Test proctors should be provided with a list of accommodations for eligible students as determined by an IEP, 504 plan, or Bilingual education plan at the time of the assessment. The proctor is required to be sure that the accommodation is available for the student to use or refuse to use and this should be noted for the testing record. An electronic delivery system should be recording the use or refusal of each accommodation for every student to ensure adherence to the law. This is not at all an issue unique to the SBA.

  Accommodations are required under law to be provided to eligible students. This is a major concern if not being fulfilled. It would be a violation of the law for an educator to administer an assessment to a student without accommodations when an accommodation is specified for the child. Perhaps the concern here is that some accommodations typically used in classroom instruction are not transferable to an electronic delivery system or the accommodation differs in some other important way. If the electronic accommodations are unsuitable for students, perhaps the paper-and-pencil version of the SBA would be a better option for the students whose accommodation needs cannot be met by the electronic delivery system.

Conclusion

As was the intention of the researcher, the WEA survey results report on the opinions and views of a subset of the WEA's certificated and paraeducator membership. The survey is important as it represents the most timely and most comprehensive collection of ideas and opinions of Washington educators on the Smarter Balanced assessment, and as such, should be given close attention. However, the reactions to and conclusions drawn from the results in the presentation materials should be viewed in light of the limitations cited. The SBE has requested the full data report of the survey to further understand these limitations.

The results show that the respondents are generally critical of the SBA and this should not come as a surprise as the transition to the SBA has required many changes, some of which have been challenging. Further, some of the criticism appears to be directed toward summative assessments in general and not the SBA in particular, and it is important to distinguish the two.

The results form the basis upon which to start a conversation as to ways in which the experiences for students may be improved upon.

1. Provide more support for educators so that they can better do their job of teaching children.
2. Reduce the time it takes to administer the assessments. This may best be done with more computer devices available to students in the classroom.
3. Ensure that technological infrastructure is sufficient to support the delivery platform and ensure that students understand and know how to access to the delivery tools.
4. Ensure that the SBA is free from bias.
5. Ensure that all students who require testing accommodations have access to those at the time of testing.

Action

No Board action is expected.

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

wea

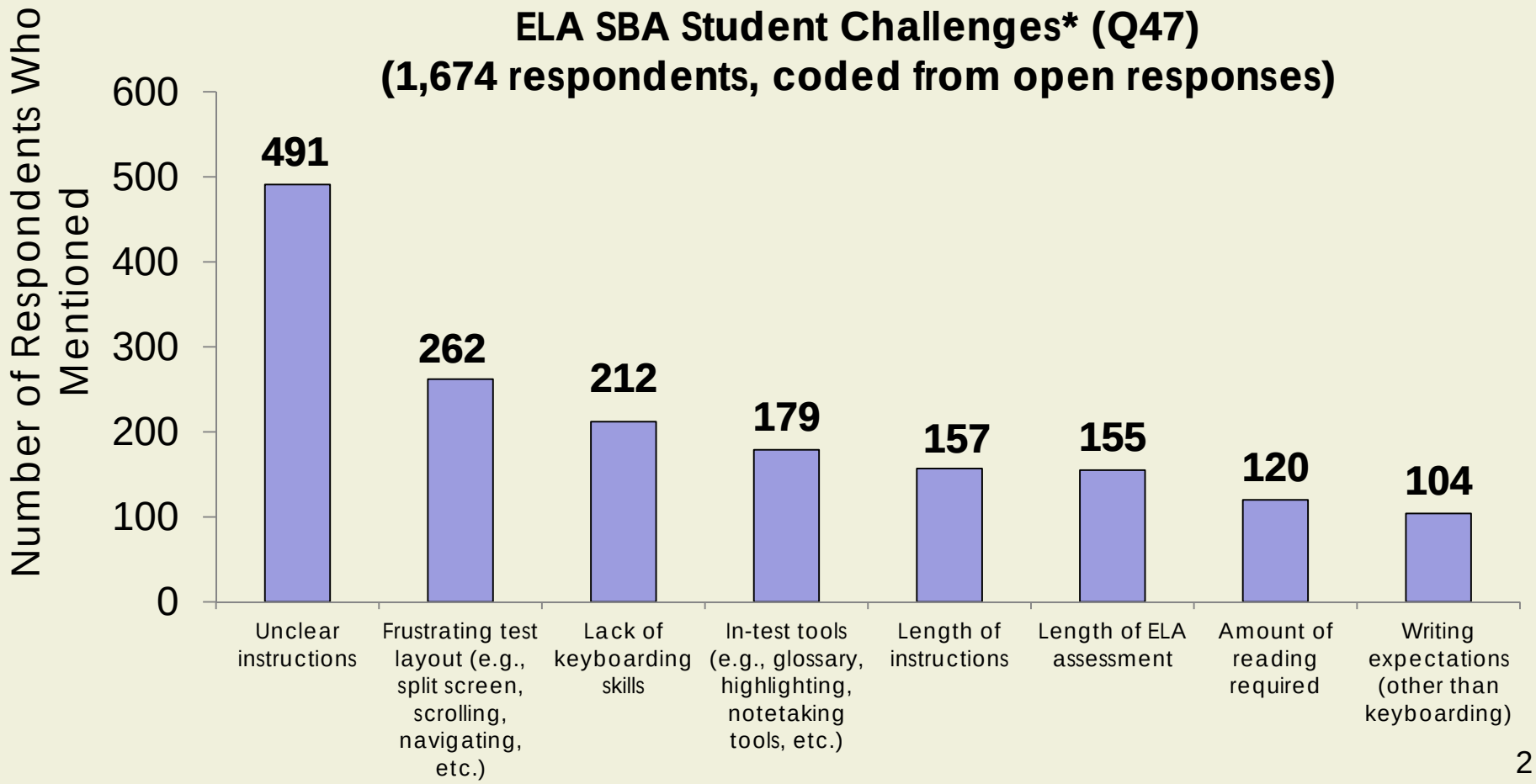
2015 Smarter Balanced Assessment Member Survey

Short Presentation for SBE

SBA SURVEY

ELA Student Challenges

The most frequently reported ELA student challenge was unclear instructions, followed by the frustrating test layout (e.g., split screen, scrolling and difficulties navigating, etc.).



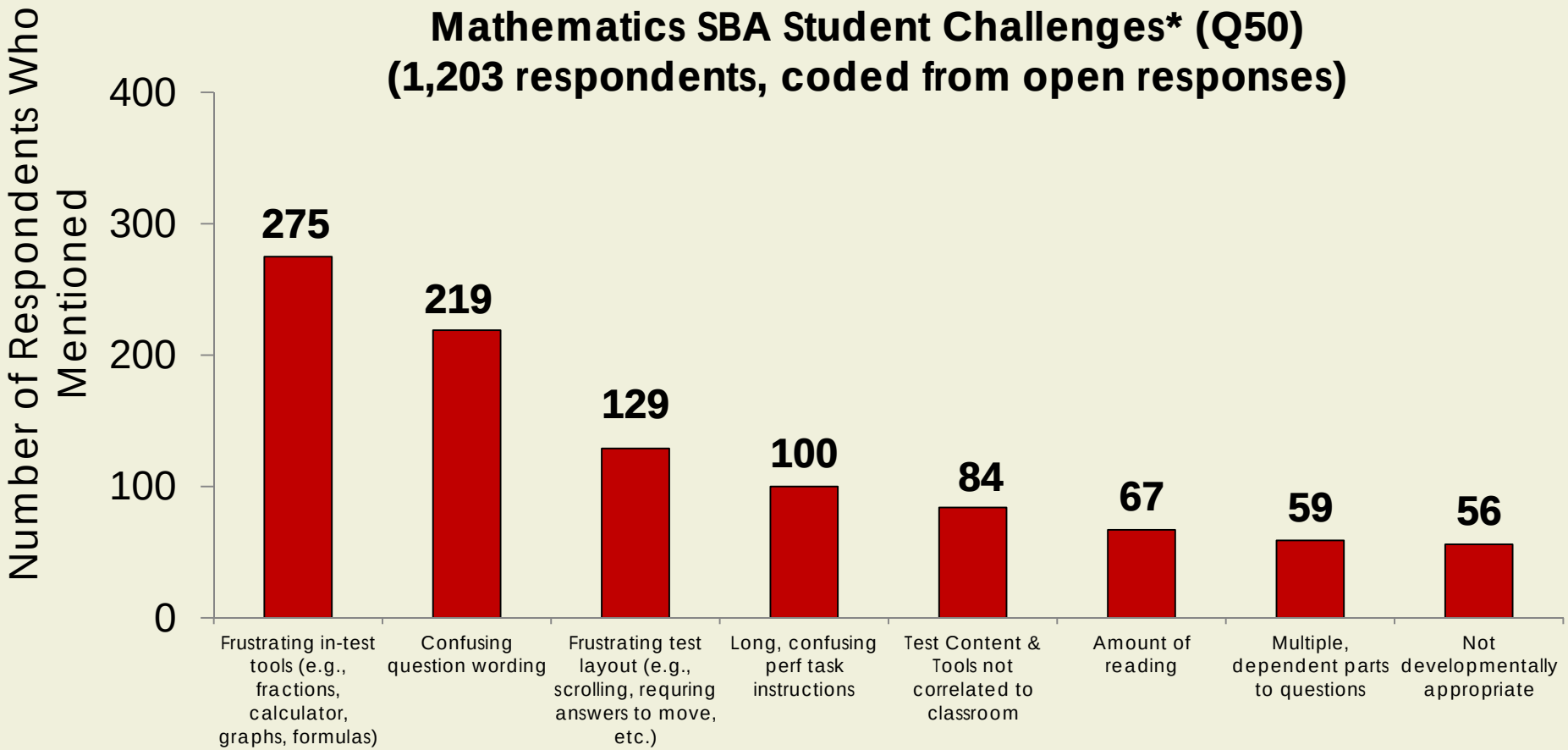
2

* Open response question; responses were coded with up to three topics.

SBA SURVEY

Mathematics Student Challenges

The most frequently reported Mathematics student challenge was using the in-test tools (e.g., fractions, calculator, etc.), followed by confusing question wording.



* Open response question; responses were coded with up to three topics.

SBA SURVEY

Top Six Take-Aways

1. A vast majority of respondents found Smarter Balanced testing to be extremely disruptive to teaching and learning.
2. Students' experiences with the test varied greatly from school to school, often due to inequitable resources to administer the new on-line assessment.
3. Accommodations for students with IEPs and 504 plans weren't always provided as required by law.
4. Student directions were unnecessarily complicated and created confusion for many students.
5. The on-line delivery of the test made it difficult to determine if this was a test of ELA and math skills, or one of technology proficiency.
6. Teachers feel their professional expertise is undermined by the assessment.

SBA SURVEY

Common Core and Curriculum Implications

- Respondents report a need for more curriculum support and professional development support to implement the Common Core State Standards (CCSS).

- Respondents indicate the need for work to align curriculum to the CCSS to continue. ELL teachers were the least likely to feel they received curriculum support from their district to align to the new standards.

- Both the ELA and math assessments were criticized for not allowing students to use tools and strategies they use regularly in the classroom. For example, organizing ideas, writing and editing drafts, working through problems in steps, or correctly labeling answers were not supported by the test.

SBA SURVEY

SBA Time Themes

- The most frequent SBA comment was about the loss of instructional time and schedule disruptions. This included not only time students missed due to taking the test but also teachers/staff, facilities and resources such as computers being unavailable for regular instruction.

- The SBA's estimated completion times are very different from the completion times reported by respondents. Grades 3-5 and Grades 6-8 took far longer than the SBA estimates.

- Many students were administered Training Tests, Practice Tests and/or Interim Assessments, also resulting in a loss of additional instructional time.

- Respondents who administered the SBA in grades 3-5 and 6-8 spent significantly more time preparing and practicing with students than those who administered at the high school level.

SBA SURVEY

SBA Administration Themes

- Open comments suggest that student instructions and test questions be clearer and more succinct. ELA questions/writing prompts, in particular, could be reformatted and/or reworded or so students can more easily determine what they were being asked to do.

- Lack of clear instructions disproportionately impacted special education and ELL students.

- Administrator instructions need to be more streamlined and user friendly. Instructions, especially for administering accommodations, were not timely or clear, resulting in inconsistent application across buildings, districts and the state.

- Students who tested in March/April were at a disadvantage because many were tested on content they hadn't yet been taught that school year.

- Schools with a poor technology infrastructure reported longer testing windows causing school-wide schedule disruptions for several months. More computer devices, more modern equipment and up to date networks would help alleviate this.

SBA SURVEY

SBA Student Experience Themes

- Many respondents felt the SBA was more of a technology proficiency test than a test on ELA and Mathematics.
- Respondents were concerned about cultural bias embedded into questions that assumed student familiarity with topics such as zip lines, Earth Day, zoos (California Condor), heat waves, or animal shelters.
- The in-test tools were unfamiliar to many students and often did not work properly or students did not know to access them. For example, the calculator tool that used a "*" instead of "x" or "/" instead of "÷" to show mathematical operations, symbols students were unfamiliar with.
- The test layout (e.g., scrolling, split screen, forced to answer before moving to next question, etc.) frustrated many students.
- Some classroom Based Activities did not match the Performance Task For example, a classroom activity was on space, but the PT was on marine animals for some of the students.

SBA SURVEY

SBA Student Experience Themes, cont'd

- The on-line test interface often confused students. For example, students did not realize a small text box would expand as they typed resulting in students answering with a few sentences or a short paragraph instead of a more developed response.

- Many respondents reported students unintentionally ending their test session before they had completed due to unclear directions, being involuntarily logged off or taking breaks and not being allowed to return to unfinished questions.

- Some students had to take the test multiple times including when the wrong test was administered, student work was lost, or special education students were administered two different grade level tests.

SBA SURVEY

SBA Technology Themes

- Many respondents pointed out socioeconomic bias due to the SBA's online administration. Less affluent communities and districts have less access to technology at home, are more likely to have older equipment and fewer computers per student.

- Respondents noted a lack of test alignment with developmentally appropriate keyboarding skills. Students with limited typing skills should not be asked to type written responses.

- More technology integration within classroom instruction, especially in early grades, came up as a need. In schools with limited technology, this is a challenge when computers are only used for test preparation and administration.

- Students who were administered the test on a desktop computer reported the fewest technological problems, compared to other devices. Respondents who administered the SBA on tablets reported various technical issues at a higher rate than all respondents.

SBA SURVEY

SBA Technology Themes, cont'd

- Minimum standards for screen sizes, keyboards and sound are needed for SBA devices. Respondents rated the screen size on netbooks and tablets as significantly more inadequate than those who used other devices. Since the ELA SBA has a split screen, this puts students with smaller screens at a disadvantage. Minimum screen size standards are critical for students with reading or visual disabilities.

- Adding the capability to adjust sound without logging in and out of the SBA is needed.

- English Language Learner (ELL) teacher respondents rated their students' keyboarding proficiency and their students' familiarity with their devices significantly lower than all respondents.

SBA SURVEY

SBA Accommodations Themes

- The State and districts need to provide clearer, more timely communication about the legal obligations to students entitled to accommodations.
- School districts need to provide more support for student-specific testing accommodations.
- The SBA needs a greater ability to meet required accommodations of students' IEPs and/or 504 plans.
- Students with accommodations were often cited as rushing through the test and/or giving up quickly.
- English Language Learner (ELL) teacher respondents rated district support to provide testing accommodations as significantly lower than all respondents. They also rated the SBA's ability to meet required accommodations significantly lower than all respondents.
- Students should not lose legally mandated IEP services because of test administration.

SBA SURVEY

SBA Resources Themes

- The usefulness of the Digital Library needs to be improved. Better navigation/filtering and adding more high quality relevant resources were mentioned most often as suggestions.

- Regardless of grade level, only 33% of respondents used the Digital Library and 29% did even know what it was.

- Interim assessments were even less likely to be used with just 27% or respondents administering ICAs and/or IABs to students.

- Consistent across grade levels, respondents who administered Interim Assessments rated them as being helpful to both themselves and students in preparing for the SBA, yet they rated Interim Assessments as not being helpful in informing their instruction.

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Skyview High School
As Related To:	☐ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☐ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☒ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☒ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	Educators from Skyview High School will present on the efforts school staff made to ensure that students participated in the 2015 HS Smarter Balanced Assessment. The presentation will address the following key questions. 1. What behaviors did Skyview High School staff engage in to bring about the higher than predicted participation rates on the 2015 Smarter Balanced Assessment (SBA)? 2. What were the HS SBA experiences like for the students and staff of Skyview High School?
Possible Board Action:	☒ Review ☐ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☒ PowerPoint
Synopsis:	**Although not meeting the 95 percent participation rate benchmark**, many high schools saw participation rates that were higher than expected or predicted. Using a statistical analysis methodology that controlled for school enrollment and school-level poverty, Skyview High School had very good participation rates on the 2015 HS Smarter Balanced assessment.

SKYVIEW HIGH SCHOOL

Summary

For a variety of reasons discussed at the State Board of Education (SBE) September meeting, the 11th grade participation rate on the HS Smarter Balanced assessment was low across the state and very low at many schools. Only seven comprehensive high schools in the state met the 95 percent participation rate needed to meet federal accountability requirements. Although not meeting the 95 percent participation rate benchmark, many high schools saw participation rates that were higher than expected or predicted. Using a statistical analysis methodology that controlled for school enrollment and school-level poverty, Skyview High School had very good participation rates on the 2015 HS Smarter Balanced assessment.

Skyview High School is a relatively large comprehensive high school in the northwestern part of Vancouver, Washington. The Office of the Superintendent of Public Instruction (OSPI) reported the following information for Skyview High for the 2014-15 school year on the Washington Report Card (Table 1). The class of 2014 On-Time graduation rate for Skyview High School was 90.2 percent, which is 13 percentage points higher than the state rate of 77.2 percent.

Table 1: Shows the school demographics for the 2014-15 school year.

	Skyview High School*	Washington
American Indian/Alaskan Native	0.4%	1.5%
Asian	5.2%	7.2%
Black/African American	2.7%	4.5%
Hispanic/Latino	11.4%	21.7%
Native Hawaiian/Pacific Islander	1.0%	1.0%
White	73.3%	57.0%
Two or More	6.0%	7.1%
Bilingual	2.3%	10.4%
Low Income	26.6%	45.0%
Special Education	9.5%	13.4%

*Note: the May 2015 student count at Skyview High School was 1977 students.

In the latest Achievement Index version (winter 2015), Skyview High School is identified as a Very Good school with a Composite Index rating of 7.39. Skyview is a consistently high performer on proficiency measures and the graduation measure, but is a weaker performer on the growth measures. Skyview High School earned the 2013 Washington Achievement Award (WAA) for High Progress but no awards for the 2014 WAAs.

Methodology

Multiple regression analysis is used to estimate the relationship between three or more variables. The technique computes a Multiple R; that is, a correlation coefficient for three or more variables. Multiple regression estimates how the dependent variable (Test Participation rate) changes when either of the independent variables (Enrollment 2014 and Percent of Students at a School Who Qualify for FRL) change. In multiple regression, a predicted value and a residual value are computed for every school in the analysis. These values can be used to determine whether a school performed better or worse on a measure that would be predicted after controlling for other factors.

A multivariate (multiple) regression using school enrollment and the percentage of assessed students who qualified for the Free and Reduced Price Lunch (FRL) Program to predict school-level participation rates for the 2015 HS Smarter Balanced assessment was conducted. The statistics describing the results of the analysis form Appendix A.

Results

In combination, large comprehensive high schools with a relatively low percentage of students qualifying for FRL (like Skyview High School) would be predicted to have very low participation rates on the HS Smarter Balanced assessment in 2015 (Table 2). The computed residual for Skyview High School was approximately 50 percentage points, which means that the actual performance of Skyview High School (86 percent participation) was approximately 50 percentage points higher than the predicted participation rate of 37 percent. After controlling for school factors, the performance of Skyview High School on this measure was very good. **However, remember that Skyview High School did not meet the 95 percent participation threshold required under state and federal accountability.**

Table 2: Shows the comprehensive high schools where the actual participation rate on the HS Smarter Balanced assessment exceeded the predicted participation rate by the greatest amount.

District	School	Enroll	FRL %	ELA Part.	Math Part.	Average Part.[1]	Predicted Rate[2]	Residual[3]
VANCOUVER SD	SKYVIEW HS	2003	29	86	86	86	37	50
MEAD SD	MEAD SENIOR HS	1573	23	91	89	90	41	49
BETHEL SD	KAPOWSIN HS	1811	36	90	85	87	40	47
LAKE STEVENS SD	LAKE STEVENS SHS	1779	23	74	91	82	38	44
YAKIMA SD	EISENHOWER HS	1987	70	95	94	94	51	43
OAK HARBOR SD	OAK HARBOR HS	1540	35	90	85	88	46	42
CHENEY SD	CHENEY HS	1169	41	95	95	95	54	41
YELM SD	YELM HS	1260	40	95	92	93	54	40
BETHEL SD	BETHEL HS	1578	47	92	88	90	51	39
ARLINGTON SD	ARLINGTON HS	1621	26	84	79	82	43	39
BETHEL SD	SPANAWAY LAKE HS	1710	51	89	85	87	50	37
STEILACOOM HIST. SD	STEILACOOM HS	875	18	89	91	90	53	37
ORTING SD	ORTING HS	740	33	95	94	95	58	37
PUYALLUP SD	EMERALD RIDGE HS	1528	23	77	80	79	42	36
PASCO SD	CHIAWANA HS	2335	69	75	90	82	46	36

[1]Note: the average participation rates shown here are all higher than the median value of 63.7 percent for the comprehensive high schools in the state. The Average Participation rate shown here is the simple average of the ELA and math participation rates from the 2015 Smarter Balanced assessment.
[2]Note: the predicted rates show here is the school participation rate on the HS Smarter Balanced Assessment predicted by the multiple regression model described at the end of this memo.
[3]Note: the residual value is a measure of the actual participation rate (Average Part.) minus the predicted rate. A Positive residual value means that the school's actual performance was higher than predicted.

Staff from Skyview High School will discuss the efforts made by school personnel to ensure that students participated in the HS Smarter Balanced administration. The presentation will include a description of the communication plan, the testing plan, and the make-up examination activities.

Action

There is no Board action on this topic.

Appendix A

Summary of the Statistical Analyses

Dependent (DV) and Independent Variables (IV)

- DV = Percent of students who participated in the 2015 SBAC assessments
- IV = School enrollment in 2014
- IV = Percent of assessed students in 2014 who were FRL

A multiple regression was conducted to determine the best linear combination of variables (Enrollment 2014 and Percent Assessed Students Who Qualify for FRL 2014) for predicting high school Test Participation 2015. The means, standard deviations, and inter-correlations can be found in Table 1. This combination of variables significantly predicted test participation rates, $F(2,246) = 49.29$, $p < 0.001$, with both variables significantly contributing to the prediction. The adjusted R^2 value was 0.280. This indicates that 28.0 percent of the variance in test participation rate was explained by the model.

Table 1: Means, Standard Deviations, and Inter-correlations for Testing Participation rates and Predictor Variables (N = 248)

	M	*SD*	Enrollment 2014	Percent Assessed Students Who Qualify for FRL 2014
Test Participation 2015	58.1	28.12	-0.466*	0.403*
Predictor Variable				
Enrollment 2014	1092.8	581.02		-0.333*
Percent Assessed Students Who Qualify for FRL - 2014	45.0	21.58		

*. Correlation is significant at the 0.005 level (2-tailed).

Table 2: Simultaneous Multiple Regression Analysis Summary for School Enrollment-2014, Percent of Assessed Students who were White-2014, and Composite AI Rating Predicting Testing Participation Rates (N = 248)

	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	*Std. Error*	*Beta*	t	Sig.	Tolerance	VIF
(Constant)	61.404	5.419		11.331	.000		
Enrollment - 2014	-.018	.003	-.373	-6.526	.000	.889	1.124
Percent Assessed Students Who Qualify for FRL - 2014	.364	.074	-.279	4.886	.000	.889	1.124

Note: R^2 =0.280; ANOVA $F(2, 246) = 48.288$, $p < 0.001$

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

SBAC Spring 2015

How did Skyview High School get 85% participation from our Juniors?

Our Challenges

- Negative Media Coverage of the Common Core testing
- The "Opt Out" Movement
- Our juniors and their parents knew that the test was not required for graduation.

Planning

- Started in early January
  - Assessment Team
    - Assessment Administrator – Becky Phillips
    - Assessment Coordinator – Lynn Schedler
    - Other members:
      - Assessment teacher leaders: Zach Tautfest and Jeremy Tortora
      - ITS support: Bobby Fullbright
      - Classified Support: Janna Girard

Planning

- January
  - Facilities assessment
    - Open concept building
      - Computer labs all in open areas
      - Where were the quiet enclosed spaces?
    - Computer access
      - Up-to-date computers both desktop and laptop
      - Wireless access for laptops
      - Headphones

Planning

- Student needs
  - Who is eligible of accommodations?
  - What kind of accommodations?
  - Running Start students

Communications

- Parents and Students
  - Parent Newsletter
  - School website
    - FAQs
    - Calendars
    - Letter from Principal
    - Link to practice test for parents
  - Letters and emails
  - Robo calls
  - Provided info about Common Core to counter misinformation
  - Wing clerks called Running Start parents

Emphasis to Students

- Explained how test scores impact ratings with colleges
- Waiving Compass tests if scored high enough
- Down played the refusal option
  - Not "opt out" but refusal to assess
  - If wanted to refuse to assess, parent had to meet with administrator first.
  - Parents had to come into the school office in person
    - Did not allow students to pick up forms
    - Had to use district refusal forms and not the generic ones on the web
- Used interim assessments so they knew what to expect

Buy-in from Faculty

- Faculty meetings
- Transparent about scheduling so teachers could plan
- Met with impacted teachers in small groups
  - English
  - Math
  - US history
- Trained teachers in how to do performance tasks
  - Math teachers did the PT with all students
  - Assessment Coordinator and Proctors did PT with students who missed it in the classroom

Technology and Set Up

- Used our Media Center (30 desktop and 30 laptops) and our basement hallway outside of gyms (80 laptops)
- District boosted our Wi-Fi capacity in both areas
- Had two very brief Wi-Fi outages which were remedied quickly as well as one also very brief power outage
  - More stressful for the adults than the students
- Used 3 substitute teachers as our chief proctors
  - Consistency
  - Experience for troubleshooting

Scheduling

- Scheduled 2 blocks of testing per day with 2-4 teachers in each block
  - One 3 period block in the morning – 140 students
  - One 3 period block in the afternoon – 140 students
- English – scheduled total of 4 days with computers
  - ELA
    - Based on English teachers
- Math – scheduled total of 4 days with computers
  - Math
    - Based on US history classes since our math classes are mixed grade levels

Scheduling

- Able to divide groups into 2 groups – A & B
  - Depending on numbers involved 2-4 teachers in each block
- Did a separate testing session for students that needed accommodations such as small group
- Offered evening sessions for Running Start Students
  - Not successful
  - Only 2 showed up
- Missing students – used wing clerks to track them down

Extended & Make up tests

- Complied spreadsheets showing completed and incomplete tests nightly
- If open computers, tracked down students needing extra time or make up testing to fill extra spots
- Running Start students who had a class or two at SHS – tracked them down and brought them into testing rooms
- Built in make up testing days
- **Just kept hunting them down on a constant and daily basis**

Planning for this year

- Early planning
- Let teachers know dates early & remind often
- Website information
- Parents will have to come in and meet with an administrator before refusing to assess
  - However, this same group had a 98% participation last year
  - Already familiar with test
- Running Start students – notify them soon that they are also required to take the test
  - Misinformation last year among RS students

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Defining Career Readiness
As Related To:	☒ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☐ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☐ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☐ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☐ System Oversight ☐ Advocacy ☒ Communication ☒ Convening and Facilitating
Policy Considerations / Key Questions:	• What are some key takeaways from the initial results of the Career Readiness for a Working Washington (CRWW) program that you believe should help inform state policy on career readiness? • How does the CRWW program define 'career readiness'? How do you see career readiness in the context of an overall definition for College and Career Readiness? • What role does the High School and Beyond Plan play in advancing the goals of CRWW? What recommendations do you have about the improvement of High School and Beyond planning in the state? • What is your vision for the next steps of this program?
Possible Board Action:	☐ Review ☐ Approve ☐ Adopt ☒ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	As the Board continues to explore strategies for defining and advancing career readiness in the context of its strategic plan goal 1.B (Develop policies to promote equity in postsecondary readiness and access), it will learn about a program run through the state's Employment Security Department called Career Readiness for a Working Washington. The goal of CRWW is to increase the graduation rate, work-based learning, and young adult employment. The program has provided small grants to incentivize school districts and Workforce Development Councils to work with OSPI, Employment Security, and the state Workforce Board to increase outcomes on a variety of indicators associated with work-based learning,

internships, and the identification of career pathways. The original pilots sites for the project were Renton, Vancouver, Spokane, Wenatchee, and Yelm.

At its September, 2014 meeting in Wenatchee, WA, board members visited one of the original funded pilots, called the "Wenatchee Learns Connect Center." Materials from that original visit are available in the September, 2014 packet here.

Mr. Tim Probst, the Director of Workforce Development Initiatives at Washington State Employment Security Department, will share outcomes from the first phase of CRWW and discuss key takeaways based on initial experiences in the pilot sites.

In addition to some basic overview materials describing the CRWW program, the packet includes several excerpts from a presentation by Dr. David Conley, a leading researcher on college and career readiness definitions utilized by local, state, federal entities. Mr. Conley's PowerPoint slides describe some key concepts and underlying tensions in the definition of career readiness within the context of a holistic definition of "college and career readiness" for the educational system. The full Conley presentation is available in the online packet.

During his initial 20 minute presentation, Mr. Probst has been asked to speak to the following questions:

- What are some key takeaways from the initial results of the program that you believe should help inform state policy on career readiness?
- How does the CRWW program define 'career readiness'? How do you see career readiness in the context of an overall definition for College and Career Readiness?
- What role does the High School and Beyond Plan play in advancing the goals of CRWW? What recommendations do you have about the improvement of High School and Beyond planning in the state?
- What is your vision for the next steps of this program?

Career Readiness for a Working Washington/YouthWorks
Background and Next Steps

Highlights:

- $250,000 pilot last year doubled mentorships, doubled internships, and tripled other work-based learning for students in Renton, Yelm, Vancouver, Wenatchee, and Spokane.
- $1.96 million second round now in the field. Applications due November 13, awards to be announced November 20.
- The high outcomes are due to leveraging existing funding. The $1.96 million is for disadvantaged youths, but to apply, you must have a partner school (or dropout re-engagement program) commit to increase work-based learning for a broader population of students within their existing budget.
- This is hard. The leaders in the field are being asked to do a lot with just a little new funding. So far they have risen to the challenge and found ways to make it happen.
- Schools, Workforce Development Councils, and dropout re-engagement programs must work as a team, leveraging the business-matching capacity of the workforce system to create work-based learning opportunities for students and teachers.
- We will not know until November 13 if the second round can be expected to double and triple outcomes like the first round did. We expect large increases, but doubling and tripling might not be possible at this scale, partly due to inflexibility in the federal funds we are using.

Background: Last year, Governor Inslee and Superintendent Dorn directed us to:

- Increase work-based learning and increase graduation rates,
- Strengthen partnerships between employers and schools, and
- Help more students pursue and obtain the career of their choice.

In response, school districts, Workforce Development Councils, OSPI, Employment Security, and the state Workforce Board conducted a $250,000 experiment in Renton, Vancouver, Spokane, Wenatchee, and Yelm, with several unique characteristics:

- You could not apply for the funding unless you projected large increases over the current year in the number of students with business mentors, internships, other work-based learning, and the number of teachers performing externships at local employers.
- The funding was focused on serving disadvantaged youths, but you could not apply unless your school committed to make reforms within its current funding, as well, to commit more existing resources to achieving those outcome increases for *all* students.
- Partnership between schools and their local Workforce Development Council was required, to access the Workforce Development Council's connections to businesses and

expertise matching employers with workers—in this case, to match employers with students or teachers.

Results: Part 1. We did not know whether schools and Workforce Development Councils would take us up on this challenge. Our first indicator was when the first round of applications came in. The schools and Workforce Development Councils projected that they would double or even triple most of the outcomes in a single year. That is, compared to last year's baselines, they would increase business mentorships, internships, other work-based learning, and teacher externships dramatically.

Results: Part 2. We did know whether the local sites would achieve their goals. Actuals came in quarter by quarter, and by the end of the year, these local leaders had in fact made it happen.

Results: Part 3. Now we are replicating this on a larger scale. Governor Inslee and Superintendent Dorn have identified several funding sources to put $1.9 million into the field to reach youths and schools across the state. We will know the projected level of outcome increases across the state on November 13, when the applications are due. Awards will be announced for communities across the state on November 20.

Next Steps: The new round of funding builds upon the first round's experience and other best practices in schools and Workforce Development Councils. It opens up this approach to dropout re-engagement organizations as well as schools, and the mix of funding this year relies heavily on federal funds that have fairly strict rules attached to them. We are confident the local school and workforce development leaders will rise to the challenge and increase outcomes at high rates.

Stay tuned! We hope for exciting news when the applications come in on November 13, and we are working on plans for announcing the awards on November 20. Remember two critical points.

1. This is a strategy to keep decision-making and design local, while providing clear state leadership to increase work-based learning and graduation rates. It provides additional funding for disadvantaged students, while also requiring more work-based learning for *all* students through local deployment of existing funds. That way, a relatively small investment can be a catalyst to produce system-wide results.
2. Here is the bottom line. When kids get mentors, business experience, and a great career path, that's good for kids, good for our economy, and good for all of us!

Defining and Measuring College and Career Readiness

David T Conley, PhD
CEO, Educational Policy Improvement Center
Professor, University of Oregon

These are selected slides. The full presentation is available on the online packet.

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Educational Policy Improvement Center

Different Types of Readiness

- ***Work ready*** = Meets basic expectations regarding workplace behavior and demeanor
- ***Job ready*** = Possesses specific training necessary to begin an entry-level position
- ***Career ready*** = Possesses key content knowledge and key learning skills and techniques sufficient to begin studies in a career pathway
- ***College ready*** = Is prepared in the four keys to college and career readiness necessary to succeed in entry-level general education courses

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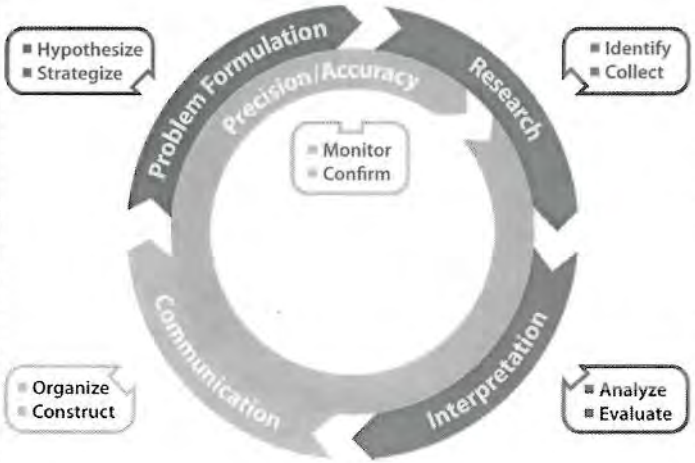
Four Keys To College And Career Readiness

Key Content Knowledge

- Key terms and terminology
- Factual information
- Linking ideas
- Organizing concepts

Key Cognitive Strategies



Key Learning Skills & Techniques

- Time management
- Study skills
- Goal setting
- Self-awareness
- Persistence
- Collaborative learning
- Student ownership of learning
- Technology proficiency
- Retention of factual information

Key Transition Knowledge & Skills

- Postsecondary program selection
- Admissions and financial aid requirements
- Career pathways
- Affording college
- Postsecondary culture
- Role and identity issues
- Agency

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Conclusion

- College and career readiness can be defined along a continuum from narrow to broad, from unidimensional to multidimensional.
- A narrow definition is easier to measure and may be useful at a state level as a gross indicator of readiness but is far less useful at the individual student level.
- A more expansive definition is more challenging to measure but yields more accurate data at the state level and more actionable information at the school and student level.
- College and career ready definitions have areas of significant overlap in necessary Key Content Knowledge and Key Learning Skills and Techniques.
- College readiness and career readiness are not exactly the same, but the commonalities are sufficient for developing simultaneous measures.

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	2016 Legislative Priorities
As Related To:	☒ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☐ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☒ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☐ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☐ System Oversight ☒ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	Does the Board support the recommended SBE Legislative Priorities for the 2016 Legislative Session? What changes, if any, would the Board make to these recommended priorities?
Possible Board Action:	☒ Review ☐ Approve ☒ Adopt ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint

Synopsis:

At its September meeting the Board discussed potential legislative priorities for the 2016 Legislative Session, examined a summary of adopted legislative priorities for the last three legislative sessions, and reviewed a list of possible priorities for the 2016 session drawn from previously approved Board priorities, position statements and resolutions. At this meeting the Board has before it a recommended set of 2016 Legislative Priorities on the following subjects:

- *McCleary* implementation.
- College- and Career-Ready Diploma requirements
- Professional learning for educators
- High School and Beyond Plan
- Expanded Learning Opportunities

In addition, Ms. Jennifer Wallace, executive director of the Professional Educator Standards Board, will join the Board for a discussion of a possible joint SBE-PESB legislative priority for the 2016 Session.

In your packet you will find:

- A two-page handout on legislative priorities for possible adoption at this meeting.
- A staff memo on each recommended legislative priority.
- Supporting materials from OSPI and the Legislature on *McCleary* implementation.

2016 SESSION:

Legislative Priorities

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

Old Capitol Building • 600 Washington St. SE
P.O. Box 47206 • Olympia, Washington 98504
www.sbe.wa.gov
Updated: 10-19-2015

McCleary Implementation

Fully implement ESHB 2261/SHB 2776; make ample provision for basic education programs, and eliminate the state's unconstitutional reliance on local levies.

Legislative Action: The Washington Supreme Court was clear in its McCleary decision of 2012 that the state has failed to make ample provision for public schools, as required by Article IX of the state constitution. Additionally, the Court was clear that reliance on local dollars to support basic education programs and salaries is impermissible. The 2016 Legislature must define the constitutionally permissible uses of local maintenance and operations levies and increase state funding to ensure that basic education programs and compensation of school district staff for basic education duties is fully funded from dependable state sources, and not from local levies. These actions will both bring the state into compliance with a key finding in McCleary and dramatically improve the equity of the state's school funding system.

Expanded Learning Opportunities

Increase access to high-quality expanded learning opportunities

Legislative Action: In its legislatively mandated report on educational system health for 2014, the Board summarized research showing that many students experience significant learning losses when they do not engage in educational activities during the summer, and that summer learning loss widens achievement gaps and reduces academic results for economically disadvantaged students. The Board therefore recommended increased access to high-quality, expanded learning opportunities among reforms to improve system health. The Board urges the 2016 Legislature to establish a program of expanded learning opportunities for disadvantaged students. Options for funding include a carefully designed grant program, as recommended by the Expanded Learning Opportunities Council, and the targeted use of Learning Assistance Program (LAP) allocations, as recommended by the Quality Education Council.

Career & College-Ready Diploma Requirements

Expand alternatives to assessments for high school graduation, and adopt a comprehensive science assessment.

Legislative Action: The Board urges the Legislature to expand testing alternatives for students who do not pass the 11th grade SBAC test required for graduation, beginning with the Class of 2019, to include successful completion of transition courses and dual credit courses. The Board also urges the Legislature not just to suspend but to end the biology end-of-course exam as a high school graduation requirement, effective with the class of 2018. A comprehensive science assessment aligned with Next Generation Science Standards should be first administered in 2017-18.

Professional Learning for Educators

Incorporate state-funded time for educator professional learning into the state's program of basic education.

Legislative Action: Ensuring that all students are prepared for college and career requires sustained, state-funded time for professional learning outside of the 180-day school calendar. Renewed state support for professional learning will ease the strain on families and children from the proliferation of partial school days, reverse the erosion of instructional time from the state's abandonment of this responsibility, and promote equity for districts less able to support this necessary activity through local levies. The 2016 Legislature should begin the phase-in of the equivalent of 10 funded days for educator professional learning, within the state's program of basic education. To support that policy, the Legislature should adopt a statewide definition and standards for effective professional learning aligned to state and district goals.

High School & Beyond Plan

Strengthen the High School and Beyond Plan to support career and college ready graduation requirements.

Legislative Action: The career- and college-ready graduation requirements directed by the Legislature in 2014 make the High School and Beyond Plan fundamental to the state's new high school diploma. The Board urges the Legislature to define the following minimum elements of the High School and Beyond Plan in order to ensure that every student has access to a high-quality plan:

- Identification of career goals
- Identification of educational goals
- A four-year plan for course-taking aligned with career and educational goals
- Identification of assessments needed to earn a diploma and achieve postsecondary goals.

School districts should retain flexibility to add any local requirements deemed appropriate and to tailor plans and procedures to student needs.

LEGISLATIVE PRIORITY:
***MCCLEARY* IMPLEMENTATION**

Background

The Washington Supreme Court was clear in its *McCleary* decision of 2012 that reliance on local levies to pay for the state's program of basic education violates Article IX of the state constitution. Summarizing the findings of previous school funding cases before it, the Court stated that

> The legislature's duty to make ample provision for funding the basic education program includes the requirement that funding be "accomplished by means of regular and dependable tax sources." . . . We said in *Seattle School District* that that the state cannot discharge its funding obligations by relying on local excess levies, as they are "neither dependable nor regular." We also noted the inherent instability of in a system that relies on the "assessed valuation of taxable real property within a district" to support "basic education."

"We rejected special excess levies as 'dependable and regular'," the Court said, "not only because they are subject to the whim of the electorate, but also because they are variable insofar as levies depend on the assessed valuation of taxable real property at the local level. . . . *This latter justification implicates both the equity and the adequacy of the K-12 funding system*." [Emphasis added.]

"In short," the Court found, "the State's reliance on local dollars to support the basic education program fails to provide the 'ample' funding article IX, section 1 requires."[1]

The Court gave particular attention to the underfunding of state salaries and benefits for state-funded staff. It referred to OSPI data showing that on average, the state allocation for instructional staff was approximately $8,000 less than what was actually paid. While accounting practices made it hard to put a precise number on it, the Court stated that OSPI financial reports indicated that "districts pay for some supplemental salaries that are likely a basic education responsibility."[2]

That local levies are unconstitutionally paying for basic education salaries has long been acknowledged by the courts and the Legislature. In *McCleary*, the Court referenced its finding in a case before it three years before that "state funding did not approach the true cost of paying salaries for administrators and other staff."[3] [65] Indeed, the justices recalled that as far back as 1993, the joint legislative fiscal committee created by ESHB 1209 (Reforming education) cited an overreliance on levies as a weakness of Washington's school finance system, and called for a study of whether districts used local levy funds for basic education.[4]

The following show the almost steady march toward greater reliance on local levies since the Basic Education Act and "Levy Lid Law" were enacted in 1977, and illuminate the courts' concerns about resulting inequities in access to quality staff.

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[1] *McCleary v. State of Washington*. No. 84362-7. (January 5, 2012). pp. 54-55.

[2] *McCleary*, pp. 63-64

[3] *McCleary*, citing *Federal Way School District*, 167 Wn.2d at 522, p. 65.

[4] *McCleary*, pp. 14-15.

- The levy lid, a limitation on local taxing authority calculated as a percent of state and federal revenue, has been increased at least seven times since it took effect in 1979. The levy lid percentage, which was 10 percent at the lid's inception, is now 28 percent, though due to return to 24 percent at the end of 2017. (OSPI, *Organization and Financing of Schools*, *2015*, pp. 84-85.)
- Excess levies, which made up about 21 percent of all school revenue when the Basic Education Act was passed in 1977, and dropped to just 8 percent in 1980-81, were back to more than 20 percent of revenue in 2012-13. (OSPI, *Property Tax Levies*, 2014 Collections, Table 3.)
- The average excess levy rate, which was $1.84 for every $1,000 of assessed value (AV) for 1980 collections, was $2.54 per $1,000 AV in 2014. (*Organization and Financing*, p. 88.)
- There are wide disparities among districts in the tax effort needed to generate the same amount of levy for local schools. The excess levy rates for taxes collectible in 2014 were, for example, $1.50/$10,000 AV and 73 cents/1,000 AV, respectively, in "property-rich" Seattle and San Juan, and $4.43/$1,000 AV and $4.34/1,000 AV, respectively, in "property-poor" Shelton and Soap Lake. (*Property Tax Levies 2014*, Report 1061.)
- A staff presentation to the House Finance Committee on October 20 showed that it required a tax rate of $6.79/$1,000 AV to raise a levy to the maximum level allowed by law in Yakima, and just $1.26/$1,000 AV to do the same in Bellevue.
- Levies per student also described a wide range, based mostly on differences in local property wealth. Mercer Island collected $3,048 per student at low tax effort, while Elma was only able to collect $741 per student at high tax effort. (*Property Tax Levies 2014*, Report 1061.)
- Statewide, additional teacher salaries paid beyond the state formula base rose from an average $3,795 in 1995-96 to an average $12,787 in 2013-14. (House Appropriations Committee. January 21, 2015. Source: OSPI S275, compiled by LEAP Committee.)
- Average total salaries for certificated teachers in 2014-15 ranged, for example, on the high end from $67,327, including additional salary per individual of $15,539, in Bellevue, and $77,292, including additional salary of $21,269, in Mukilteo, to on the low end, for example, $53,483, including additional salary of $426, in Rochester, and $48,953, including additional salary of $43, in Wapato. (*Personnel Summary Report*, Table 19.)
- A staff presentation of OSPI data to the Senate Ways and Means Committee on March 18 of this year showed that 24 percent of levy and Local Effort Assistance dollars were spent by districts on additional salary for instructional staff.

Certificated instructional staff receive additional salary through supplemental contracts with their districts. The additional salary may be for specific duties such as being a department head or mentor, providing extended learning opportunities, or creating individual education plans. The Legislature has authorized districts to enter into supplemental contracts with individual staff for additional time, responsibilities or incentives. By law, these TRI contracts must use local levy funds, are subject to collective bargaining, must not exceed one year, and are not to be used to pay staff for providing basic education services. In practice, they are often used to provide negotiated, across-the-board salary increases for all staff.

There is little dispute in the current legislature that the overreliance on local levies must be corrected to bring the state into compliance with its paramount duty. The bipartisan sponsors of SB 6130 in the 2015 Session found:

> The legislature acknowledges that the education polices and funding provided by the legislature have not fulfilled [the state's obligation under Article IX, section 1 of the state constitution]. The

legislature finds that there is not sufficient clarity in statute regarding the definition of basic education, that the permissible uses of local levy funds are not fully understood, and that the state allocation for educator salaries and benefits do not reflect the actual cost of recruiting and retaining professional teachers, which has caused school districts to subsidize salaries with local levy funds. The legislature declares that this has created uneven access to a quality education and equitable salaries across the state.

Legislators on both sides of the aisle advanced thoughtful proposals to resolve this problem in the 2015 Session. The Board reviewed some of them at its May 2015 meeting. These proposals would variously:

- ✓ Define the allowable uses of local excess levies.
- ✓ Make changes in how districts report and account for the expenditure of revenues by source, to more clearly identify how levy revenues are spent.
- ✓ Replace the current levy lid with new limits on local levy authority.
- ✓ Put in place a new structure for teacher compensation.
- ✓ Increase state revenue for basic education compensation, whether by instituting new taxes or increasing the state school levy while reducing local levies.
- ✓ Change the statutory one percent limit on annual growth in property tax collections in a taxing district.
- ✓ Revise the Local Effort Assistance (levy equalization) program.

A separate bill, HB 2239, would establish a schedule for legislative study and enactment of revisions to school funding, including compensation and local levies, by September 2018.

While rich discussions took place, no legislation was passed to reduce or eliminate reliance on local levies in the 2015 regular and special sessions.

In response to the Supreme Court's August contempt order, a bipartisan work group of legislators, four from each chamber, has been formed to work on K-12 funding issues including compensation and levy reform. The governor has stated that if the group can agree on a plan, he will call the Legislature into special session to enact the legislation during the scheduled committee assembly on November 19-20.

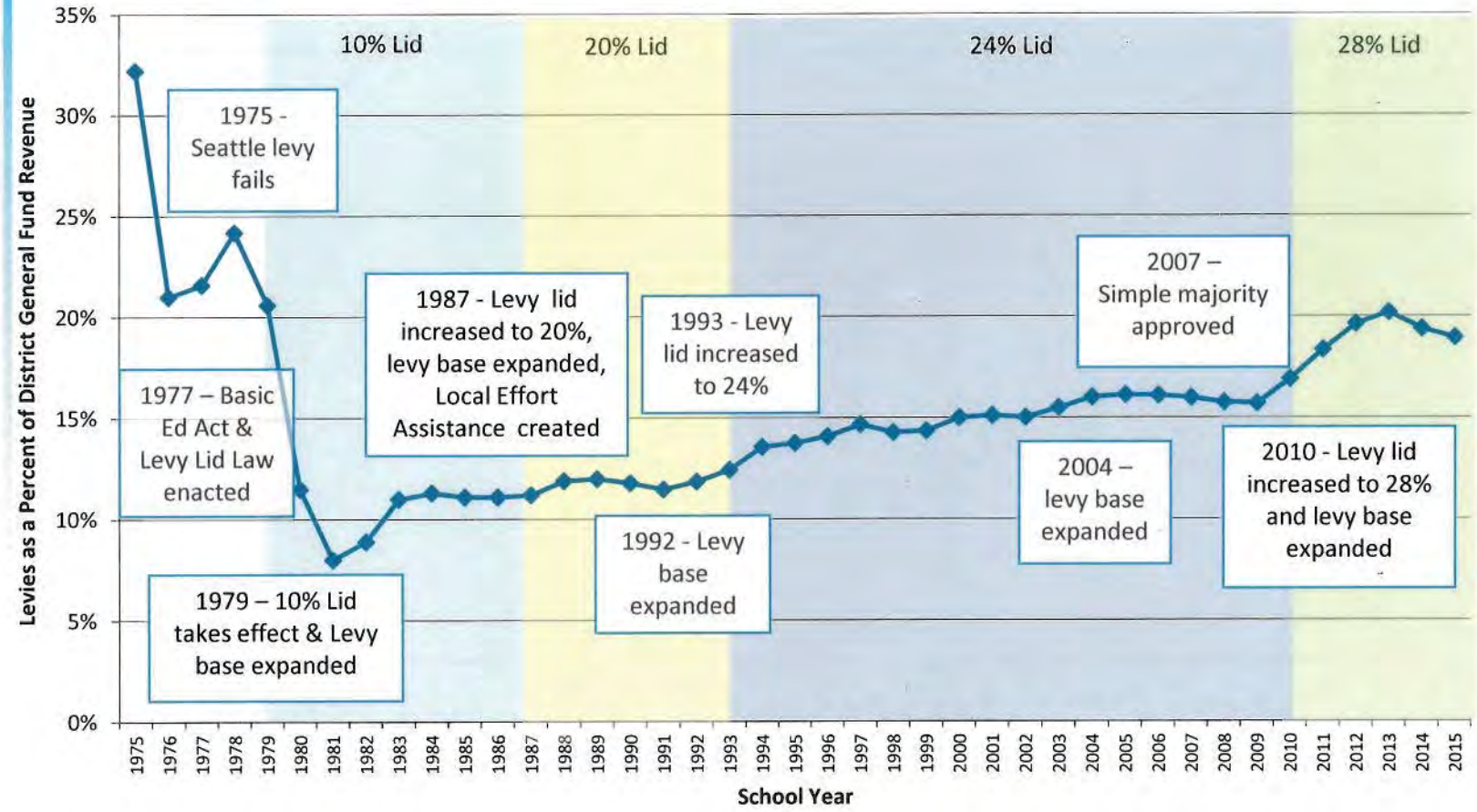
Legislative Action

The Board urges the Legislature to complete the work begun in the 2015 regular and special sessions to end unconstitutional reliance on local excess levies for basic education and bring the state into Article IX compliance, whether in a 4th 2015 Special Session or the 2016 Session.

If you have questions regarding this memo, please contact Jack Archer at jack.archer @k12.wa.us.

Levies & Local Effort Assistance: A Brief History

House Appropriations Committee



Note: Current Lid of 28% expires December 31, 2017, at which point Lid will go back to 24% and "ghost money" will no longer be included in Levy Base. Grandfathered lids are continued.

Excess General Fund Levy Revenue as a Percent of Total Revenue

(Dollars in Thousands)

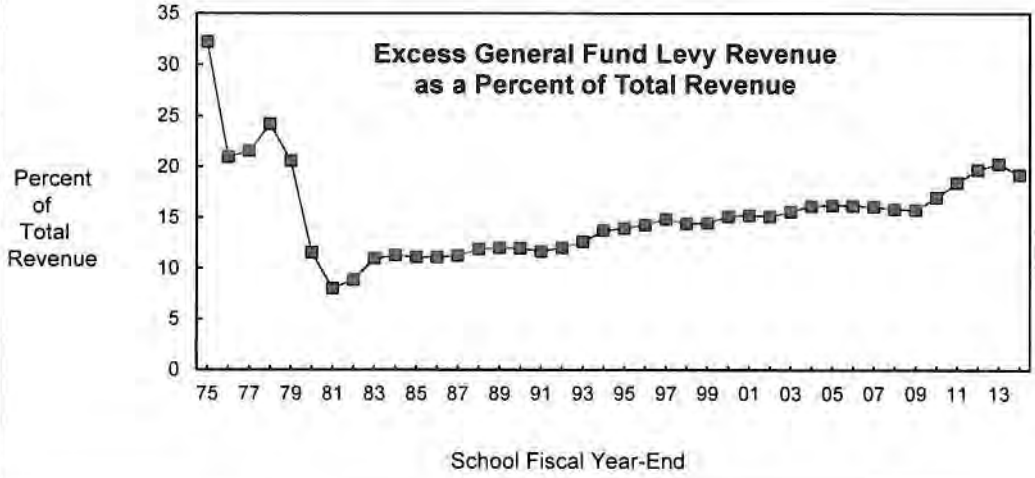
Fiscal Year*	Total Revenue**	Excess Levy Revenue***	Percent
1974–75	$994,472	$320,566	**32.23%**
1975–76	1,095,007	229,516	**20.96%**
1976–77	1,174,998	253,451	**21.57%**
1977–78	1,388,220	335,768	**24.19%**
1978–79	1,554,498	319,735	**20.57%**
1979–80	1,822,578	209,972	**11.52%**
1980–81	1,908,531	152,700	**8.00%**
1981–82	1,943,646	172,494	**8.87%**
1982–83	2,033,549	222,871	**10.96%**
1983–84	2,238,633	252,350	**11.27%**
1984–85	2,401,745	266,495	**11.10%**
1985–86	2,500,556	277,484	**11.10%**
1986–87	2,819,337	317,155	**11.25%**
1987–88	3,027,548	359,371	**11.87%**
1988–89	3,287,421	394,785	**12.01%**
1989–90	3,614,392	432,154	**11.96%**
1990–91	4,082,666	475,256	**11.64%**
1991–92	4,385,461	526,638	**12.01%**
1992–93	4,734,101	596,226	**12.59%**
1993–94	4,932,729	676,424	**13.71%**
1994–95	5,170,141	720,424	**13.93%**
1995–96	5,415,752	773,351	**14.28%**
1996–97	5,636,555	835,489	**14.82%**
1997–98	5,873,014	846,421	**14.41%**
1998–99	6,062,444	876,521	**14.46%**
1999–00	6,361,132	961,595	**15.12%**
2000–01	6,739,204	1,024,717	**15.21%**
2001–02	7,081,049	1,069,963	**15.11%**
2002–03	7,306,750	1,138,367	**15.58%**
2003–04	7,477,686	1,203,502	**16.09%**
2004–05	7,744,513	1,255,616	**16.21%**
2005–06	8,139,545	1,317,017	**16.18%**
2006–07	8,653,049	1,389,607	**16.06%**
2007–08	9,255,295	1,464,387	**15.82%**
2008–09	9,892,584	1,559,984	**15.77%**
2009–10	9,874,106	1,675,707	**16.97%**
2010–11	9,927,789	1,829,263	**18.43%**
2011–12	9,966,999	1,963,408	**19.70%**
2012–13	10,107,617	2,050,012	**20.28%**
2013–14	10,940,054 ****	2,099,781 ****	**19.19%**

* *School fiscal years end on August 31 except prior to 1978, when they ended on June 30.*

** *Total revenues are from Report F-196.*

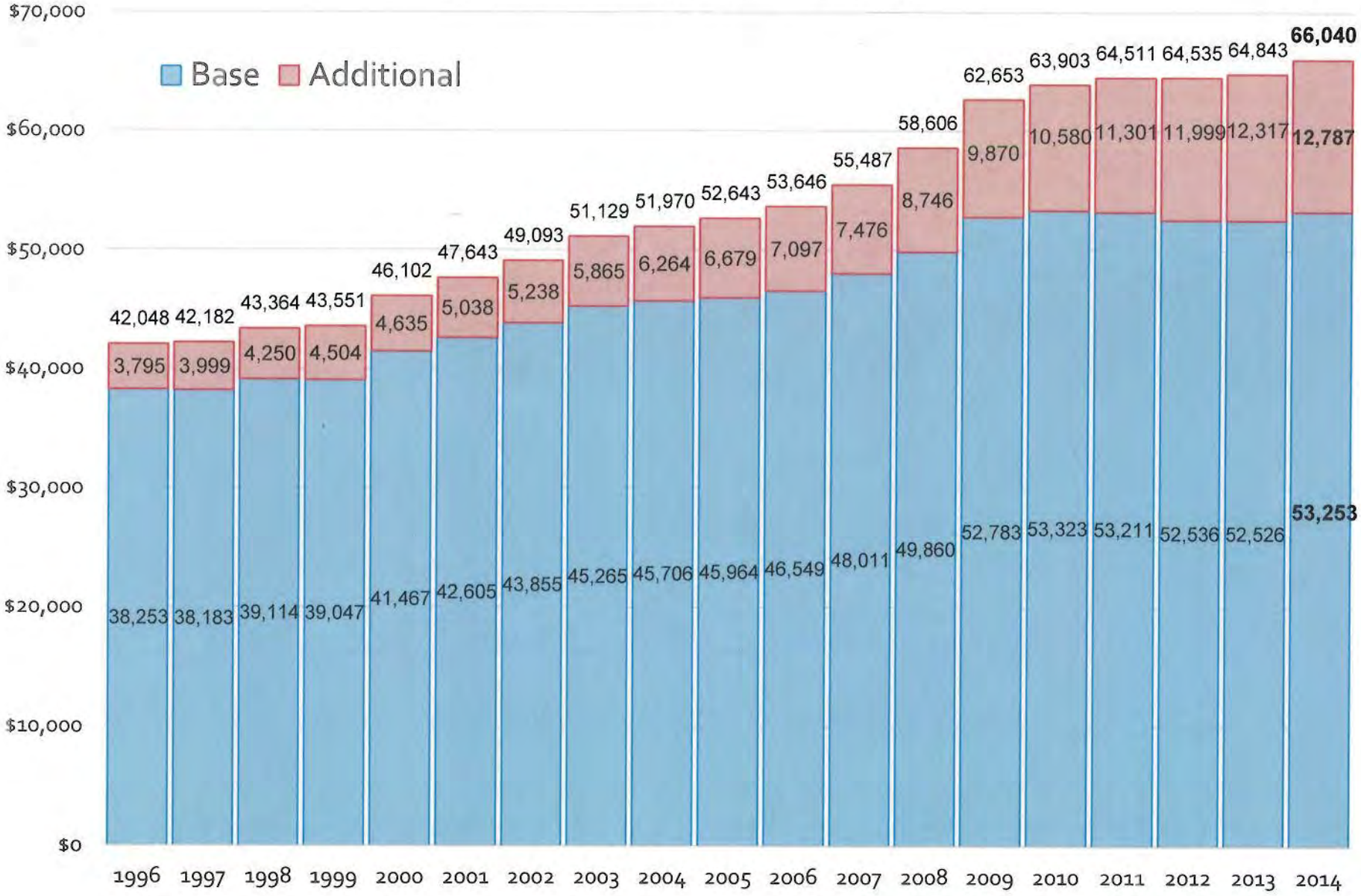
*** *Includes portions of two levy collection years. Includes levy revenue from timber excise tax.*

**** *Budgeted revenues are shown for 2013–2014.*



Statewide Average Salaries for Full-Time Teachers

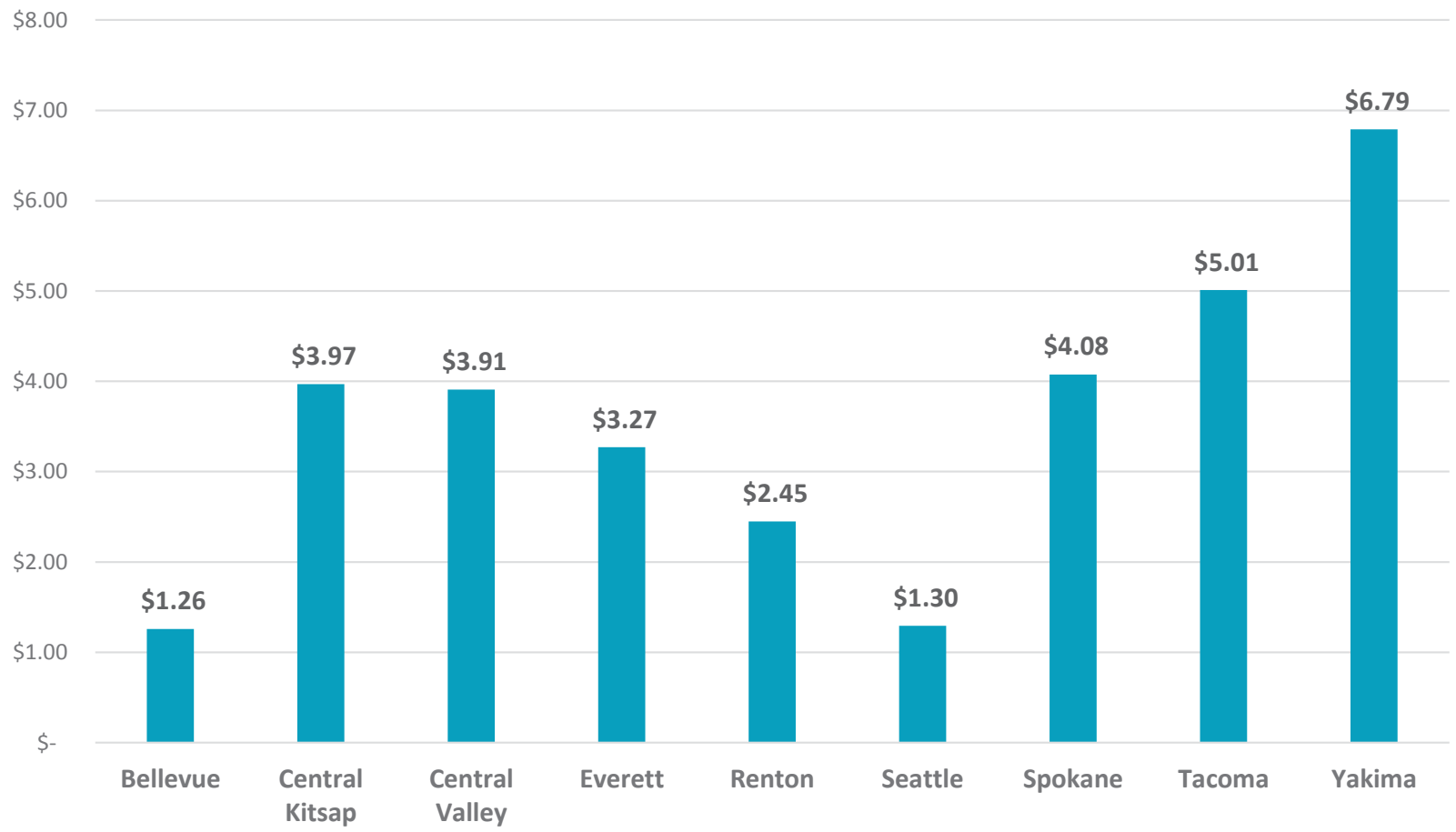
School Years 1995-96 to 2013-14



Source: OSPI S275, compiled by LEAP. Full-time teachers with single assignment

M&O tax rate to raise maximum levy authority

House Finance Committee



Data source: Calculation based on OSPI data

In SY 13-14, 55% of levy/LEA dollars were spent on additional staff and additional salaries

Program and Expenditure Purpose (Levy, LEA, Misc. Revenue)	Levy Funds Expended $'s in Millions	
Add'l Classified Salaries	$278.60	9.70%
Add'l Administrative Salaries	$255.90	8.90%
Add'l Classified Staff	$196.70	6.80%
Add'l Instructional Staff	$187.60	6.50%
Add'l Instructional Salaries	$677.70	23.50%
MSOC	$473.00	16.40%
State Special Education	$251.10	8.70%
Pupil Transportation	$112.50	3.90%
Extracurricular/Community	$99.50	3.40%
Child Nutrition	$13.90	0.50%
Other*	$339.60	11.80%
Total	**$2,886.10**	**100.00%**

55%

*Other are all expenditures above state allocation not attributed to above categories or identified on the F196.
Source: 2013-14 F196, Final 2013-14 S275, and Final 2013-14 Apportionment; Total dollars are expenditures above state allocation.

LEGISLATIVE PRIORITY:
CAREER AND COLLEGE READY DIPLOMA

Background

In its 2015 Legislative Priorities, the Board urged the Legislature to "expand testing alternatives for students who do not pass the 11th grade SBAC test required for graduation, beginning with the Class of 2019."

No legislation accomplishing this goal passed in the 2015 regular and special sessions. Governor-request legislation, HB 1703, would add additional alternatives in the form of college readiness transition courses in mathematics and English and a transition course for science. SPI would be required to offer online transition courses in math and English by January 2016, and an online transition course in science by September 2017. HB 1703 did not advance beyond a public hearing in the Education Committee. The Senate companion did not receive a hearing.

Legislation on graduation requirements that did pass one house of the Legislature, E2SHB 2214, moved in the opposite direction, eliminating all alternative assessment options for earning a Certificate of Academic Achievement except for earning an equivalent score on the SAT or ACT.

In fulfillment of its statutory mandate to "provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities and learning styles," the Board continues to support expansion of sound graduation alternatives for students not meeting standard on statewide assessments, to include:

a) Dual credit courses successfully completed under RCW 28A.320.195.

b) Transition courses developed in collaboration with the State Board for Community and Technical Colleges that are comparable in rigor to the skills and knowledge that the student must demonstrate on the statewide student assessment for each content area, per RCW 28A.655.061

Earning dual credit in a college-level course is a clear demonstration of post-secondary readiness, and accordingly should be added to the menu of alternatives. Superintendent Dorn's "Plan B" proposal to update options to fulfill assessment graduation requirements, as presented at the Board's September 2014 meeting, included adding college credit in a content area as a new alternative.

In addition, a student who has earned a score on the SBAC high school English language arts and comprehensive math assessments that is below the standard for a Certificate of Academic Achievement, and who takes and passes a high school transition course approved by the State Board for Community and Technical Colleges, should be enabled to earn a Certificate of Academic Achievement. High school transition courses must satisfy core or elective graduation requirements as established by the SBE.

The Board also advocated this year for elimination of the Biology End-of Course (EOC) test in favor of developing a comprehensive science assessment developed by OSPI that aligns with Next Generation Science Standards. The 10th grade biology EOC is not a valid measure of the science attainment needed for career and college readiness, especially as biology is typically offered in the ninth grade. It results in the disproportionate use of collections of evidence in science, at unnecessary cost to the system.

Individual bills were introduced in both the House and Senate to eliminate the biology EOC as a graduation requirement, but none advanced through the process. The omnibus E2SHB 2214 eliminated

the requirement that a student take and pass the Biology EOC to earn a Certificate of Academic Achievement, beginning with the Class of 2015. The Biology EOC would continue to be administered in the meantime, but would not count for graduation. E2SHB 2214 passed the House in 1st, 2nd, and 3rd Special Sessions, but did not pass the Senate.

The resort for the Legislature was SB 6145, passed on July 14 of 3rd Special Session. SB 6145 suspended for two years, but did not eliminate, the requirement to meet standard on the state science assessment to graduate from high school. The suspension was retroactive to the Class of 2015, whose graduation ceremonies had already taken place by the time the bill was passed. Beginning with the Class of 2017, students will again have to meet standard on the science assessment to graduate with a Certificate of Academic Achievement. The Legislature thus did not resolve the science issue, but instead put off the decision while more work was done.

Legislative Action

1. The Board recommends that the Legislature expand assessment alternatives for students who do not meet standard on the 11th grade SBAC test, beginning with the Class of 2019, to include dual credit courses and college transition courses approved by the State Board of Community and Technical Colleges.
2. The Board urges the Legislature not just to suspend but to end the Biology End-of-Course exam as a high school graduation requirement, and to fix a date certain of 2017-18 for the first administration of a comprehensive science assessment aligned with Next Generation Science Standards.

If you have questions regarding this memo, please contact Jack Archer at jack.archer @k12.wa.us.

LEGISLATIVE PRIORITY:
HIGH SCHOOL AND BEYOND PLAN

Background

All Washington students entering ninth grade on or after July 1, 2009 have been required to have a High School and Beyond Plan (HSBP). So far, however, state graduation requirements have had little to say about what a High School and Beyond Plan *is*. WACs 180-51-066 (expired June 2012) and 180-51-067 (expired June 2015) provided only that, "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."

In July 2014 the Board adopted WAC 180-51-068, establishing graduation requirements for students entering ninth grade on or after July 1, 2015. WAC 180-51-068 states broadly that the High School and Beyond Plan is "designed to help students select course work and other activities that will best prepare them for their post-secondary educational and career goals." While an improvement on previous WACs, it still offers no guidance to students, parents or administrators on what an adequate HSBP should contain.

This is a much more pressing concern than before, because the 24-credit Career and College Ready Graduation framework adopted by the Board at the direction of the Legislature substantially increases the role of the High School and Beyond Plan in a student's journey to a diploma, in the following ways:

- Math credits – Requires a third credit of high school mathematics, aligning with the student's interests and High School and Beyond Plan
- Science credits – Requires a third credit of science, aligning with the student's interests and High School and Beyond Plan.
- Personalized pathway – Defined as "a locally determined body of coursework identified in a student's high school and beyond plan that is deemed necessary to attain the post-secondary career or technical goals chosen by the student."

Under the graduation framework first applying to entering ninth graders this fall, the High School and Beyond Plan is much more than just an add-on to credit requirements. Rather, it is integral to the course credits chosen by a student to prepare him or her for pursuit of chosen goals when the graduation celebrations are over, and the student comes face-to-face with life after school. The premise of the Career and College Ready Graduation Framework is that the responsibility of the state doesn't stop with the high school diploma. It extends, in the words of the Board's January 2014 resolution, to the responsibility to "give students the opportunity to complete high school graduation requirements that . . . prepare them for postsecondary education, gainful employment, and citizenship." The High School and Beyond Plan is an essential part of that.

In 2010, when the SBE approved – but did not adopt – the Career and College Ready Framework, it added specific elements to the High School and Beyond Plan to make the requirement more effective for students. These included, for example,

- The student's personal interests and abilities and their relationship to current goals.
- A four-year plan for course-taking related to graduation requirements and the student's interests and goals.

- Research on postsecondary training and education related to career goals.
- Completion of a resume.

After enactment of E2SSB 6552 in March 2014, board members and staff engaged in extensive discussions with OSPI and stakeholder groups in preparation for rules to implement the new graduation requirements. The Board received valuable input on elements of a high-quality HSBP designed to serve every student, of whatever background, interests, or abilities.

In proposed WAC 180-51-068, the Board identified defining components of the High School and Beyond Plan, while stopping short of naming other recommended elements of a high-quality plan. These components were:

a) Identification of career goals, including personal interests and abilities in relation to career goals;
b) Identification of educational goals through research on post-secondary training and education related to career goals, including information on benefits and costs;
c) A four-year plan, initiated in middle school grades, including identification of a personalized pathway;
d) Identification of assessments needed to graduate from high school, pursue post-secondary opportunities, and achieve career or educational goals.

After lawmakers expressed interest in developing legislation on the subject in the 2015 session, the Board omitted these provisions in adopted WAC 180-51-068, and left defining the HSBP to legislating rather than rule-making.

SHB 1591 covered much of the same ground as the proposed SBE rules, specifying the minimum required components of a High School and Beyond, providing that the HSBP must be initiated in the eighth grade and amended annually, and directing the SPI to develop and disseminate an inventory of best practices for a high-quality HSBP and identify barriers to implementation. The bill passed the House Education Committee unanimously, but did not receive further action. However, E2SSB 2214, an omnibus bill on assessments and related subjects, incorporated the language of HB 1591 with certain additional provisions. E2SSB 2214 passed the House but did not pass the Senate.

With the critical role of the High School and Beyond Plan in the Career and College-Ready Framework now established, and legislative interest so high, is time to complete the work begun in the last session to ensure that every student, regardless of circumstances, has access to a high-quality plan.

Legislative Action

The Board urges the Legislature to adopt legislation in the 2016 Session defining the fundamental elements of the High School and Beyond Plan in order to ensure that every student is served by a high-quality plan, while leaving appropriate discretion to districts to tailor plans and procedures to individual student needs.

If you have questions regarding this memo, please contact Jack Archer at jack.archer@k12.wa.us

LEGISLATIVE PRIORITY:
PROFESSIONAL LEARNING FOR EDUCATORS

Background

The State Board of Education has repeatedly advocated for state funding for professional learning for educators as a necessary support for a redefined program of basic education. Raising the standard of achievement for all students requires effective teaching, and effective teaching requires adequate, concentrated and focused professional learning. This is the more imperative when our educators must align instruction with new, more rigorous standards and assessments.

The Legislature recognized this fundamental need when it enacted the landmark Education Reform Act of 1993 that set the state on a new path of performance-based education. In ESHB 1209, the Legislature found "that improving student achievement will require time and resources for educators to collaboratively develop and implement strategies for improved student learning."

The Legislature backed its words by funding the equivalent of three days for professional development. The purpose of the funding was to provide "additional time and resources for staff development and planning intended to improve student learning for all students, including students with diverse needs, consistent with the student learning goals in RCW 28A.150.210."

As we know, that support was not maintained. Over time the funded days for professional development fell victim to budget pressures. The first of the three was eliminated in 2002, the last in 2010.

Since then districts have had to rely entirely on basic education waivers from the SBE, the use of partial days – both of which take instructional time from students -- or local levy dollars to provide the collaborative time staff must have to provide the instruction students must have to meet higher standards.

In its 2013 report to the Legislature, the Quality Education Council said that "Statewide reforms such as implementation of the Common Core State Standards and increased statewide accountability create a greater need for coordinated, focused and aligned professional learning." Its recommendations included:

a. Create a common definition of professional learning that will guide state, regional, and local policy and investments in professional development for all educators.
b. Invest in up to ten days of content-specific professional development outside of the 180-day school calendar so that educator development does not take away from the instructional hours of students, by school year 2017-18.
c. Allocate mentors and instructional coaches in the basic education formula.
d. Provide continued statewide support for professional learning through the regional network of OSPI and the nine educational service districts.

Bills introduced in 2014 contained key elements of a sound state policy for ongoing professional learning linked to state goals for student achievement. They remain a good starting point for legislation in 2016. While differing in significant details, these bills had in common an understanding that the state cannot

meet the goals of basic education without a strong and reliable program of professional learning for educators. In the words of SB 5959,

> The legislature finds that because research shows that high-quality educators are so important for student success, that ongoing training and professional development is essential to support educators and increase student learning. The legislature further finds that part of the plan for meeting the constitutional obligations to fully fund a program of basic education must therefore include increased professional development and training in order to give educators and principals the tools they need to be successful with the new reforms already established.

In its 2014 report on educational system health, the SBE made a recommendation to expand and fully fund high-quality professional learning. Reviewing the research literature in this area, the Board found that professional learning "has the potential to bring about substantial increases in student achievement. This finding is supported by myriad qualitative reports from educators who experience quality professional learning as having an immediate and significant impact on student performance."

In November 2014 the SBE adopted a position statement recommending that the Legislature incorporate the equivalent of ten days of district-directed professional development, outside of the 180-day school calendar, into the state's program of basic education. The Board stated, in part, that

> A primary goal of the State Board of Education is to ensure that all students are prepared for career and college. Achieving this goal requires a portfolio of bold reforms. One essential component of that portfolio is sustained, state-funded professional learning which supports job-embedded professional development activities as an essential, built-in component of the school year calendar. . . .
>
> Currently, systematic professional development for teachers is treated by our funding system as a local enhancement, a non-essential add-on that practitioners must live without if their district lacks a local levy, or has a levy constrained by other costs. This flies in the face of what the research tells us, and practitioners know to be true: It is impossible to deliver high-quality, system-wide instruction without embedded opportunities for reflection, collaboration, inquiry, and planning for teachers.

No legislation was proposed in 2015 to require state funding of professional learning for educators. Nor was provision made for it in the2015-17 biennial budget.

Legislation supported by the SBE, however, did advance to implement the QEC recommendation to create a common definition of professional learning to guide local, regional and state policy and funding. SHB 1345 defined professional learning to mean "a comprehensive, sustained, job embedded, and collaborative approach to improving teachers' and principals' effectiveness in raising student achievement," and set standards for the content and process of professional learning to help ensure a strong return on investment in student learning. SHB 1345 passed the House with strong bipartisan support, but did not pass the Senate.

Legislative Action

Begin the phase-in of the equivalent of ten funded days for educator professional learning, outside of the minimum 180-day school calendar, within the state's program of basic education. To support that policy, the Legislature should adopt a statewide definition and standards for effective professional learning aligned to state and district goals for student achievement.

If you have questions regarding this memo, please contact Jack Archer at jack.archer @k12.wa.us.

LEGISLATIVE PRIORITY:
EXPANDED LEARNING OPPORTUNITIES

Background

A large body of research points to the harm done to economically disadvantaged students from the lapse in learning during the long summer breaks between school years.

> As numerous studies from 1906 on have confirmed, children lose ground in learning if they lack opportunities for building skills over the summer. . . By the end of the summer, students perform on average one month behind where they left off in the spring. Summer learning loss is most acute for low-income children, who do not have access to the same formal and informal learning opportunities their higher income peers enjoy. While most students lose math skills without practice in the summer, low-income youth also lose about two months in reading achievement, while their higher-income peers actually make slight gains. These losses are cumulative and can lead to significant losses later in life.[i]

In its January 2014 Report to the Legislature the Quality Education Council (QEC) recommended that school districts be encouraged to deliver instructional programs in high-poverty and high-ELL schools that are specifically designed to help close the education opportunity gap by preventing summer learning loss. The QEC recommended that such programs be administered through the Learning Assistance Program (LAP), which allocates state funding to districts, based on a poverty factor, for supplemental services to improve student achievement.

The Legislature subsequently enacted 2SSB 6163, Relating to expanded learning opportunities, in the 2014 Session. The act declared legislative findings that (1) studies have documented that many students experience learning losses when they do not engage in educational activities during the summer, that (2) research shows that summer learning loss contributes to educational opportunity gaps between students, that (3) falling behind in academics can be a predictor of whether a student will drop out of school, and that (4) such academic regression has a disproportionate impact on low-income students. "The Legislature acknowledges," the act stated, "that access to quality expanded learning opportunities during the school year and summer helps mitigate summer learning loss and improves academic performance, attendance, on-time grade advancement, and classroom behavior."

2SSB 6163 created an Expanded Learning Opportunities Council, with representation by the SBE, to advise the Governor, Legislature, and Superintendent of Public Instruction on a comprehensive expanded learning opportunities system, with particular attention to summer learning loss. The Council was directed to make its first report by December 1, 2014, and then every December 1 thereafter through 2018.

The SBE made increasing access to high-quality expanded learning opportunities (ELOs) one of the recommended reforms in its legislatively mandated report on Statewide Indicators of Educational Health in 2014. The specific intents of this reform, the Board said, are to improve student achievement in the 3rd grade literacy, 8th grade high school readiness, and high school graduation.

ELOs, in the SBE report, embrace not only summer programs but also before-and-after-school programs, weekend programs, and extended-day, -week-, or -year programs where the outcomes include increased academic performance of the participants. The Board defined high-quality ELOs as those that:

- Engage participants through innovative practices and diverse learning methods;
- Align in-school and out-of-school learning by coordinating with schools to create enriching experiences with activities that complement classroom-based instruction;
- Offer academic support to students who are struggling in school and promote deeper learning for those who are demonstrating success;
- Engage with communities, schools, and families to support children's learning.

Chapter 28A.165 RCW, which governs the state's Learning Assistance Program (LAP), includes extended learning opportunities occurring before or after the regular school day, on Saturday, and beyond the regular school year among services and activities that may be supported by the program The SBE report pointed to the inventory of research-based practices for LAP developed by the Washington State Institute for Public Policy, which identified academically focused summer learning as one of two evidence-based practices associated with improved outcomes for students.

Legislative Action

The Board urges the Legislature to establish and support a program of expanded learning opportunities directed to raising the academic achievement of economically disadvantaged children. Options for implementation of this recommendation include:

- Create a pilot program for an extended school year to combat summer learning loss and provide an opportunity for evaluation of the effectiveness of an extended school year in improving student achievement, closing the educational opportunity gap, and providing successful models for other districts to follow, as directed by 2SSB 6163 and developed by the Expanded Learning Opportunities Council.
- Amend the laws pertaining to the Learning Assistance Program to provide that school districts may use LAP funds to develop and deliver instructional programs specifically designed to help close the opportunity gap by preventing summer learning loss, as proposed by the Quality Education Council.
- Create an enhanced LAP allocation specifically directed to increasing access to expanded learning opportunities to prevent summer learning loss.
- Refine the rules for General Apportionment allocations to better support summer learning opportunities.

If you have questions regarding this memo, please contact Jack Archer at jack.archer @k12.wa.us.

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[i] S. Pitcock and B. Seidel. "Summer Learning: Accelerating School Success." *The State Education Standard*, National Association of State Boards of Education. 15:1 (January 2015). The authors provide citations to recent research documenting the effects of summer learning loss on student achievement and in widening gaps.

APPENDIX 5 – Salary Allocation Model Supplemental Information

Certification

In Washington State, the Professional Educator Standards Board (PESB) has defined two levels of certification for new teachers- residency and professional certification. The two tiered system was designed to follow a career progression from entry or novice levels of skills to career or advanced levels. The ProTeach Portfolio was developed to provide teachers holding a residency certificate with an evidence-based, uniform assessment through which to demonstrate the required knowledge and skills that demonstrate a positive impact on student learning in order to attain a professional certificate. The Washington Administrative Code (WAC) further clarifies that such a teacher is defined as a "teacher, through instruction and assessment, who has been able to document students' increased knowledge and/or demonstration of a skill or skills related to the state goals and/or essential academic learning requirements."[1]

The knowledge and skills that teachers are expected to know and demonstrate are part of the PESB's Program Approval Standards and are based on the national Interstate Teacher Assessment and Support Consortium (InTASC) standards.

Knowledge and skills-based pay is additional compensation for the attainment and continual development of specific skills, knowledge and competence in effective teaching practices that leads to increased student achievement. Many knowledge and skills-based pay structures are tied to well-established national standards for educator practice, like the Interstate New Teacher Assessment and Support Consortium (InTASC)[2] or National Board for Professional Teaching Standards (NBPTS)[3], while others have been directly linked to school or district defined needs for professional development.

Knowledge and skills-based pay in public education is based on the concept of competency pay from the private sector. Initially called "skills-based pay", it has been used "as a generic term to describe compensation for individuals for the skills they demonstrate, rather than for the particular job they occupy". [4] "Competency pay" is a more recent term used to describe pay for the development of "more abstract knowledge or for behaviors that are less easily observable than most skills in skill pay".[5] Competency pay in the school setting can support the development of "a culture of concern for personal growth and development of a highly talented work force,"[6] which is the basis for knowledge and skills-based pay structures. In public education settings, such a pay structure could be used "to provide incentives for teachers to develop their knowledge, skills and competencies in new and more effective forms of pedagogy, deeper and more conceptual subject matter knowledge needed to teach consistently with the ways children learn advanced cognitive expertise, and the leadership and

management skills needed to engage in effective school-site management and decision making."[7]

In a single salary schedule, a teacher receives additional pay increases related to the number of years of service and additional degrees or college credits acquired. In a knowledge and skills-based pay structure, teachers are provided additional pay increases through demonstration "that they have acquired and can apply classroom-relevant knowledge and skills that represent higher levels of expertise or higher levels of teaching practice."[8] The proposed salary allocation model by the Compensation Technical Working Group (TWG) provides pay increases through the levels of certification. The certification process involves multiple objective measures of the knowledge and skills of a teacher.

In most of the sample salary allocation models reviewed by the Compensation TWG, the models were aligned to the levels of certification for a teacher and modeled on the amount of years a teacher would spend in each level. Several models included a third level for a master teacher which led to discussion on how a master teacher would be defined and distributed. The Compensation TWG concurred with the master teacher recommendation by the Professional Educator Standards Board (PESB) that found a third level Washington certificate for master teacher would be duplicative of National Board for Professional Teaching Standards certification and would not be portable from state to state.[9]

Arguments For Including Certification Level in the SAM

- The authorizing statute for the Compensation TWG clearly states that the salary allocation model should be aligned to certification expectations.
- The certification process is designed to allow teachers to gain additional knowledge and skills and demonstrate them in an objective assessment.
- The continuum of teacher knowledge and development is recognized in the certification levels, with an entry level residency certificate, a middle level professional certificate and an optional advanced National Board for Professional Teaching Standards (NBPTS) certificate.
- Research indicates that the InTASC standards that the residency and professional certification are aligned to have a significant influence on teacher effectiveness.[10]
- Increases in pay should be tied to both the attainment of additional professional development, but also the demonstration of professional competencies through the certification assessments, ProTeach Portfolio and the NBPTS certification process.

Arguments Against Including Certification Level in the SAM

- Research has not been completed on the effect of the ProTeach Portfolio and professional certification attainment on student achievement and teacher effectiveness.
- Additional resources will be needed to track the status of teacher certification in order for certification steps on the salary allocation model to be paid.
- Additional guidance from PESB is needed to define how teachers with historical licenses or out of state licenses will be placed on the salary allocation model.

- Allowing a certificate to lapse or not be renewed would result in no movement on the salary allocation model.

Certification Recommendation

The Compensation Technical Working Group recommends that the salary allocation model be aligned to the residency and professional certification levels. Additionally, National Board for Professional Teaching Standards certification is embedded in the salary allocation model, rather than being paid as a separate bonus. The additional increases in compensation identified in the salary allocation model occur for the professional certificate level and a minimum of four years of experience and as a proxy for the first renewal of the professional certificate at nine years of experience.

Years of Experience

In the teaching profession, experience is highly valued with a majority of states paying for increased experience. Experience is a common factor in many human resource policies: "the idea is that experience, gained over time, enhances the knowledge, skills and productivity of workers."[11]

It is difficult to measure the effect of experience on teacher effectiveness; however some broad conclusions can be made about the relationship between educator experience and effectiveness. In general, it appears some experience does have an impact on student achievement, although less than other measurable teacher attributes.[12] The impact of experience on teacher effectiveness is the most pronounced in approximately the first six years of teaching, with the increased effectiveness leveling off over time.[13] Other research indicates that teachers with more than 20 years of experience are more effective than teachers with no experience, but are not much more effective than those with five years of experience.[14]
The Compensation Technical Working Group discussed the value of years of experience, including references to the Washington State Institute for Public Policy (WSIPP) meta-analysis (Exhibit 1-Estimates of the Effect of Years of Teaching Experience on Student Outcomes) that found the effect of teacher experience on student learning being the most pronounced in the first five years.[15] After this initial period of rapid growth and improvement, the gains in effectiveness become smaller.

Some members believed delaying an increase in compensation until after the fourth year of experience will incentivize the retention of certificated instructional staff. National research indicates a relationship between turnover and experience, "with the least and most experienced teachers most likely to depart their schools."[16] According to the Professional Educator Standards Board (PESB), in Washington this pattern holds true with, "most of the teachers who leave a district do so earlier in their careers. There is also a bump for those who leave at about 30 years of experience, presumably to retire."[17]

However, some members did not believe that the increase should be delayed until after the fourth year of experience. The Washington State Legislature and PESB designed a continuum of teacher development that encourages teachers to pursue professional certification post-induction with achievement of the certification by the end of their third year of teaching. The concern is that a delay in the percentage increase until the fifth year of teaching, after the individual has attained four years of experience, will cause educators to delay gaining the knowledge and skills competencies represented by the professional certificate one year. Thus the recommendation from some members was a smaller increase for teachers attaining the professional certificate at year four, after three years of experience, which would join with the 20 percent retention-related increase at year five, after four years of experience.

Arguments For Including Years of Experience in the SAM

- Some believe that providing increased pay after a certain number of years of experience will improve teacher retention.
- As teacher effectiveness increases the most dramatically in the first five years, additional compensation should be directed to that period.
- By virtue of remaining current on certification expectations and receiving successful evaluations, more experienced teachers are usually the more effective teachers.
- Additional increments for years of experience is a model teachers are familiar with nationwide.

Arguments Against Including Years of Experience in the SAM

- Experience serves as a proxy for effectiveness; it is not a direct measurement of teacher effectiveness.
- Default longevity compensation increases do not incentivize behavior and some ineffective teachers could continue to receive increased compensation.
- The rate of effectiveness declines with more years of experience, at some point teachers may not be as effective and should not receive additional compensation.

Experience Recommendation

The Compensation Technical Working Group (TWG) recommends that experience be tied with the progression from the residency certification to the professional certification or the NBPTS certification with bumps after four and nine years of experience. The first increase after four years of experience is contingent with attainment of the professional certificate. The proposed salary allocation model reduces the number of annual increments from the current model, allowing employees to maximize their compensation earlier in their career and increase the recruitment of additional employees into public education. The Compensation TWG recommends that an annual cost of living adjustment (COLA) be applied to all salary allocations. It is important to note that this COLA will be provided every year, regardless of the employees' placement on the salary allocation model.

National Board for Professional Teaching Practices (NBPTS)

The Compensation Technical Working Group (TWG) reviewed several methods of defining an accomplished teacher for the purpose of providing additional compensation for such teachers on the salary allocation model. Part of their analysis included the discussion of a "master teacher" definition in the report, "*Strengthening The Continuum of Teacher Development: Professional Educator Standard's Board Response to the Charges in ESHB 2261"*. In this report, the PESB concluded that a separate license for a "Master" teacher would be cost prohibitive and duplicative of National Board for Professional Teaching Standards certification, which has national prestige and reciprocity with many states. The Compensation TWG concluded that National Board for Professional Teaching Standards (NBPTS) certification would be the process through which to recognize accomplished teachers in the salary allocation model.

The Washington State Institute of Public Policy (WSIPP) (Exhibit 4-Estimates of the Effect of Having a NBPTS Certified Teacher on Student Outcomes) reviewed studies on the effect of NBPTS-certified teachers on student achievement outcomes, with the research question *"Are NBPTS-certified teachers more effective than non-NBPTS certified teachers?"* The WSIPP meta-analysis of previous research found that "a teacher with NBPTS-certification can boost student test scores from 0 to .06 standard deviation units per year; best estimate= .026 standard deviations."

While the WSIPP meta-analysis of the effect NBPTS-certified teachers have on student achievement found that students taught by a NBPTS-certified teacher outperform those taught by a non-certified teacher, it should be noted that no research focused on the effect of National Board certification on student learning within Washington state has been conducted to date.

Additional areas of research have been identified to further understand the NBPTS certification effect:

- The majority of research has found that the process of attaining a NBPTS certification leads to increased teacher knowledge and effectiveness as well as the fact that the NBPTS process is an effective means of recognizing teachers who are already highly effective.
- The use of NBPTS-certified teachers in additional roles and responsibilities within schools and school districts, such as instructional coaches, mentor teachers and teacher leaders has been studied. The majority of research has found that NBPTS-certified teachers are more involved in leadership opportunities following attainment of the certificate.
- Research has found that NBPTS-certified teachers have the same or lower rates of exiting the public education system compared to other teachers.

Arguments For Including NBPTS Certification in the SAM

- Effective, highly trained and certificated teachers should receive additional compensation based on their ability to greatly affect student achievement.
- NBPTS-certified teachers benefit other teachers within their school and school district, serving as a resource on best teaching practices.
- Teachers are motivated by the idea that there is a career continuum where additional knowledge and skills is recognized with additional compensation.
- By embedding compensation for NBPTS in the salary allocation model, the funding will be guaranteed and not subject to reductions by the Legislature. The existing bonuses are a part of an NBPTS certified teacher's planned annual income and therefore should be stabilized in our state funding system.

Arguments Against Including NBPTS Certification in the SAM

- Some teachers feel that providing additional compensation for "accomplished" teachers could negatively impact the collaborative relationship between teacher colleagues.
- The NBPTS certification process is costly, time consuming and largely dependent on an individual teacher's capacity to assume the cost and time obligations. There are conditional loans available from the state that depends on successful completion and awarding of the NBPTS certification.
- The proportion of NBPTS-certified teachers within a district is inequitable around the state and within school districts, leading to unequal access to accomplished teachers.
- Many schools and districts have not yet identified the leadership potential of NBPTS-certified teachers to assist with school improvement efforts and other education reforms.

NBPTS Certification Recommendation

The Compensation TWG recommends that an accomplished teacher distinction should be included in the salary allocation model; the group believes that NBPTS certification is an objective measure of accomplished teaching and should be embedded in the salary allocation model. As such, the group recommends that compensation for NBPTS certification be included in the definition of basic education.

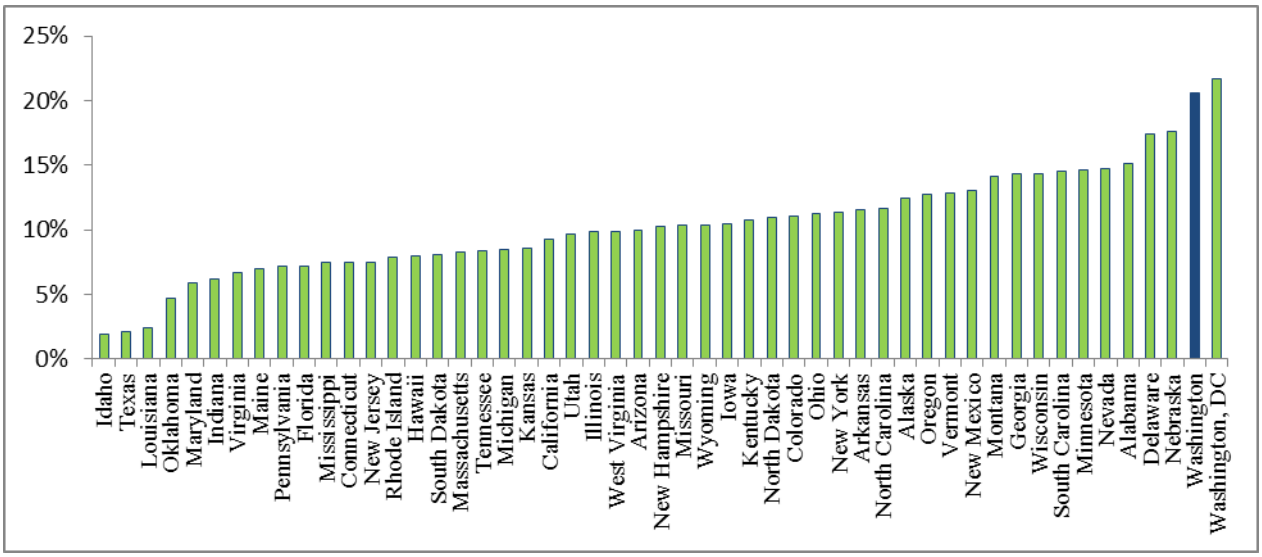
Levels of Education

Earning advanced levels of education beyond the entry degree (Bachelor's degree) required to join the teaching profession is currently part of the salary allocation model, with increased compensation for a Master's degree or Ph.D. and additional clock hours or credit hours. Nationally, half of all teachers hold Master's degrees and the number of teachers in the United States with Master's degrees has nearly doubled in the last 50 years.[18] States and school districts have viewed an advanced degree as a proxy for teacher quality and many financially

incentivize the movement from a Bachelor's to Master's degree through an increased compensation, often called the "master's bump." The research on graduate degrees and teacher effectiveness is limited to studies that measure the effect on student achievement in only a few subjects and grade levels. The studies have found mixed results. The Washington State Institute for Public Policy (WSIPP) (Exhibit 2- Estimates of the Effect of Teacher Graduate Degrees on Student Outcomes) conducted a meta-analysis on graduate degrees, in general, and found that the effect of general graduate degrees on student achievement gains is minimal. The WSIPP meta-analysis on in-subject Master's degrees (i.e. a Master's in Math for a teacher teaching math) shows some association with higher student scores on tests.

Educational levels, including Master's degrees in general and Master's degree in the subject a teacher is teaching were discussed by the Compensation Technical Working Group, with division on whether education levels should be included in the base allocation model. Requiring that the degree match the assignment of a teacher could have unintended consequences, with some teachers being asked to work out of subject area and no longer being eligible for the increased pay. Some members felt that degrees should only be recognized if they are part of an educator's professional growth plan. Other members felt it should not be included because the research indicated that it does not have an effect on student achievement, as measured by student test scores. Targeting continuing education for specific competencies or outcomes was preferred, not awarding just any type of credits or clock hours. The discussion also included how to incorporate a beginning teacher who enters the profession with a Master's degree.

Exhibit 1: The Base Salary Premium for a Master's Degree, by State, 2007-08



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School District Data File," 2007-08. The degree premium is the salary for a teacher with an MA and zero years of experience divided by the salary for a teacher with a BA and zero years of experience.

As displayed in Exhibit 71, the premium that states have invested in Master's Degrees or the "master's bump" varies greatly. Washington State currently pays the highest differential between a Master's degree with zero years of experience and a Bachelor's degree with zero years of experience at 21 percent.

Arguments For Including Levels of Education in the SAM

- Public education is dedicated to educational attainment; in line with that value, teachers should be compensated for additional graduate degrees and clock hours/credits obtained.
- Master's degrees, whether in subject area endorsements or in general elementary or secondary education, result in a more educated employee and such professional development should be compensated.

Arguments Against Including Levels of Education in the SAM

- Research seems to indicate that Master's degrees, in general, are not associated with increased student achievement.
- The current salary allocation model Master's degree bump is 21 percent, while the national average is 9 percent. Washington should not continue to financially reward a course of study that is not associated with increased effectiveness.

Levels of Education Recommendation

The Compensation Technical Working Group recommends that educational levels be included in the salary allocation model. The group believes that advanced degrees should be approved by the school district and related to current or future teaching assignments in order to receive additional compensation.

ENDNOTES

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[17] Experience Level-Teachers. Professional Educator Standards Board (PESB) Workforce Data. Retrieved June 26, 2012 from http://data.pesb.wa.gov/workforce/demographic/experience/teacher

[18] National Center for Education Statistics. (2003) Digest of Education Statistics 2002. Washington D.C. U.S. Department of Education, Table 85 http://nces.ed.gov/programs/digest/d02/tables/dt085.asp

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	2015-16 Minimum Basic Education Requirements Compliance
As Related To:	☐ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☐ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☐ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☒ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	• Have all 295 districts assured compliance with minimum basic education requirements?
Possible Board Action:	☐ Review ☒ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☒ Memo ☒ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	This section of the board packet includes a memo describing the minimum basic education requirements compliance process and the changes that were made to Form Package 600 for the 2015-16 school year. The memo also includes a sample copy of a district's approved Form Package 600. The Board will consider approval of the 2015-16 minimum basic education requirements compliance report on November 5, 2015 during business items.

2015-2016 MINIMUM BASIC EDUCATION REQUIREMENTS COMPLIANCE

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

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

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

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

District graduation requirements are reported on page two of the compliance report so that SBE may respond accurately to questions about district requirements from other school districts, the Legislature, and The Office of Superintendent of Public Instruction (OSPI). These questions were updated for the 2014-15 school year to collect data on Career Technical Education course equivalencies and other credit and non-credit district graduation requirements. The other credit and non-credit district graduation requirements include the High School and Beyond Plan, culminating project, computers and digital technology, community service, and personal finance. These questions were further updated for the 2015-16 school year to collect data on whether the district has a waiver of the 180 school day requirement, which method of calculating instructional hours is used, and the number of science credits that are laboratory science credits.

On July 30, 2015 the SBE launched the basic education compliance reports in the OSPI iGrants system. On July 31, 2015 the SBE notified all districts that they must complete and submit the online report by September 15, 2015. After the deadline, periodic reminders were sent to districts that had not yet submitted compliance reports.

STATE BOARD OF EDUCATION

2015-2016 — Minimum Basic Education Requirement Compliance

Please Check One		
In Compliance	NOT in Compliance	
☐	☐	**Kindergarten Minimum 180-Day School Year** (RCW 28A.150.220. RCW 28A.150.203) The kindergarten program consists of no less than 180 half days or equivalent (450 hours) per school year.
☐	☐	**Kindergarten Total Instructional Hour Offering** (RCW 28A.150.220. RCW 28A.150.205. WAC 180-16-200) The district makes available to students enrolled in kindergarten at least a total instructional offering of 450 hours.
☐	☐	**Grades 1-12 Minimum 180-Day School Year** (RCW 28A.150.220. RCW 28A.150.203) The school year is accessible to all legally eligible students and consists of at least 180 school days for students in grades 1-12, inclusive of any 180-day waivers granted by the State Board of Education.
☐	☐	**Grades 1-12 Total Instructional Hour Offering** (RCW 28A.150.220(2). RCW 28A.150.205. WAC 180-16-200) The district makes available: a. A district-wide average of at least 1,000 instructional hours in grades 1-8 and a district-wide average of at least 1,080 instructional hours in grades 9-12, **or** b. A district-wide average of 1,027 hours in grades 1-12.
K-12 Districts Only **State High School Graduation Minimum Requirements** (RCW 28A.230.090, WAC 180-51-067)		
☐	☐	All subject areas are aligned with the state's high school learning standards and essential academic learning requirements, and at a minimum meet grades 9-10 grade level expectations. District high schools meet or exceed all state minimum graduation requirements.
If your district is NOT in compliance with any of these requirements, please explain why.		

NOTE: CONTINUES ON NEXT PAGE. IN IGRANTS, THIS DOCUMENT APPEARS AS ONE PAGE TO DISTRICT USERS.

Has your district been granted a waiver of the minimum 180-day school year requirement by the State Board of Education for the 2015-16 school year? ☐ Yes ☐ No

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

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

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

☒ District-wide average 1,027 instructional hours in grades 1-12

CERTIFICATION OF COMPLIANCE	
The following persons named below certify that the information stated herein is true and correct and that **Aberdeen School District** meets the basic education program requirements contained in RCW 28A.150.220 and the minimum high school graduation requirements set forth in WAC 180-51-067 for students entering the ninth grade on or after July 1, 2012. The undersigned further acknowledge that a copy of this document has been provided to the district's Board of Directors and that the district has maintained records in its possession supporting this certification for auditing purposes.	
Dr. Thomas A. Opstad **School District Superintendent**	09/11/15 **Date (MM/DD/YY)**
Mrs. Sandra Bielski **Board President or Chair**	09/15/15 **Date (MM/DD/YY)**

District Graduation Credit Requirements

Districts are also asked to provide the following information about district requirements for high school graduation. Minimum state graduation requirements can be found at **http://sbe.wa.gov/GradRequirements/ClassOf2016.php**.

K-12 Districts Only
Indicate your district's graduation requirements in the table below.

SUBJECT	District Graduation Credit Requirements for Class of 2016
English	4.0
Math	3.0
Social Studies	3.0
Science How many are laboratory science credits? 1.0	2.0
Arts	1.0
Occupational Education/CTE	1.0
Health and Fitness	2.5
World Languages	0.0
Electives	5.0
Other District Requirement for Credit (select all that apply): ☐ High School and Beyond Plan ☐ Culminating Project ☐ Community Service ☑ Computers and Digital Technology ☐ Personal Finance ☐ Other (specify):	0.5

NOTE: CONTINUES ON NEXT PAGE. IN IGRANTS, THIS DOCUMENT APPEARS AS ONE PAGE TO DISTRICT USERS.

TOTAL	**22.0**

What non-credit district graduation requirements do you have? (Select all that apply.)

- [x] High School and Beyond Plan
- [x] Culminating Project
- [x] Community Service
- [ ] Computers and Digital Technology
- [ ] Personal Finance
- [ ] Other (specify):

Does your district award competency-based credit? Yes

If yes, in what subjects?

World Languages, Fitness, Make-up in opportunities in English, Math and Science through performance on state assessments or the equivalent.

Graduation requirements effective with the **Class of 2019** can be found at **http://sbe.wa.gov/GradRequirements/ClassOf2019.php**.

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Collections of Evidence Data Spotlight
As Related To:	☒ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☒ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☐ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☐ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☐ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	While the majority of students participate in and meet standards on the regular high school assessments and on specified options for students with an IEP, many students rely on approved alternatives to meet diploma requirements in at least one content area. Several key questions include the following. 1. What are the graduation alternatives that are available to students who have not met standard on the HSPE and EOC? How many students access each of the graduation alternatives? 2. What exactly is a Collections of Evidence and what is the success rate of students accessing the Collection of Evidence option? 3. Which student groups have the highest participation rates on the Math Collection of Evidence? Are Targeted Student Groups accessing the Math Collection of Evidence at a different rate than the White and Asian student groups?
Possible Board Action:	☒ Review ☐ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☒ Memo ☒ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	Every year, more than 5000 students access one or more of the approved alternatives to fulfill a high school graduation requirement. Far more students seek an alternative to fulfill the math requirement and (by far) most select the Collection of Evidence option. This data spotlight section of the packet includes the following: • Review of graduation alternatives • Data on the Math Collection of Evidence • Update on the implementation of *Bridge to College* transitional courses • State comparison of Smarter Balanced 2015 results Following the SBE staff presentation, the Board will hear a presentation from Brian Goforth and Allison Harding from the Vancouver SD who will share their COE experiences with the Board.

COLLECTIONS OF EVIDENCE DATA SPOTLIGHT

Policy Considerations

No board action directly related to this data spotlight is expected at the November 4-5, 2015 board meeting. However, this spotlight reviews graduation alternative data that are relevant to the Board's discussion of assessments and legislative priorities.

- For Board review, what are the graduation alternatives available to students who have not met standard on the High School Proficiency Exam (HSPE)? How many students access each of the graduation alternatives?
- What is the success rate of students accessing the Collection of Evidence (COE) option?
- Are Targeted Student Groups accessing the COE at a different rate than the Non-Targeted student groups? (Data from the Math COE is examined.)

Overview of Graduation Alternatives

The OSPI provides the CAA/CIA Database to school district staff as a means to monitor student progress toward meeting graduation testing requirements. For recent graduation classes, approximately three-fourths of students use results from the HSPEs and End-of-Course (EOC) exams to fulfill assessment requirements to earn a Certificate of Academic Achievement (CAA) and another one in ten are students with a disability using an Individualized Education Plan (IEP) specified alternative to earn a Certificate of Individual Achievement (CIA). The Figure 1 shows that approximately 85 percent of students met the 2013 testing requirements for reading, writing, and math but not all of these students met the requirement in the typical manner of meeting standards on tests.

For the class of 2013, Washington allows three ways to meet the exit exam requirement to earn a high school diploma. Recent high school graduates in Washington meet the requirements for one of the three ways to earn a diploma specified below and shown in Figure 2. Receipt of a CAA or CIA is noted on the student transcript but diplomas are awarded regardless of the way that the student met the exit exam requirement. Many students meet the testing requirements for graduation but had yet to complete the credit and other requirements.

- Certificate of Academic Achievement (CAA) – Awarded to students who meet all graduation requirements and meets standard in all of the subjects required for their graduation year and none of the subjects were tested using a special education alternative. Students who meet standard on an approved alternative (Collection of Evidence, ACT, SAT, etc.) qualify for the CAA.
- Certificate of Individual Achievement (CIA) – Awarded to students with an Individualized Educational Plan (IEP) who meet all graduation requirements or meets standard on an approved option (Smarter Balanced Off Grade, Basic, DAPE, WA-AIM, and Portfolio).
- Diploma without a CAA or CIA on Transcript – An option for students in the class of 2012 or earlier for whom meeting standard on a math assessment was not a graduation requirement. This is also an option for students receiving an out-of-state transfer waiver or a special unavoidable circumstances waiver.

Figure 1: shows the approximate percentage of students passing state high school assessments.

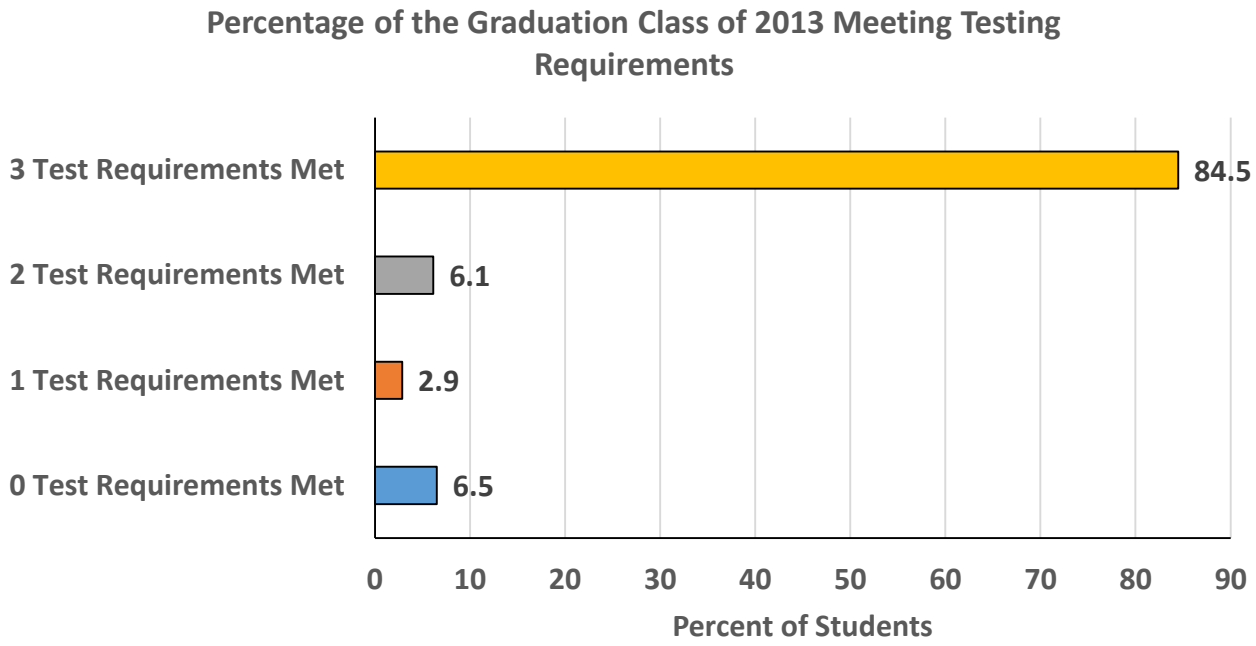
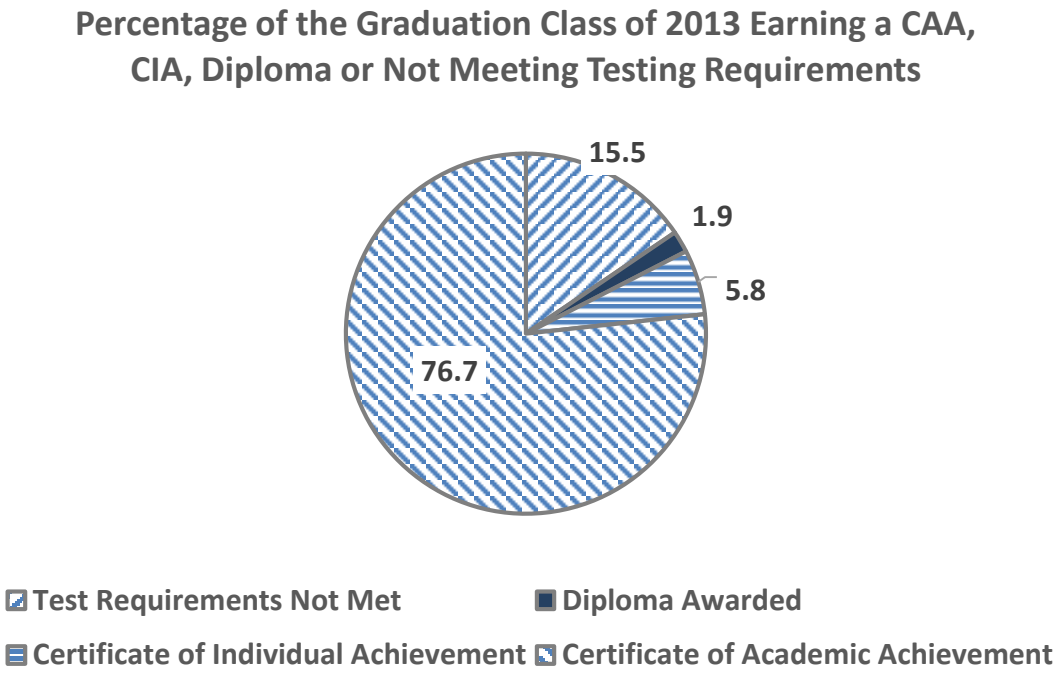


Figure 2: shows the approximate percentage of students meeting the testing requirements to earn a CAA, CIA, and Diploma for the class of 2013.



As would be expected, most students (approximately 71.5 percent) meet high school testing requirements for graduation by meeting standard on the HSPEs in reading and writing and on one math EOC assessment. Many students with an IEP (approximately 6 percent) meet the high school testing requirements for graduation by meeting or exceeding standard on assessments developed specifically for students with a disability (SWD). Of the approximately 20 percent not meeting graduation testing requirement described above, approximately one-half will attempt to meet one or more of the high school graduation requirements through an approved alternative. **In the years examined, 5,000 students or more attempt to use one or more alternatives to meet a graduation testing requirement, and more students seek an alternative to the math testing requirement as compared to reading and writing.**

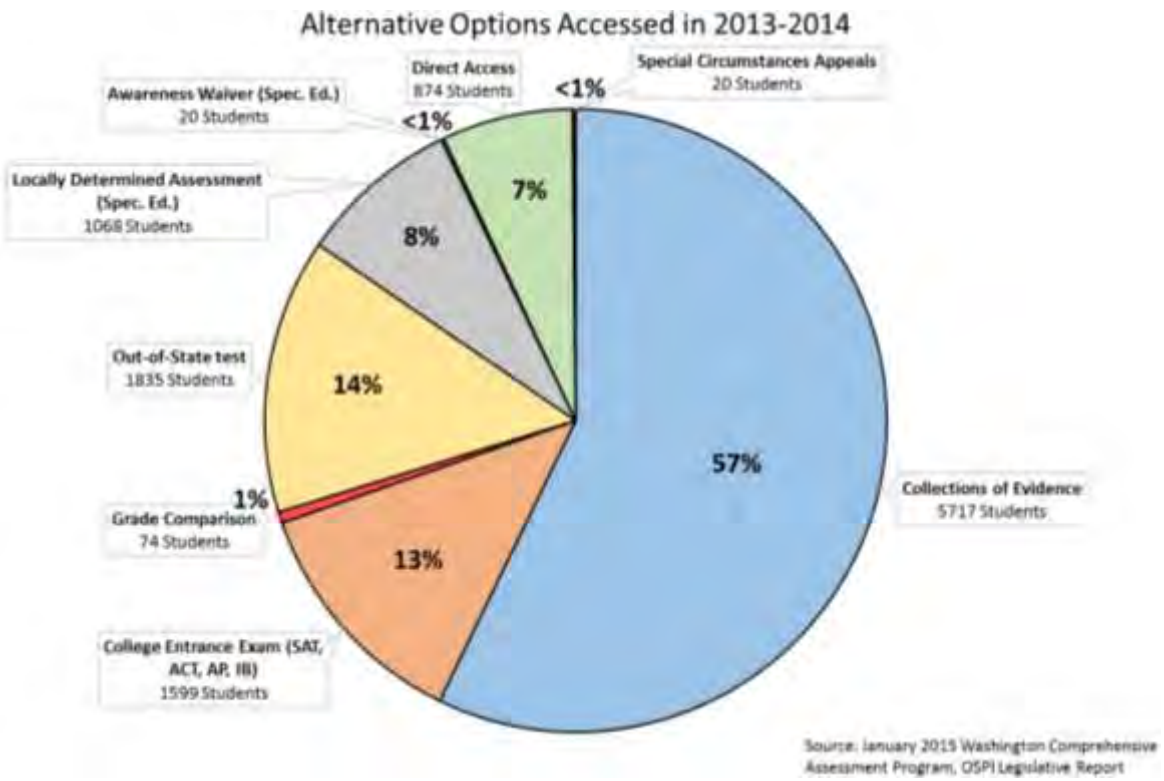
With the understanding that not all students demonstrate mastery of the skills on the traditional exit exam type of assessments required to meet high school graduation requirements, Washington provides students with the opportunity to meet certain graduation requirements by meeting standard on approved alternatives. The assessment alternatives are the focus of this memo and are highlighted in Table 1. Appendix A at the end of this memo includes more detailed information on each graduation alternative.

Table 1: Shows the options students may use to meet certain high school graduation requirements.

Assessment Alternative*	Short Name	Who Uses the Test?
High School Proficiency Exam	HSPE	Most Students
American College Testing	ACT	Any Student
Advanced Placement	AP	
Grade Point Average	GPA	
Scholastic Aptitude Test	SAT	
Collection of Evidence	COE	
In/Out of State Eligible	IS/OOS-E	
Out of State Assessment	WVR-O	Recent Transfers into State
High School Proficiency Exam-Basic	HSPB	Students with a Disability
Developmentally Appropriate Proficiency Exam	DAPE	
WAAS Portfolio	PORT	
Locally Determined Assessment	LDA	
Other-Off Grade Level	OOGL	

*Note: shows the common name for each of the assessment alternatives and the short name or acronym for each of the alternatives.

The graph below (Figure 3) shows the graduation alternative options accessed in 2013-2014 for students who did not meet standard on the exit exam. The COEs were the most frequently accessed of the alternative at 57 percent. Out-of-state transfer waivers were accessed second-most at 14 percent and college entrance exams third at 13 percent.



As displayed in Figure 4, the number of students accessing the COE increased by more than three fold in the 2012-13 school year when the math COE was reintroduced. The subsequent chart (Figure 5) shows that approximately two-thirds of COEs were in math. Students are less likely to meet standard on the math EOC than the reading and writing HSPEs. Therefore, the COE serves as an often-accessed, useful alternative for students having trouble in math.

Figure 4: shows the numbers of students accessing graduation assessment alternatives.

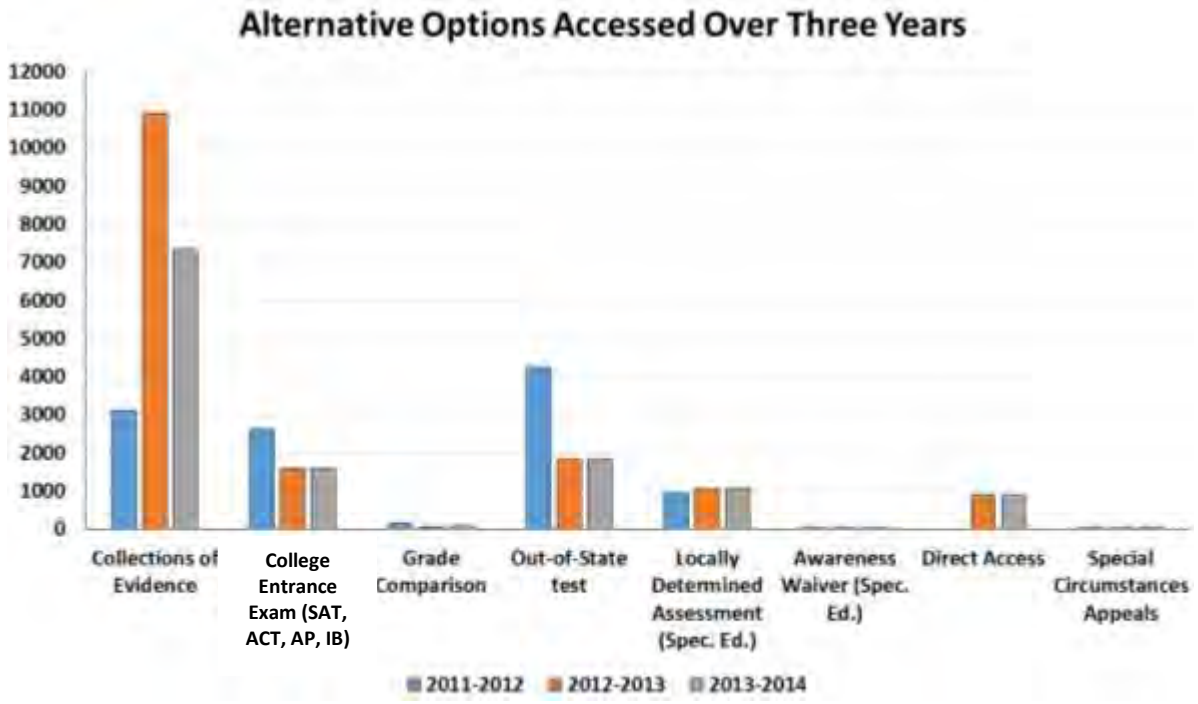


Figure 5: shows the distribution of COEs by content area for 2012-13.

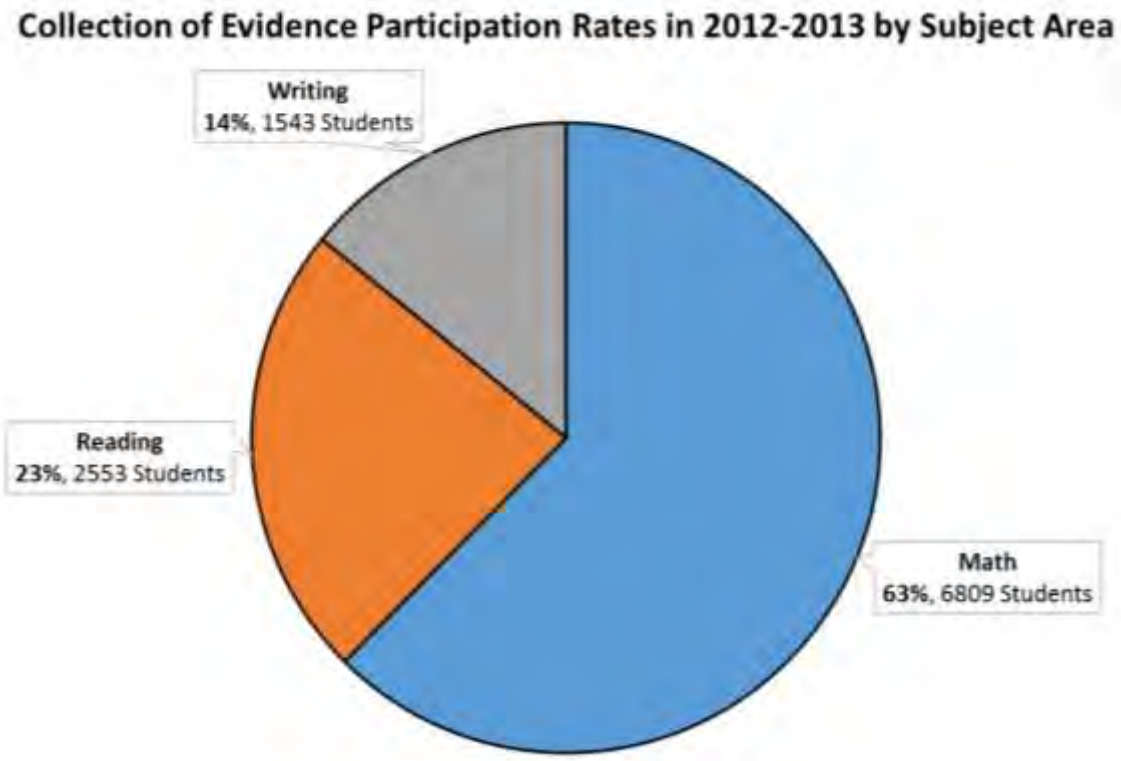


Table 2: Shows the number of students in the class of 2013 attempting to meet high school testing graduation requirements through an approved alternative.

	Reading*	Writing*	Math*
Collection of Evidence	1351	664	3609
Scholastic Aptitude Test	290	233	700
American College Testing	220	65	376
Grade Point Average	11	7	66
Advanced Placement	2	2	0

*Note: the numbers in the table differ from Figure 5 because the former represent completed and scored COEs for the class of 2013 12th graders. Student counts in Figure 5 include COS in progress for all grade levels and regardless of graduation class.

Collection of Evidence

Background Information

The COE is an evaluation of a set of work samples prepared by the student with instructional support from a teacher. The OSPI works with Washington teachers to develop and implement COE passages, tasks and prompts for the reading, writing, and mathematics COE. The passages, tasks and prompts are held in a secure "inclusion bank." Teachers are allowed access to the inclusion bank after registering students for the COE submission.

Students develop their work samples under the direct supervision of educators. Students must follow state guidelines for preparing and submitting collections. The COE is scored at the state level to help ensure the validity and reliability of the assessment. The COE is designed to assess content and skills similar to those assessed on the HSPE and EOC exams.

The COE process is designed to allow students to make multiple submissions over time in a manner that ultimately results in success. The following steps could be followed depending upon how any particular COE is scored.

1. There are two COE submission dates per year and a student may submit one full COE (per content area) on or before each submission date.
2. If a COE submission does not equal or exceed the predetermined minimum score required to meet standard, a subsequent COE may be submitted. The subsequent COE must contain four new work samples and it is recommended that at least one of the four new samples be completed as an on-demand task. Examples of every strand must be present in the collection.
3. An expanded subsequent COE may be submitted if the student's full collection has a score that is 50 percent or less of the proficient cut-score for the content area. An expanded subsequent collection contains five or six new work samples with two on-demand tasks required. Examples of every strand must be present in the collection.

Throughout this process, the student is eligible to continue resubmitting collections so long as the threshold of new work samples is met.

It is difficult to describe characteristics of the students accessing the COE alternative without student-level, longitudinal assessment history. To access the collections of evidence alternative, a student must have failed to meet standard on an HSPE or an EOC at least once. Based on this requisite alone, students of color, students in poverty, and students in Bilingual Education would be expected to participate in COE at disproportionately high rates. It is difficult to characterize the prior academic performance of COE participants, but it would be fair to say that many students scoring at Level 1 access the COE, and that there are more Level 2 students accessing the COE than there are Level 1 students.

2013 COE for the Math EOC Year-1

For the Class of 2013, 3,384 students attempted to use the COE alternative to meet the Math EOC Year-1 testing requirement and the success rates by race/ethnicity subgroup are shown in Table 3. Two important takeaways from the table are:

1. Nearly all students (99.7 percent) were successful on the COE, which is not unusual given the fact that students not meeting standard are allowed to submit subsequent COEs for rescoring.
2. The American Indian/Native Alaskan, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander student groups' participation rate is disproportionately high, while the participation rates for Asian and White student groups are disproportionately low.

Table 3: Summary information for the class of 2013 students attempting to use the Math EOC Year-1 Collection of Evidence to meet high school graduation requirement by race/ethnicity.

Subgroup	Students	% of Math EOC1 COE Attempts	% of Class of 2013	% Meeting or Exceeding Standard*
All Students	**3384**			**99.7**
American Indian/Alaskan Native	56	1.7	1.5	100.0
Asian	157	4.6	7.6	99.4
Black/African American	323	9.5	4.9	99.7
Hispanic/Latino	1077	31.8	16.5	99.5
Native Hawaiian/Pacific Islander	51	1.5	0.8	100.0
White	1554	45.9	63.6	99.7
Two or More	166	4.9	5.1	100.0

*Note: Collections of Evidence not meeting standard after the first submission may be expanded and resubmitted. The COEs represented in this table could have been completed during any of the high school years for the respective class members.

Table 3 shows that student groups often referred to as the Targeted Subgroups use the COE as an alternative to the regular Math EOC at disproportionately high rates. As an example, Hispanic students make up approximately 16.5 percent of the class of 2013 but nearly 32 percent of the students using the COE as an alternative to the Math EOC testing requirement.

Table 4 shows that the success rate on the Math EOC Year-1 Collections of Evidence is very high regardless of participation in Special Education, the Bilingual Education program, or the Free and Reduced Price Lunch program. Takeaways from Table 4 are:

1. Students receiving special education services are under-represented in the COE option
2. English Language Learners (ELLs) and students qualifying for the Free and Reduced Price Lunch program are represented at disproportionally high rates.

Table 4: Summary information for the class of 2013 students attempting to use the Math EOC Year-1 COE to meet high school graduation requirement by special population status.

Subgroup	Students	% of Math EOC1 COE Attempts	% of Class of 2013	% Meeting or Exceeding Standard*
All Students	**3384**			**99.7**
SWD - No	3253	96.1	91.1	99.8
SWD - Yes	131	3.9	8.9	96.9
Bilingual - No	3038	89.8	96.8	99.8
Bilingual - Yes	346	10.2	3.2	99.1
Low Income – No	1276	37.7	60.1	99.8
Low Income - Yes	2108	62.3	39.9	99.7

*Note: COE not meeting standard after the first submission may be expanded and resubmitted. The COEs represented in this table could have been completed during any of the high school years for the respective class members.

Summary

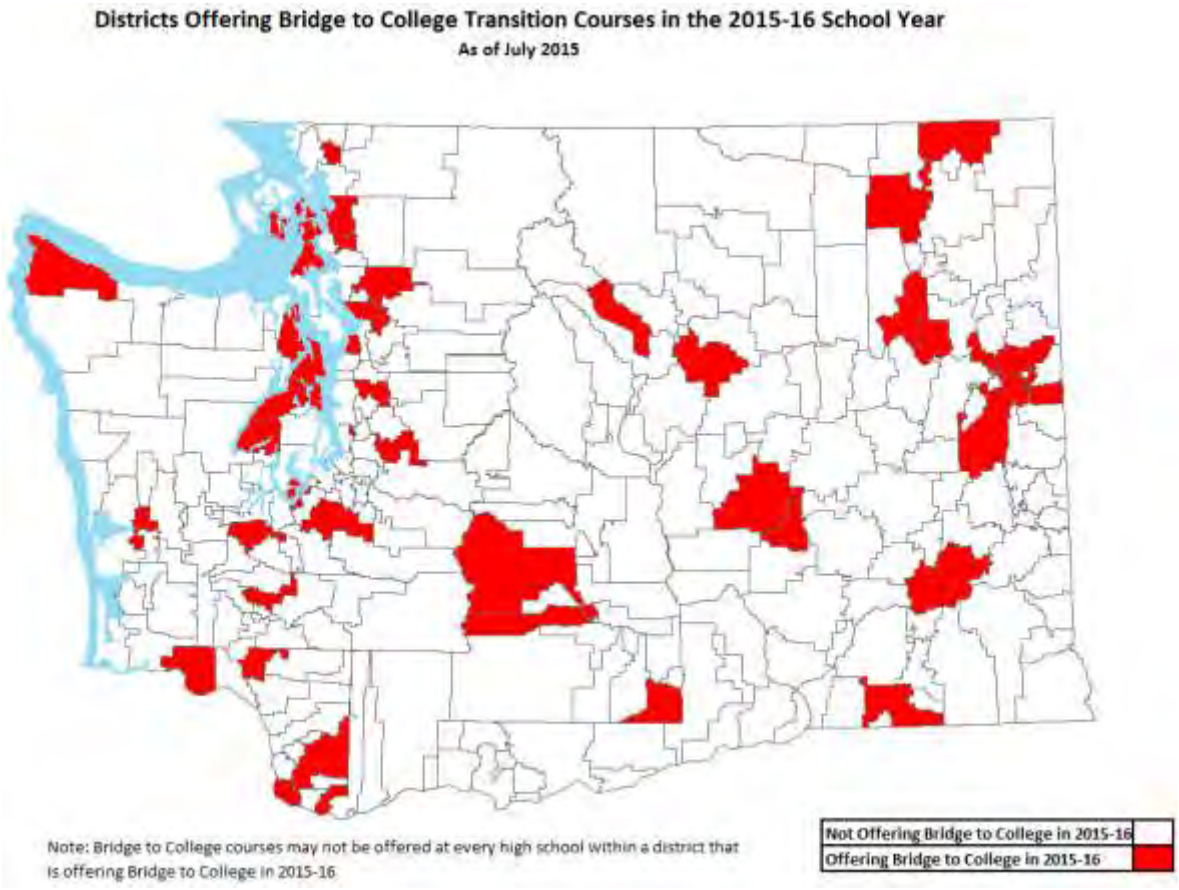
1. The success rate on the Math EOC1 COE is very high for all student groups. This is probably due to a couple of considerations:
    a. The COE process is highly individualized in the sense that the student works in the COE under the close supervision and guidance of a teacher.
    b. COEs that do not meet standard are augmented and resubmitted for additional scoring. The augmentation is similar to an assessment retake but meeting standard may be more likely because only portions of the COE must be redone to meet standard.
2. Students in the race/ethnicities and special programs included in the Targeted Subgroup used for the Index are disproportionately over-represented in the COE process.
    a. The American Indian/Native Alaskan, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander student groups' participation rates are disproportionately high.
    b. The COE participation rate for students in Bilingual education and qualifying for the Free and Reduced Price Lunch is disproportionately high.
    c. The participation rates for Asian and White student groups are disproportionately low.

d. The COE participation rate for students with a disability (SWDs) are disproportionately low. This is probably because SWDs are directed into other CIA options (ALG-Basic or IN1-Basic, for example) for meeting high school testing graduation requirements.

Update on the Implementation of *Bridge to College* Transition Courses

Approximately one-third of Washington high school graduates require remedial coursework upon entering college, costing students and the state time and money. Recognizing the need to reduce remediation rates and the alignment of the Smarter Balanced assessment to career- and college-ready standards, the State Board of Community and Technical Colleges led a collaborative effort across the community college system, public universities, and the K-12 system. The purpose of the effort is to use the Smarter Balanced assessment to qualify students for *Bridge to College* courses that give high school students the opportunity to bypass remedial courses by completing the transition course in English or Math with a B or better. The transition courses are available to students who score within the Level 2 on the Smarter Balanced assessment. Students who earn a score within Level 3 or Level 4 on the Smarter Balanced assessment will be considered college ready, thus eligible for college-level math or English without needing to take a placement test. Students who score above the graduation score set by SBE, but below the Level 3 threshold score will have met the exit exam graduation requirement and be eligible for the transition course but will not automatically bypass remedial courses like a student who scored within Level 3 or Level 4. The *Bridge to College* transition courses are not designed for students who scored within Level 1.

OSPI has offered a grant funded by College Spark WA for implementation of the Bridge to College transition courses. The map below shows the districts that are offering Bridge to College transition courses in the 2015-16 school year. Eighty districts with 250 teachers representing 132 high schools are offering one or both of the transition courses.



Action

No action is expected at this board meeting. However, these data help to inform the Board in their decision-making on legislative priorities regarding assessments.

Appendix A - Description of Graduation Alternatives (information taken from OSPI website)

Current alternatives to statewide assessments required for graduation are specified in RCW 28A.655.061 and RCW 28A.655.065

Certificate of Academic Achievement Options – Students must attempt the exit exam at least once before accessing the CAA options.

- **Collection of Evidence.**
  - The COE is an evaluation of a set of work samples prepared by the student in a classroom environment with instructional support from a teacher. The COE is available for math, reading, writing, and science for the Class of 2015 but the science graduation assessment requirement has been eliminated for the Classes of 2015 and 2016.
- **GPA Comparison**
  - A student's grades in courses corresponding to specific content areas are compared with the grades of students who took the same courses and passed the exit exam. This option is available to students in their 12th-grade year who have an overall grade-point average of 3.2.
- **College Admission/AP/IB Tests**
  - Students may use their math, science, reading and/or writing scores on the SAT reasoning test, ACT or ACT Plus Writing tests, specified Advanced Placement (AP) or International Baccalaureate (IB) examinations to show they have key skills expected of high school graduates. They may also use scores from specified AP or IB exams to meet the science graduation assessment requirement which has been eliminated for the Classes of 2015 and 2016.

Certificate of Individual Achievement Options (for students receiving Special Education Services). As of the 2014-15 school year, a student's IEP will make the determination as to which assessment is appropriate based on the student's learner characteristics.

- **Basic (L2) on General Assessment/COE**
  - A determination by a student's IEP team to establish a passing score at Level 2, or Basic, on the state's annual assessment. The Basic (L2) cannot be used for state and federal accountability; but, the Basic (L2) can be used to meet state graduation requirements.
- **Off-Grade Level Assessment**
  - Students receiving special education services may take a standards based test in a specific content area (Mathematics, English Language Arts, Science) at an elementary or middle school grade level. The student must meet the established cut score for proficiency for the grade level accessed.
- **Locally Determined Assessments**
  - A series of state-prescribed assessments available in the content areas of reading, writing, mathematics and science that can be selected and administered at the local school. The LDA is accessible by 12th grade students only for purpose of meeting state

graduation requirements. Meeting standard is scoring at or above the established minimum grade equivalency for the prescribed test or the established passing score.

Assessment Waivers

- **Out of State Transfer Waiver**
  - This waiver is for students who transfer from another state in the 11th or 12th grade. The student may apply to receive a waiver of the assessment graduation requirement if the student has previously passed another state's high school exit or accountability examination. The waiver does not grant the student a CAA or CIA. These transfer students may also be eligible to receive access to the CAA Options via Direct Access. Students who transfer before the 11th grade and have passed another state's state-administered Algebra I, Geometry or Biology End of Course assessment that is the state's exit or accountability examination may also apply to receive a waiver of the assessment graduation requirement in that content area.
    - **Direct Access (Similar Option for Transfer or Private Education Students)** A student who transfers into a public school in the 11th or 12th grade from out of state or from an in-state non-public school setting (private or home school) is eligible for direct access to the CAA options without taking a state exam first. A student who submits a waiver application also automatically has direct access to the CAA Options.
- **Special, Unavoidable Circumstance Appeal**
  - This applies to students in their 12th grade year (or 11th grade year under a specific circumstance where an educator has caused a testing irregularity) who have yet to meet standard on the state assessment, Exit Exam or a state-approved alternative, and experience a "special, unavoidable circumstance" that precludes their ability to access a state-approved assessment as a senior (or junior as stated above).

If you have questions regarding this memo, please contact Dr. Andrew Parr, Research and Data Manager, at andrew.parr@k12.wa.us or Mr. Parker Teed, Data Analyst, at parker.teed@k12.wa.us

State Comparison of Smarter Balanced 2015 Results

English Language Arts

Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		High School	
Missouri	57%	Missouri	59%	Connecticut	59%	Connecticut	56%	**Washington**	**59%**	**Washington**	**59%**	Oregon	69%
Connecticut	54%	**Washington**	**56%**	Missouri	59%	Missouri	55%	Connecticut	57%	Missouri	58%	Idaho	61%
Delaware	54%	Connecticut	55%	**Washington**	**59%**	Oregon	55%	Missouri	57%	Oregon	58%	South Dakota	59%
Washington	**53%**	Delaware	54%	Vermont	57%	**Washington**	**55%**	Oregon	57%	Connecticut	54%	Vermont	58%
Vermont	52%	Oregon	51%	Delaware	56%	Vermont	53%	Vermont	55%	Vermont	54%	California	56%
South Dakota	49%	Vermont	51%	Oregon	55%	Delaware	49%	Idaho	51%	Idaho	52%	Connecticut	53%
Idaho	48%	Hawaii	48%	Hawaii	54%	Idaho	49%	Delaware	50%	Delaware	49%	Hawaii	53%
Oregon	47%	Idaho	46%	Idaho	52%	Hawaii	47%	South Dakota	49%	South Dakota	48%	Delaware	52%
Hawaii	46%	South Dakota	45%	West Virginia	51%	South Dakota	45%	West Virginia	45%	Hawaii	47%	**Washington**	**52%**
West Virginia	46%	West Virginia	45%	South Dakota	49%	California	43%	California	44%	California	45%	West Virginia	47%
California	38%	*SBAC ESTIMATE*	41%	California	44%	West Virginia	43%	Hawaii	44%	West Virginia	43%	*SBAC ESTIMATE*	41%
SBAC ESTIMATE	39%	California	40%	*SBAC ESTIMATE*	44%	*SBAC ESTIMATE*	41%	*SBAC ESTIMATE*	38%	*SBAC ESTIMATE*	41%	Missouri	N/A

Mathematics

Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		High School	
Washington	**58%**	**Washington**	**55%**	**Washington**	**49%**	**Washington**	**47%**	**Washington**	**50%**	**Washington**	**48%**	South Dakota	39%
Delaware	53%	Missouri	50%	Hawaii	42%	Oregon	39%	Oregon	43%	Oregon	44%	Vermont	37%
Missouri	52%	Delaware	47%	Oregon	42%	Hawaii	38%	Vermont	43%	Vermont	40%	*SBAC ESTIMATE*	33%
Vermont	52%	Hawaii	46%	Vermont	42%	Missouri	38%	South Dakota	39%	Hawaii	39%	Connecticut	31%
South Dakota	51%	Idaho	46%	Missouri	40%	Connecticut	37%	Connecticut	39%	South Dakota	39%	Oregon	31%
Hawaii	50%	South Dakota	46%	Delaware	38%	Vermont	37%	Hawaii	38%	Connecticut	37%	Hawaii	30%
Idaho	50%	Oregon	45%	Idaho	38%	Idaho	36%	Idaho	38%	Idaho	37%	Idaho	30%
Connecticut	48%	Vermont	45%	South Dakota	37%	South Dakota	35%	Delaware	37%	Delaware	35%	California	29%
Oregon	47%	Connecticut	44%	Connecticut	37%	Delaware	34%	Missouri	35%	California	33%	**Washington**	**29%**
West Virginia	44%	*SBAC ESTIMATE*	37%	*SBAC ESTIMATE*	33%	California	33%	California	34%	*SBAC ESTIMATE*	32%	Delaware	23%
California	40%	California	35%	California	30%	*SBAC ESTIMATE*	33%	*SBAC ESTIMATE*	33%	Missouri	28%	West Virginia	20%
SBAC ESTIMATE	39%	West Virginia	35%	West Virginia	30%	West Virginia	26%	West Virginia	25%	West Virginia	25%	Missouri	N/A

Source: OSPI Student Information and Assessment

States were sorted highest to lowest by percentage of students at or above the level three consortium threshold score.
New Hampshire, North Dakota, Michigan, Montana, and Nevada have not released 2015 Smarter Balanced results.
Washington: Percentages exclude students with no score. Eleventh grade is reported.

Title:	
As Related To:	☒ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☒ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☒ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☒ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☐ System Oversight ☒ Advocacy ☒ Communication ☒ Convening and Facilitating
Policy Considerations / Key Questions:	
Possible Board Action:	☐ Review ☐ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	The ESD 112 Regional Teacher of the Year, Ms. Bethany Rivard, will present to the Board.

ESD REGIONAL TEACHER OF THE YEAR BIO

The Board will host Regional Teacher of the Year, Ms. Bethany Rivard, for lunch on November 5.

Ms. Rivard's Bio from the OSPI Teacher of the Year website:

Bethany teaches English Language Arts at Fort Vancouver where she is a passionate advocate for equity and justice. Bethany's initial dreams of becoming a teacher were delayed by the financial strains of study and working in New York City. She used her undergrad education to become a content expert. Now over a decade into her teaching career, she still seeks better ways to work by researching international models and networking with colleges and universities.

She puts this expertise and research to good use in her international lit course, with her writing club, and in her work to connect students with the stories behind stories. Bethany's students learn from Peace Corps volunteers, Holocaust survivors, and, perhaps most importantly, each other. Colleagues report with some envy that her classroom discussions are legendary and she "does something amazing in class pretty much every day." Also legendary is her ability to relate to and build relationships with students. Student achievement soars because of Bethany's unwavering belief in their abilities. Students know that in Bethany, they have found a teacher who truly understands them.

Bethany's dedication to lifting up the struggling or marginalized student is unmatched. She has started a Chicano student group, piloted an early admission program for Washington State University, helped secure numerous scholarships for students, and is the unofficial lunchroom for students who need a safe place. Bethany has a particular concern for students who are English Language Learners, recent immigrants, or undocumented, and she is their tireless advocate in the big questions of education improvement and reform.

"To watch her teach is like watching a master conductor in front of a symphony, calling for more from some, encouraging others, and helping each musician/student find their voice," says colleague Ben Jatos. "Having a student find his or her true authentic voice is what she does best. Bethany Rivard is seriously just an absolute teaching wizard. She inspires students to be better people and learners each class period."

Washington State Board of Education
Meeting Dates and Locations for 2019-2020

Dates for 2019	Dates for 2020
January 9-10 Olympia	January 8-9 Olympia
March 13-14 Tacoma	March 11-12 Bellingham
May 8-9 Wenatchee	May 13-14 Pasco
July 10-11 Spokane	July 8-9 Spokane
September 10-12 Pullman	September 9-11 Anacortes
November 6-7 Vancouver	November 4-5 Vancouver

All two-day meetings are proposed for Wednesday-Thursday dates. The September 2019 retreat/meeting is Tuesday-Thursday dates. The September 2020 retreat/meeting is Wednesday-Friday dates due to the Labor Day holiday.

Washington State Board of Education
Meeting Dates and Locations for 2016-2018

****Revised****

2016	2017	2018
January 13-14 Olympia	January **11-12** Olympia	January **10-11** Olympia
March 9-10 Renton	March **8-9** Gig Harbor	March **7-8** Mount Vernon
May 11-12 Yakima	May **10-11** Walla Walla	May **9-10** Yakima
July 13-14 Spokane	July **12-13** Spokane	July **11-12** Spokane
September **13-15** ~~Everett~~ **Stevenson**	September **12-14** Anacortes	September **11-13** Richland
November 9-10 Vancouver	November **8-9** Vancouver	November **7-8** Vancouver

All two-day meetings are Wednesday-Thursday dates.
Three-day retreat/meetings are Tuesday-Thursday dates.

APPLICATION
Temporary Waiver from High School Graduation Requirements
Under Chapter 217, Laws of 2014

Instructions

RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2104 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019. This law further provides:

> "In the application, a school district must describe why the waiver is being requested, the specific impediments preventing timely implementation, and efforts that will be taken to achieve implementation with the graduating class proposed under the waiver. The state board of education shall grant a waiver under this subsection (1)(d) to an applying school district at the next subsequent meeting of the board after receiving an application."

The SBE has adopted rules to implement this provision as WAC 180-51-068(11). The rules provide that the SBE must post an application form on its public web site for use by school districts. The rules further provide:

- The application must be accompanied by a resolution adopted by the district's board of directors requesting the waiver. The resolution must, at a minimum:
    1. State the entering freshman class or classes for whom the waiver is requested;
    2. Be signed by the chair or president of the board of directors and the superintendent.

- A district implementing a waiver granted by the SBE under this law will continue to be subject to the prior high school graduation requirements as specified in WAC 180-51-067 during the school year or years for which the waiver has been granted.

- A district granted a waiver under this law that elects to implement the career and college ready graduation requirements in WAC 180-51-068 during the period for which the waiver si granted shall provide notification of that decision to the SBE.

Please send the application and school board resolution electronically to:

Jack Archer
Director, Basic Education Oversight
360-725-6035
jack.archer@k12.wa.us

For questions, please contact:

Jack Archer
Director, Basic Education Oversight
360-725-6035
jack.archer@k12.wa.us

Linda Drake
Research Director
360-725-6028
linda.drake@k12.wa.us

ENTIAT SCHOOL DISTRICT #127
CHELAN COUNTY, WASHINGTON

RESOLUTION NO. 1-2015/2016

TEMPORARY WAIVER OF HIGH SCHOOL GRADUATION REQUIREMENTS CORE 24 (WAC 180-51-068)

WHEREAS, RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552), allowing the District to meet the requirements beginning with the graduating class of 2021 instead of the graduating class of 2019; and

WHEREAS, the school board has the final authority to set the policies of the district to ensure quality in the content and extent of the district's educational program; and

WHEREAS, the increase in the number of credits required by the State of Washington to graduate from high school to 24 (twenty-four) will require a substantial amount of study and planning to implement effectively, especially in the subject area of Science; and

WHEREAS, the District currently requires 25 (twenty-five) credits to graduate from high school; and

WHEREAS, the SBE has developed an application process pursuant to WAC 180-51-068 to allow the District to request a two-year waiver to delay implementation of the credit requirements; and

WHEREAS, WAC 180-51-068 requires that the application be accompanied by a resolution adopted by the school district board of directors;

NOW, THEREFORE BE IT RESOLVED, that the Board of Directors of the Entiat School District authorizes the district administration to request a two-year waiver of the credit requirements of WAC 180-51-068 to allow for sufficient time to effectively implement the requirements.

BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board's approval of this action and of the authority granted herein.

DATED this 15th day of October, 2015 at a regular meeting of the Board of Directors of Entiat School District No. 127, Chelan County, Washington, as witnessed by our signatures.

ATTEST: Board of Directors

Garci Duncan, Board Chairperson

Brenda Lamb, Board Vice-Chairperson

Audrey Diksen, Board Director

Alberto Quezada, Board Director

Jim Smothers, Board Director

ATTEST:

Ismael Vivanco, Superintendent
Secretary to the Board of Directors

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district

Entiat School District

2. Contact information

Name and title	Ismael Vivanco
Telephone	509.784.1800
E-mail address	ivivanco@entiatschools.org

3. Date of application. Tuesday, October 20, 2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

The increase in the number of credits required by the State of Washington to graduate from high school to 24 (twenty-four) will require a substantial amount of study and planning to implement effectively, especially in the subject area of Science.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

One of the specific impediments is in the area of science. We have limited staffing and facilities at this time to accommodate this requirement.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

_____ Class of 2020

___X___ Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

We plan to explore science offerings that will not require more laboratory space. Additionally, we will focus on finding personnel qualified to teach those subjects.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

WASHOUGAL SCHOOL DISTRICT 112-6
RESOLUTION NO. 2015-16-02
High School Graduation Waiver

WHEREAS, the Revised Code of Washington 28A.230.090 established the authority to determine high school graduation requirement or equivalencies, and;

WHEREAS, the Washington State Board of Education has the authority to grant a waiver to implement the career and college ready graduation requirement proposal beginning with the graduating class of 2020 or 2021 instead of the class of 2019, and;

WHEREAS, it is in the best interest of the Washougal School District students to seek a waiver, and;

WHEREAS, the waiver will enable us to build capacity to implement increased graduation requirements and additional systems of support to:

1. Explore options for changes in the high school instructional day to allow students more flexibility;
2. Develop and initiate a comprehensive communication plan for students, parents, staff, and community members of the class of 2021 and beyond;
3. Implement a professional development plan for counselors and teaching staff at both the high school and middle school to deepen the understanding of potential pathways and the high school and beyond plan; and
4. Create additional academic supports for struggling students and avenues for credit retrieval.

WHEREAS, this waiver will apply to the entering freshman classes of 2015, the graduating class of 2019, and;

NOW, THEREFORE, BE IT RESOLVED, the Washougal School District is seeking to implement the career and college ready graduation requirement proposal beginning with the graduating class of 2021 instead of the graduating class of 2019.

ADOPTED by the Board of Directors of Washougal School District No. 112-6 Clark County, Washington, at a meeting held this sixth day of October 2015.

Ron Dinius, President

Elaine Pfeifer, Vice-President

Karen Rubino

Teresa Lees

Bruce Westfall

Mike Stromme, Board Secretary

APPLICATION
Temporary Waiver from High School Graduation Requirements
Under Chapter 217, Laws of 2014

1. Name of district: Washougal School District

2. Contact information

   Name and title: Mike Stromme, Superintendent

   Telephone: 360-954-3016

   E-mail address: mike.stromme@washougalsd.org

3. Date of application: 10/06/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

   We are requesting a waiver to delay the implementation of the graduation requirements to give us the time needed to implement the new graduation requirements without adversely impacting our students. The Washougal School District has been involved in increasing our On Time Graduation rate for several years. We need time to continue this effort and develop the capacity within our systems to implement increased graduation requirements. This waiver will allow us to develop additional supports to prepare students, teachers, support staff and families to achieve a 24-credit diploma. These systems and supports include communications, counseling, transition from middle to high school and our newly revised High School and Beyond Plan.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

   - Our current master schedule does not allow flexibility. We would like time to research and explore flexible scheduling options.
   - Current course offerings limit equivalency opportunities.
   - Currently limited options in the areas of online learning and credit retrieval.
   - Our six-period day severely limits the opportunities for students to explore a variety of courses to determine their career interests.
   - We would like additional time to strengthen the High School and Beyond Plan starting at the middle school level to ensure a successful transition to high school.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

☒ Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

- Review of current courses to determine additional course offerings and equivalency options that need to be created to assist in increasing credit accrual rates consistent with our district goals.
- Explore options for changes in the high school instructional day district-wide to allow students more flexibility.
- Develop and initiate a comprehensive communication plan for students, parents, staff, and community members for the class of 2021 and beyond.
- Develop and implement a professional development plan for counselors and teaching staff to deepen their understanding of potential pathways and the high school and beyond requirement. Our plan will include middle school staff.
- Continue efforts on early identification of students who are struggling. Provide appropriate supports for academic success and credit retrieval.
- We are in the process of implementing one-to-one student devices and would like to explore the opportunities available for credit retrieval and credit attainment through this technology initiative.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

Naches Valley School District No. JT3
Resolution No. 13-2014-2015

Temporary Waiver from High School Graduation Requirements

A RESOLUTION of the Board of Directors of Naches Valley Public Schools, District No. 3, Yakima County, Washington, to pursue a two-year waiver from implementing the requirements of WAC 180-51-068.

WHEREAS, the School Board has the final authority to set the policies of the district to ensure quality in the content and extent of the district's education program; and

WHEREAS, the increase in the number of credits required by the State of Washington to graduate from high school to 24 will require a substantial amount of study and planning to implement effectively; and

WHEREAS, the district currently requires 23 credits to graduate from high school; and

WHEREAS, the Washington Board of Education has developed an application process pursuant to WAC 180-51-068 to allow the district to request a two-year waiver to delay implementation of the credit requirements; and

WHEREAS, WAC 180-51-068 requires that the application be accompanied by a resolution adopted by the district Board of Directors.

NOW, THEREFORE BE IT RESOLVED, that the Board of Directors of Naches Valley Public Schools, District No. 3, Yakima County, Washington, authorizes the district to request a two-year waiver of the credit requirements of WAC 180-51-068 to allow for sufficient time to effectively implement the requirements; and

ALSO BE IT RESOLVED that duly certified copies of this resolution shall be presented to district staff assigned to prepare the waiver application as well as the Washington Board of Education, as an attachment to the waiver request.

Dated this 28th day of May, 2015, at a regular meeting of the Board of Directors, Naches Valley District No. JT3.

Attest:

Duane Lyons, Secretary of the Board

Board of Directors
Naches Valley School District No. Jt. 3

George Pickard, Chair

Chad Christopherson

Dave Kearby

Bruce Drollinger

Todd Huck

THE WASHINGTON STATE BOARD OF EDUCATION

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

APPLICATION
Temporary Waiver from High School Graduation Requirements
Under Chapter 217, Laws of 2014

Instructions

RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2104 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019. This law further provides:

> "In the application, a school district must describe why the waiver is being requested, the specific impediments preventing timely implementation, and efforts that will be taken to achieve implementation with the graduating class proposed under the waiver. The state board of education shall grant a waiver under this subsection (1)(d) to an applying school district at the next subsequent meeting of the board after receiving an application."

The SBE has adopted rules to implement this provision as WAC 180-51-068(11). The rules provide that the SBE must post an application form on its public web site for use by school districts. The rules further provide:

- The application must be accompanied by a resolution adopted by the district's board of directors requesting the waiver. The resolution must, at a minimum:
    1. State the entering freshman class or classes for whom the waiver is requested;
    2. Be signed by the chair or president of the board of directors and the superintendent.
- A district implementing a waiver granted by the SBE under this law will continue to be subject to the prior high school graduation requirements as specified in WAC 180-51-067 during the school year or years for which the waiver has been granted.
- A district granted a waiver under this law that elects to implement the career and college ready graduation requirements in WAC 180-51-068 during the period for which the waiver si granted shall provide notification of that decision to the SBE.

Please send the application and school board resolution electronically to:

Jack Archer
Director, Basic Education Oversight
360-725-6035
jack.archer@k12.wa.us

For questions, please contact:

Jack Archer
Director, Basic Education Oversight
360-725-6035
jack.archer@k12.wa.us

Linda Drake
Research Director
360-725-6028
linda.drake@k12.wa.us

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. **Name of district**: Naches Valley School District

2. **Contact Information**

   Name and Title: Duane Lyons, Superintendent of Schools

   Telephone: (509)653-1800

   E-mail address: dlyons@nvsd.org

3. **Date of application**: May 26, 2015

4. **Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.**

A) Teaching and Learning Implications: We need additional time to plan for additional credits in Science, Fine Arts and World Languages. We need to expand our credit equivalencies as well as plan for some accelerated opportunities at our middle school.

B) Increased Need for Student Support to Meet On-time Graduation: Currently, Naches Valley High School requires students to attain 23 credits for graduation. The 24 credit framework allows no flexibility to meet the on-time graduation target. We will need to provide additional counseling and academic support to insure that students achieve academically within this new framework.

C) Staffing, Facility and Budget Implications: We need to look at our current capacity and future needs for implementation.

D) Communication Implications: We need to develop a clear communication plan for our families. We need to also make clear the "Personalized Pathway Requirement".

5. **Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.**

We will need to increase our Science, Fine Arts and World Language course offerings. The increase in these areas will have an impact on curriculum, schedules, staffing, facilities and budget.

We need to fully examine our Student Support services. We need to increase counseling staff and intervention strategies.

We need to develop a clear and simple communication plan for all stakeholders.

6. **Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.**

_____ Class of 2020

___X_____ Class of 2021

7. **Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.**

Naches Valley School District will:

- Study to determine staffing, facility and curricular changes
- Allocate resources to support those changes
- Develop course equivalencies
- Establish comprehensive counseling programs
- Develop a clear communication plan

Final Step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.