



THE WASHINGTON STATE BOARD OF EDUCATION

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

September 1, 2015

Board Members:

I hope this packet finds you hopeful for the beginning of the school year in your community. Between back-to-school nights, high school football games, and county fairs, I commend to you the enclosed packet for our September 10 and 11 meeting in Spokane.

We have structured the meeting to take maximum advantage of our presence in Spokane, so working with Cindy McMullen we have created several opportunities to visit schools and engage community stakeholders. On Wednesday board members are invited to visit schools in the Spokane community, including the Community School and Spokane Valley Tech. On Friday we will be visiting the two recently opened charter schools in Spokane as part of our preparation for the Board's charter school report to the legislature, due this fall. And finally, the Board will have an opportunity to attend a community showing of the educational film *Most Likely to Succeed*, which will be showing on Wednesday evening at Whitworth College. Our community forum is on Thursday evening at Ferris High School, and we expect solid attendance.

We have a number of important discussions on the agenda, focusing on student experience in our system. On Thursday we have assembled a panel to discuss the needs of credit deficient students in our state, and the role that competency-based crediting can play in helping meet those needs. A student who has gone through credit retrieval will be joining us on the panel. We will also hear from a panel of students on the experience they had with SBAC in its first year of state-wide implementation. Our student leaders Madeleine and Baxter are helping assemble this panel and have been thoughtfully crafting discussion questions for the group.

Additionally, we will begin discussing potential legislative priorities for the 2016 session, and we will get a presentation on SBAC results and parent refusal data from Dr. Andrew Parr and Parker Teed, as well as revisiting our position statement on the Achievement Index to address unresolved issues from the July discussion. A letter to the Legislature on the current state of *McCleary* discussions will also be up for discussion.

We will be welcomed by Dr. Shelley Redinger, Superintendent of Spokane Public Schools, on Thursday morning, and we have also asked our Eastern Washington appointee to the state's facilities advisory committee, Susan Weed, to join us for lunch on Thursday. Susan is a member of the Pullman Board of Directors and serves on the committee with Bob Hughes.

Even though this is only Cindy McMullen's second-to-last meeting, it seems appropriate, since we will be in her hometown of Spokane Valley, to acknowledge her nearly five years of service to the Board. Cindy was instrumental in helping set up some of our community engagement activities in Spokane and, who knows, may also have some great restaurant recommendations for you while you're in town. You might also consider [Clinkerdagger](#), where, as a junior at nearby Coeur d'Alene High School, I took my high school Prom date back in 1991. Great views!

I look forward to seeing you in Spokane!

A handwritten signature in black ink that reads "Ben Rausch".



THE WASHINGTON STATE BOARD OF EDUCATION

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

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

September 10-11, 2015

AGENDA

Local school site visits for members are planned for Wednesday, September 9 beginning at 1:00 p.m. The tour will include visits to The Community School and Spokane Valley Tech. Members were also invited to a screening of the "Most Likely to Succeed" film at Whitworth University. No official business of the Board will be discussed and no action will be taken during any of the activities.

Thursday, September 10

8:00-8:15 a.m.

Call to Order

- Pledge of Allegiance
- Announcements
- Oath of Office for Ms. Mona Bailey
- Welcome from Dr. Shelley Redinger, Superintendent, Spokane Public Schools

Agenda Overview

Consent Agenda

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

- Approval of Minutes from the July 7-9, 2015 Meeting (**Action Item**)
- Approval of Minutes from the August 5, 2015 Special Meeting (**Action Item**)

8:15-8:25

Call for Nominations

Mr. Bob Hughes, Nominations Lead

8:25-8:55

Student Presentation

Mr. Baxter Hershman, Student Board Member

8:55-9:30

Charter School Report Discussion

Mr. Jack Archer, Director of Basic Education Oversight

9:30-9:40	Break
9:40-10:40	Legislative Priorities and Strategic Plan Discussion Mr. Ben Rarick, Executive Director Mr. Jack Archer, Director of Basic Education Oversight
10:40-11:30	Board Discussion
11:30-11:45	Public Comment
11:45-12:00 p.m.	Discussion with Ms. Susan Weed SBE Appointment to the School Facilities Citizen Advisory Panel
12:00-12:30	Lunch
12:30-1:00	Executive Committee Election
1:00-2:30	Competency-based Approaches to Credit Retrieval Ms. Linda Drake, Director of Career and College-Ready Initiatives Dr. Alan Burke, Executive Director, Washington State School Directors' Association Mr. Scott Seaman, Director of High School Programs and Professional Development Specialist, Association of Washington School Principals Mr. DeShawn Taylor, Student, Next Generation Zone Ms. Rhonda Clark, Principal Assistant, HS iCAN Credit Recovery Program, Spokane Public Schools
2:30-2:40	Break
2:40-2:50	Basic Education Act Waiver Requests Mr. Jack Archer, Director of Basic Education Oversight
2:50-3:30	Student Panel on Smarter Balanced Assessment Experience Ms. Madaleine Osmun, Student Board Member Mr. Baxter Hershman, Student Board Member Mr. Michael Kron, Student, North Central High School, Spokane Public Schools Ms. Kylee Dickinson, Student, University High School, Central Valley School District Ms. Rachel McGlothlen, Student, West Valley High School, West Valley School District
3:30-4:00	Smarter Balanced Assessment Results Discussion Dr. Andrew Parr, Research and Data Manager Mr. Parker Teed, Data Analyst
4:00-5:00	Board Discussion

The SBE will hold a community forum at Joel E. Ferris High School at 6:30 p.m. If a quorum of members are present, the forum will become a public meeting per RCW 42.30.030.

Friday, September 11

Note: The meeting will begin at the first school site visit. Members will be transported by bus.

8:00-9:10 a.m.	Spokane Public Montessori
9:10-9:20	Travel Time
9:20-10:10	North Central High School
10:10-10:45	Travel time to ESD 101
10:45-11:45	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
11:45-12:00 p.m.	Board Discussion of BEA Waivers
12:00-12:15	Public Comment
12:15-12:45	Lunch
12:45-1:45	Board Discussion <ul style="list-style-type: none">• Budget Proposal
1:45-3:00	Business Items <ol style="list-style-type: none">1. Approval of the 2015-17 SBE Core Agency Budget (Action Item)2. Temporary Waiver of Graduation Requirements for College Place School District, Fife School District and White Salmon School District (Action Item)3. Approval of Option One Basic Education Act Waiver Requests from Ridgefield School District and Sultan School District (Action Item)4. Adoption of SBE Letter on Recommendations to the Washington Legislature and Governor Inslee Regarding Court-Imposed Fines and Making Ample Provision for Schools (Action Item)5. Approval for the Position Statement on the Accountability System During the Transition to the Smarter Balanced Assessment (Action Item)6. Approval of the Position Statement on Setting Graduation Cut Scores (Action Item) * <p><i>*The Board passed a motion at its August 5 meeting to table the position statement and consider it at the September meeting. However, the Vice Chair intends to propose removing this item from the agenda. It is shown here to conform with Robert's Rules.</i></p>
3:00	Adjourn



THE WASHINGTON STATE BOARD OF EDUCATION

"Every student receives a high-quality education that prepares for career, college, and life."

2100 Building, Rooms A & B
2100 24th Ave South, Seattle, WA 98144

July 7-9, 2015

Minutes

Tuesday, July 7

- Members Attending: Chair Isabel Muñoz-Colón, Ms. Janis Avery, Ms. Connie Fletcher (Member at-large), Mr. Baxter Hershman, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Holly Koon, Mr. Kevin Laverty (Member at-large), Ms. Cindy McMullen J.D., Vice Chair Dr. Deborah Wilds, Ms. Judy Jennings (Immediate Past Chair), Dr. Daniel Plung, Mr. Jeff Estes, and Ms. Madaleine Osmun (14)
- Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Ms. Julia Suliman, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Stefanie Randolph, Ms. Kristin Collins and Ms. Denise Ross (11)
- Members Excused: Mr. Randy Dorn, Mr. Bob Hughes (2)

Call to Order

The meeting was called to order at 8:13 a.m. by Chair Muñoz-Colón.

The Chair welcomed board members to the first day of the Board's annual retreat and bi-monthly meeting and provided an overview of the day's agenda items. Members and staff engaged in ice-breaker activities in a large group format.

School Site Visits

Members visited the summer school programs at Aki Kurose Middle School and Cleveland High School. Members toured classrooms and were provided an opportunity for students to ask the Board questions about its policy work.

Executive Session Discussion for the Purpose of Executive Director Evaluation

Members convened in executive session at 1:00 p.m. for the purpose of completing forms for the Executive Director's annual evaluation. The board reconvened in open session at 1:49 p.m. Ms. Kristin Collins, Human Resource Manager, OSPI, distributed and collected the evaluation forms to members.

Race and Social Justice Training

Ms. Patricia Lally and Ms. Benita Horn from the City of Seattle's Office of Civil Rights conducted the training for members and staff. The training focused on the various privileged groups, oppressed groups and how diverse groups experience oppression differently.

Meeting adjourned at 5:00 p.m.

Minutes

Wednesday, July 8

Members Attending: Chair Isabel Muñoz-Colón, Ms. Janis Avery, Ms. Connie Fletcher (Member at-large), Mr. Baxter Hershman, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Holly Koon, Mr. Kevin Laverty (Member at-large), Ms. Cindy McMullen J.D., Vice Chair Dr. Deborah Wilds, Ms. Judy Jennings (Immediate past chair), Dr. Daniel Plung, Mr. Jeff Estes, Mr. Bob Hughes, Mr. Randy Dorn and Ms. Madaleine Osmun (16)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Ms. Julia Suliman, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Stefanie Randolph, Ms. Kristin Collins and Ms. Denise Ross (11)

Chair Muñoz-Colón announced that members will continue their retreat format from 8:00 to 11:30 a.m. before beginning public presentations.

Chair Muñoz-Colón introduced Superintendent Larry Nyland of Seattle Public Schools. Dr. Nyland gave the Board welcoming remarks and shared the strengths and challenges currently facing the district in funding, testing and student discipline rates. He thanked members for visiting Aki Kulrose Middle and Cleveland High the day prior.

Board Work Session: Review of Strategic Plan and Board Priorities

Mr. Ben Rarick, Executive Director

Mr. Parker Teed, Data and Operations Coordinator

Mr. Rarick introduced the discussion focus by summarizing the Chair's vision and priority for the Board in closing achievement and opportunity gaps. Mr. Teed presented summarized feedback collected from both the previous community forums and diverse communities roundtable and how the Board has responded.

Members discussed the following:

- Personal reflections of the member's experiences at the community forums
- Structuring future community forums to receive desired feedback and reach target audiences
- Stronger liaison presence at stakeholder meetings
- Student engagement at community forums
- Stronger communication with participants of the forum's purpose, the Board's authority and its role in education oversight
- Broadening outreach efforts to families with disabilities, English language learners, and other students facing various challenges.

Members divided into three small groups for further discussion in assigned topics.

Workgroup #1 – [Interpreting SBE Statutes](#)

Workgroup #2 – [Ideas from Executive Committee Retreat](#)

Workgroup #3 – [SBE Role in Closing Achievement and Opportunity Gaps](#)

Members reconvened into a large group to share small group discussion summaries as follows:

Workgroup #1:

- Definition of strategic oversight and advocacy work
- Strategies for creating a personalized education for every student
- Continued advocacy work in respecting cultures and learning styles to help students become successful

Workgroup #2:

- Definition of 'career-readiness'
- More work is still needed in getting all kids to 24 credits
- More information about competency based education is needed
- How work-based learning relates to competency-based education
- Interests in learning how other states are doing in career and college readiness
- Flexibility in personalizing education in 24 credits requirements
- The need for more teachers to fulfil the 24 credit requirements
- Reaching all students and helping them get to graduation

Workgroup #3:

- Focusing on opportunity gaps
- Advocating and bringing about change in opportunity
- Measuring results in student achievement
- Having a definitive list of opportunity factors
- Connection between poverty and opportunity
- Flexibility revolving around the 24 credit work
- Cultural values as related to opportunity gaps
- Desire to hear more student feedback on opportunity gaps

Members shared topics they'd like to see the Board discuss further in its policy work:

- Defining strategic oversight and advocacy, and how it relates to the Board's work in the Achievement gap and opportunity gap. How the Board can capture its recommendations, why it was recommended, what's been achieved and was the result the intention of the Board's action.
- Understanding the factors that are driving the opportunity gaps – what is actionable around that?
- Where do we have the most opportunity to bring change that will be meaningful to kids?
- How does the action of the Board taken around advocacy and policy work have a direct impact on a child in the classroom?

More detailed notes of the discussion are provided in the September 10-11, 2015 board packet on page 54.

Recognition of Dr. Deborah Wilds

The Board recognized Dr. Deborah Wilds for her work on the Board. She was presented with a plaque and a letter from the Governor recognizing her work on the Board.

Ms. Marcie Maxwell, Senior Policy Advisor for Governor Inslee's Office, thanked Dr. Wilds for her service and announced that Dr. Mona Bailey has been appointed to finish Dr. Wild's membership term.

Call to Order

Chair Muñoz-Colón called the meeting to order at 12:40 p.m. and administered the oath of office for Mr. Baxter Hershman.

Mr. Parker Teed announced a revision of the minutes for the May 13-14, 2015 meeting. Ms. Wendy Rader-Konoflaski indicated that the transcript of her public comments made on May 13, 2015 was incorrect. She requested it be corrected and include a copy of the letter she read during public comment. Mr. Teed revised the minutes to include a full copy of the letter.

Consent Agenda

Motion made to approve the consent agenda.

Motion seconded.

Motion carried.

Motion made to approve the Minutes for the May 13-14, 2015 Board Meeting.

Motion seconded.

Motion carried.

Call for Nominations

Mr. Bob Hughes, Nominations Chair

Mr. Bob Hughes reminded the Board that an election for the vice chair position will be conducted on Thursday. He announced that members Koon, Laverty and Fletcher have been nominated to date and asked if there were any further nominations. No further nominations were made, and Mr. Hughes called for a close of nominations.

Motion made to close nominations for the vice chair position on the Executive Committee.

Motion seconded.

Motion carried.

Update from Current RADs and Soap Lake Required Action Plan

Ms. Linda Drake, Research Director

Mr. Parker Teed, Operations and Date Coordinator

Dr. Gil Mendoza, Deputy Superintendent, OSPI

Ms. Drake introduced the purpose of the update from the five required action districts (RADs). Marysville School District, Tacoma Public Schools, Wellpinit School District and Yakima Public Schools were designated for required action a year ago, and Soap Lake School District was recently re-designated for Required Action Level 1 by the Board. The Board will hear from each district on its progress report and members will be asked to approve Soap Lake School District's required action plan.

Ms. Drake directed members to the Soap Lake School District required action plan, which included district responses to questions addressing the required elements of the required action plan. The plan was reviewed by a sub-committee of members that included Member Maier, Member Fletcher and

Member Laverty. The committee members had additional questions that were forwarded on to the district regarding how the plan specifically addressed the elementary school and the process of building sustainability. District representatives have been asked to respond to those questions during their presentation to the Board. Soap Lake School District anticipates they'll be eligible for release of required action next year and has submitted a one-year action plan based on that timeline.

Mr. Teed presented a data comparison of the proficiency and growth averages of priority schools, RAD cohort 1, RAD cohort 2 and all other schools in the state. In response to the Board's desire to follow up with districts after their release from required action district, staff will continue to provide this data on a yearly basis to members.

Dr. Mendoza presented the following:

- Review of academic progress for RAD cohorts
- Update of progress and academic audit recommendations for RAD cohort II
- A review of Soap Lake School District's data and next steps in required action

Mr. William Hilton introduced himself as the principal of Washington Middle School in Yakima Public Schools. Mr. Hilton reported the three areas of recommendation from their improvement plan last year and the changes made in response to it:

- All students in Regular Core ELA and math classes with support for at-risk students
 - Removed intervention classes as the Core classes
 - More data-driven to identify students needing support
- Expanding capacity for the leadership team – Data driven and defining
 - Identified problem of practice and theory of action in rigor, comprehension and English language learners
 - To increase student engagement and learning, staff focused on teacher practices in the classrooms
- Safe and culturally-sensitive learning environment
 - Implemented a PBIS program that significantly reduced student suspensions
 - Surveying parents
 - Family and community events

Mr. John Adkins introduced himself as the superintendent of Wellpinit School District. Mr. Adkins thanked the Board and OSPI for their support, encouragement and guidance during the past year. Mr. Adkins acknowledge the outstanding work of the Wellpinit Elementary principal, Ms. Kim Ewing. Through her leadership, the school has all new staff, increased enrollment, secured grant funds and achieved the support of their local school board.

Ms. Ewing gave an overview of the focus areas of change, which were teacher practices, alignment in curriculum for reading and math, and intentional outreach to families and community. She presented data comparison of grade level reading and math data for both the fall and spring. For most of the grades in both reading and math, data showed significant reduction in the achievement gap. The school met its goal in setting learning targets and objectives with its teachers, but still is working towards creating highly engaging classrooms. Wellpinit Elementary conducted several community involvement events last year, but would like to hold monthly events to engage with parents on a more regular basis.

Mr. Zeek Edmond, principal of Stewart Middle School at Tacoma Public Schools, presented the four-point scale his staff used to evaluate their progress and change this past year. The middle school made several personnel changes, implemented digital walk-through tools and discipline incident tracking, increased professional development for teachers and worked with both students and teachers in how

growth develops in the classroom. Community input for the school has grown significantly and is anticipated to continue growing next year.

Mr. Ray Houser, superintendent of Marysville School District, reported Quil Ceda Tulalip Elementary faced unique challenges the past year, but still saw gains in student behavior and student achievement. Ms. Kristin DeWitte, principal of Quil Ceda Tulalip Elementary, presented the following changes implemented during the 2014-15 school year and what the school's plans will be for the 2015-16 school year:

- Academics
- Culturally relevant instruction and materials
- Family and community engagement
- Social, emotional and behavior

Ms. Dewitte also presented data on student discipline referrals for the 2013-14 and 2014-15 school years, which showed a decline in the average referrals per day.

Mr. Dan McDonald, superintendent of Soap Lake School District, shared the changes the elementary and middle/high school have made in personnel, re-structure of fund allocations, alignment of curriculum to state standards with increased rigor, increased professional development, and the plans for continued improvement for 2015-16.

Mr. Rick Winters, assistant superintendent of Soap Lake School District, thanked OSPI and the Board for their leadership and support during their time of improvement.

Board members reviewed the questions given to Soap Lake School District that represent each of the required elements of the plan and the district's responses. Members were given an opportunity to ask Mr. McDonald and Mr. Winters additional questions on the following:

- Budget funds used for improving instruction at the elementary school
- Use of Guided Language Acquisition Design (GLAD) Training for teachers
- Purpose and use of Monday late starts

Chair Muñoz-Colón asked Mr. McDonald to provide copies of their answers to SBE staff for the additional questions the review committee provided. Members will review the answers in preparation to approve the district's final plan during business items on Thursday.

Public Comment

Ms. Brenda Running, Tahoma School District

Ms. Running is a paraeducator for Tahoma School District and a parent of two boys who received special education services. She sees on a daily basis kids being segregated and allowed limited access to the general education classrooms. As a result, special education students struggle to take the annual tests. Their poor test scores are from the lack of access to general education and not their disabilities. Special education students need to be in general education first with special education as a service so students with disabilities can be successful. Ms. Running requested the Board provide actions as to what will be done to include special education in the State Board's work to close the achievement gap.

Ms. Dannira Jimenez, Member of the Public

Ms. Jimenez is an in-home care provider and provided comment on behalf of her nieces and nephews. She would like to see the cut score set at a level three or level four. Ms. Jimenez attended a school at a level two curriculum and did very well, but struggled when she was transferred to a school at a level

four. She was able to complete the math work, but failed at the testing and this caused her to graduate a year late. Ms. Jimenez feels she and her teachers should have been held accountable in helping her succeed in math and wants to ensure her nieces and nephews are offered the best opportunities. Setting the score at a one or two would not provide the best education they deserve.

Ms. Diana Alonso, Ambassadors of Lakeview Achieving Success

Ms. Alonso feels the cut score should be set at level three or higher because the state should have higher standards for students. Her father insisted college would be a waste of time and money because she wouldn't learn anything, but Ms. Alonso believes differently and plans to graduate from high school with a meaningful education.

Ms. Maite Cruz, Ambassadors of Lakeview Achieving Success

Ms. Cruz feels the cut score should be set at level three for graduation because it'll show the confidence the state has in a student's ability to graduate at high standards. Ms. Cruz feels students can achieve higher than a level two and all students should be prepared for college. Her brother had to begin college last year in remedial classes and Ms. Cruz feels this was curriculum he should have been taught while still in high school.

Beth Sigall, Parent

Ms. Sigall is an advocate for special needs students and is parent of three children in Lake Washington School District. She feels we must prepare all students for career and college readiness and it's important to set a cut score at a level three for graduation. She believes when standards are lowered in public schools, especially for students with disabilities and at-risk students, the achievement gap is exasperated. Ms. Sigall's autistic son splits his instructional time between a private school and public school, but not all parents have the resources for private school education. We need to rely on our public schools to provide a diploma that is rigorous and meaningful. Ms. Sigall has struggled to have basic questions answered regarding her child's academic progress in public school. She believes there shouldn't be higher standards in private school and lower standards in the public system. We aren't going to have all students prepared for college, workplace and life success if we don't have a cut score of three or above.

Public Hearing – Amendment of Rules for Private Schools

Ms. Linda Drake, Research Director

Mr. T.J. Kelly, Director, Financial Appointment, OSPI

A public hearing was held on the proposed amendment to WAC 180-90 for Private Schools. Mr. Kelly reported there is no fiscal impact to school districts for the proposed amendment of rules.

An opportunity for public testimony was provided and no testimony was submitted. Members were asked to take action to adopt the proposed amendments on Thursday during business items.

Public Comment Continued

Bill Harris, Seattle Public Schools

Mr. Harris is a teacher and asked the rhetorical question of whether the Board is trying to determine what minimum score demonstrates proficiency on a test or to determine what score will not decrease high school graduation rates. They are two different things, as one question is based on what students should know and the other on possible impacts of the decision. As a teacher, his daily decisions are made on what students should know and not how all students can pass with an "A" grade. Not every student will get an "A" grade, but Mr. Harris can make sure every student learns the information they

need. Mr. Harris encouraged the Board to consider whether the importance of setting the cut score is based on graduation rates or what level of knowledge we want students to know from their education.

Executive Session Discussion for the Purpose of Executive Director Evaluation

Members convened in executive session at 3:00 p.m. for the purpose of evaluating the performance of the Executive Director. The Board reconvened in open session at 3:50 p.m.

Option One Basic Education Act Waiver Requests

Mr. Jack Archer, Director of Basic Education Oversight

SBE received three Option One waiver requests. They are from Auburn School District, Cusick School District and Tacoma Public Schools.

Auburn School District requested waiver three days for the 2015-16 school year.

Cusick School District requested five waiver days for the 2015-16, 2016-17 and 2017-18 school years.

Tacoma Public Schools requested ten waiver days for the 2015-16, 2016-17 and 2017-18 school year.

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

Budget and Legislative Update

Mr. Jack Archer, Director of Basic Education Oversight

Ms. Julia Suliman, Senior Research Analyst

Mr. Archer provided an overview of the 2015-17 operating budget. A copy of the presentation can be found at www.sbe.wa.gov.

Staff reviewed the following elements of the budget:

- Enacted K-12 budget
- K-12 policy enhancements
- Major funding enhancements of SHB 2776: What is required and when?
- New SB 2776 funding
- Other K-12 enhancements
- Basic education enhancements in House and Senate proposals not included in final budget
- K-12 Savings
- Achievements of the budget
- Concerns about the budget

Mr. Archer presented on concerns about the budget related to additional investments, new revenue, professional development funding, savings from elimination of the biology EOC, and reducing reliance on local levies.

Members discussed the suspension of the biology EOC graduation requirements for two years and the impact it will have on students.

Minutes
Museum of Flight, Skyview Room
ADDRESS, Seattle, WA 98144

Thursday, July 9

Members Attending: Chair Isabel Muñoz-Colón, Ms. Janis Avery, Dr. Daniel Plung, Mr. Bob Hughes, Ms. Connie Fletcher, Ms. Mara Childs, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Holly Koon, Mr. Kevin Laverty, Ms. Cindy McMullen J.D., Ms. Deborah Wilds, Ms. Judy Jennings, Mr. Jeff Estes, and Ms. Madaleine Osmun (15)

Members absent: Mr. Randy Dorn (1)

Staff Attending: Mr. Jack Archer, Ms. Linda Drake, Mr. Parker Teed, Ms. Julia Suliman, Mr. Ben Rarick, Ms. Tamara Jensen, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Stefanie Randolph, and Ms. Denise Ross (10)

Call to Order

The meeting was called to order at 8:07 a.m. by Chair Muñoz-Colón.

Student Presentation

Ms. Madaleine Osmun, Student Board Member

Ms. Osmun presented on lost learning opportunities due to discipline. She suggested social-emotional learning as a way to create a safe, productive environment and improve cultural competency. She stated that the disproportionality of discipline among student groups may be due to lack of cultural competency, but noted that disciplinary action should be used to deal with inappropriate behavior if the decision was made with cultural competence.

Executive Committee Election – Vice Chair Position

Member Koon rescinded her candidacy for the Vice Chair position on the executive committee.

Member McMullen moved to suspend the bylaws to allow the Board to elect a vice chair whose term would commence at the end of Dr. Wilds current term and continue for the two year term that would begin in September 2015.

Motion seconded.

Member Maxie proposed a friendly amendment to suspend the bylaws and allow for election of a vice chair who would begin his or her term effective July 16, 2015 to fill out the existing term plus two additional years.

Friendly amendment accepted.

Member McMullen restated the motion to suspend the bylaws to allow the Board to elect a vice chair whose term would commence on July 16, 2015 to fill out the existing term and continue for the two-year term that would begin in September 2015.

Motion carried.

Member Laverty was elected Vice Chair with eight votes. Member Fletcher received five votes for the Vice Chair position.

Achievement Index Transition Position Statement

Dr. Andrew Parr, Senior Policy Analyst

Dr. Parr summarized the following proposed changes to the accountability system, particularly the Achievement Index. He reviewed the proposed position statement that would make changes to the high school Index indicator weightings and start a three-year cycle of identifying new Priority and Focus schools. He described issues with using school growth data during the transition to the Smarter Balanced assessment.

Members had questions about the inclusion of Dual Credit in the Achievement Index and whether it was based on credits earned. Dr. Parr stated the Dual Credit measure is based on the participation rate but that future data could allow for credits earned to be included in the Dual Credit measure.

Break

Review of Smarter Balanced Assessment Experiences From Districts

Ms. Robin Munson, Assistant Superintendent, OSPI

Ms. Sarah Rich, Director of Assessment, North Thurston Public Schools

Mr. Eric Anderson, Director of Research & Evaluation, Seattle Public Schools

Ms. Annie Wolfley, Director of Teaching and Learning, Riverside School District - via videoconference

Dr. Munson thanked Ms. Osmun for her comments about the Smarter Balanced assessment during her student presentation earlier in the day. Ms. Munson offered to include the student board members in a video about the Smarter Balanced assessment.

A panel of district and state officials presented on their experience of the implementation of the Smarter Balanced assessment. The [audio recording of the board meeting](#) has detailed information from the panelists about their experience with the Smarter Balanced assessment on the following topics:

Ms. Robin Munson, Asst. Superintendent, OSPI – SBAC Roll-Out

- What Went According to Plan – Review of ‘Wins’
- Technology Challenges
- Score Report Challenges
- IT Challenges
- Student Refusal Challenges (Extent of ‘Opt-Out’ – do we know the data, and what impact is it Likely to Have on Standard Setting? What are Federal Participation Requirements?)
- Implications for Policy & Practice in Future
- How Does SBAC Receive User Feedback on Washington’s Experience? How Can SBE provide SBAC this Feedback?

Ms. Sarah Rich, Director of Assessment, North Thurston School District

- What Went According to Plan – Review of ‘Wins’
- Experience of Non-Field-Test Schools
- Technology or Administrative Challenges Experienced
- Recommendations for the State, and for SBAC Vendor Going Forward

Mr. Eric Anderson – Director, Research, Evaluation & Assessment, Seattle Public Schools

- What Went According to Plan – Review of ‘Wins’
- Technology or Administrative Challenges Experienced

- Recommendations for the State and for SBAC Vendor Going Forward

Ms. Anne Wolfley, Director of Teaching & Learning, Riverside School District

- What Went According to Plan – Review of ‘Wins’
- Unique Technology or Administrative Challenges Experienced by Rural Districts
- Recommendations for the State and for SBAC Vendor Going Forward

Board members discussed the upcoming August 5, 2015 special board meeting to set the graduation score on the Smarter Balanced assessments. They requested information about the methodology being used to set the graduation score ahead of the August 5 meeting. Members also asked staff to follow up with information in response to the following questions:

- When will complete data from the 2014-15 Smarter Balanced testing be available?
- When will the analysis of the student refusals be complete?

Board Discussion of BEA Waivers

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Archer summarized the waiver requests from the minimum requirement of a 180-day school year. The requests were from Auburn School District, Cusick School District, and Tacoma Public Schools. District administrators were given the opportunity to comment on their districts’ waiver requests.

Public Comment

Ms. Tracy Drum, Teacher in Highline School District

Ms. Drum stated that she is excited by the emphasis on social justice and addressing the opportunity gap. Through listening to the Board and reading through the materials, she read that one important way to close the opportunity gap is to continue to focus on the Smarter Balanced Assessment. She stated that it is misguided. She teaches in a diverse, high poverty school. Social studies, science, and art are no longer being taught with as much time or focus. An afterschool broadcasting class was cancelled and a limit on only three field trips was introduced. She stated that these opportunities are not lacking in higher income schools. She stated that the testing movement comes out of the eugenics movement on the early 20th century. The eugenics movement focused on finding traits of a superior race and that I.Q. tests were given to that end. She said that she doesn’t believe that the creators of the Smarter Balanced assessment are eugenicists but that the pattern of testing plays out again and again. Children from poverty don’t do as well as wealthier students. Testing serves the purpose of ranking and sorting people. It serves the purpose of offering certain groups of people opportunities and denying those opportunities to other groups.

Ms. Marie Sullivan

Ms. Sullivan stated that she was not representing any group during this comment. Her daughter, a junior in high school, is entering her senior year. She said that the majority of kids at her daughter’s school who opted out of the Smarter Balanced assessment were in Advanced Placement, International Baccalaureate, or Running Start. When considering how to interpret the SBAC results for setting a cut score, the Board should be mindful of who opted out. She views it as a social justice issue. There is a leadership opportunity for the State Board on Dual Credit. The Legislature talks a good game about putting value on Dual Credit but then they take the money and supports away. This year, HB 1546 was a bill aimed at taking Running Start in the High School away. Central and Eastern came up with Running Start in the High School to provide college credits to students who did not want to leave their schools. We had several students who wanted to earn credit without leaving their school because they were very engaged in their school. There is an opportunity for the State Board to look outside of the box and

offer access and opportunities to students to earn college credit. The state needs to step up with the funding because most of the funding for Dual Credit programs besides Running Start does not come from the state. As the Board includes Dual Credit in the Index, the Board should look at why students would want to earn college credits while remaining at their high school.

Mr. E.B. Vodde, Recent Graduate from Eastern Washington University, Advocate for Student Success in Higher Education

Mr. Vodie commented on the Smarter Balanced assessment. The state has been stepping up funding for education and the first higher education tuition reduction just passed. It is exciting that Washington is getting closer to providing access to higher education and the tools to succeed at it. He took Math 115, a class required for a Bachelor of Arts degree. He thought the recent high school graduates would do well at it but they didn't and only half of the class passed. That is the status quo. If the SBAC score gets lowered and students only have a partial knowledge of the subject, then the students will not succeed with that partial knowledge of the subject matter. An SBAC score of three is adequate, then they can complete college-level courses and graduate. Completing remedial courses increases the length of time needed to earn a degree, is demoralizing, and causes students to drop out. From a higher education perspective, if the state wants to reach a goal of 70% of students with degrees and working, then the SBAC score needs to provide an adequate level of understanding so that they can succeed in higher education.

Ms. Thelma Jackson, Black Education Strategy Roundtable

Ms. Jackson commented on providing acceptable levels for students to assess on the Smarter Balanced assessment. She appealed to the Board to set a standard for the educational system and the students in this state. A cut score of three must be instituted if we are to deliver on our commitment to have each student be college and career ready when they leave our public schools. She says this as a longtime advocate of excellent and equitable outcomes for all students, particularly as an advocate for black students who have historically, traditionally, and disproportionately left behind in the achievement gap. Their educational success will not be helped with limited instruction, low expectations, less-than-rigorous curriculum, and a lack of system accountability for student learning. A cut score of three should be implemented and should be implemented by the 2020 school year at the latest. The current system is ill-equipped to deliver an excellent and equitable education for all students, particularly those who have not been successful in this outdated, outmoded, and culturally irrelevant system. Our students must be able to access the educational and economic opportunities available to them by being college and career ready. We will hold them accountable to things that they were never taught to be prepared for. Setting a cut score of three and a new target date of 2020 is no guarantee that things will change without some fundamentally different approaches to how we do school. We must take the challenge more seriously to educate the culturally diverse students who populate our schools instead of continuing the education system of yesteryear. Be bold in your decisions and be sure that our schools and students are held to the highest standards. Our schools and communities deserve no less.

Ms. Jen Wickens, Chief Regional Officer, Summit Public Schools Washington

Summit Public Schools has seven public charter schools in the Bay Area and two opening in Washington, one in Seattle and one in Tacoma. All of our schools serve a heterogenous student population. She summarized statistics showing high performance on preparing students for college. She advocated for a high standard for students by setting a cut score of three on the Smarter Balanced assessment. Students will rise to the challenge. The cut must be set to career and college readiness so that students reach their potential. As policymakers and educators, it is our responsibility to raise expectations so that all students succeed. Resources and priorities must be shifted to provide for equitable distribution.

Mr. Kevin Washington, Chair of the Education Committee, Tabor 100

Mr. Washington noted the importance of high standards. From the point of view of having a prepared workforce, career and college readiness is vital. He said that there is a shortage of knowledgeable and skilled workers to meet the demand of companies. Jobs should be filled with Washingtonians who are coming out of Washington's schools instead of workers brought in from outside of the state or of the country. He stated that preparing students for career and college is important to small, minority-owned businesses because they need the level of competence in the general workforce to remain high. He stated that cut scores below three do not accomplish what the state needs. Struggling students will need supports to reach level three. Resources will need to be shifted to support those students. Equity is one thing and equality is something else. If students need the extra support, then it is the responsibility of the state to give those students extra support. It is the Board's responsibility to ensure that students receive the education that they need. Lower expectations will fail the students. He would also like accountability to ensure success for the 2019-2020 school year. If the implementation proves too difficult, the state should be prepared to delay.

Mr. Cary Evans, Government Affairs Director, Stand for Children

Ms. Evans is a proud parent of three children in the Everett School District. At Stand, their mission is to ensure that every child, regardless of background, has the ability to go to college if they so choose. Currently in Washington, half of students enrolling in community college need remedial courses. Their high school experience has not prepared them for college and they pay for those remedial courses out-of-pocket. Graduation rates are meaningless if students aren't prepared when they graduate. The Board is uniquely situated to maintain a good policy with a cut score of three. Stay the course, be hopeful, and don't let politics in the Legislature dictate policy. Please keep policy over politics. Set a cut score of three.

Ms. Maya Vengadasalan, Kent School District

Ms. Vengadasalan stated a cut score of three should be set with a phase-in approach. This would help to ensure that all students graduate college and career ready. Although her son received good grades in high school, he was not prepared for the rigors of college upon graduation. The point of the test is for our children to understand what they need to achieve their goals and not what they already may know. Scores of one or two on the Smarter Balanced would not signify that students understand what they need to achieve their goals. Remediation rates are high and not all students are prepared to meet a level three. That is why we must immediately take action and provide the necessary supports in early years so that students can achieve their aspirational goals. Professional learning resources should be increased so that teachers are prepared to support their students. We need to believe that our students are reading and willing to meet the expectation that they be adequately prepared for career and college. Setting a score of one or two sends the wrong message to our kids. Please consider setting the cut score at a level three as an aspirational goal and signal that you are willing to provide the resources to get them there.

Ms. Betsy Cohen, Mother of Two High School Graduates in Issaquah School Districts

Ms. Cohen thanked the Board for its work in ensuring that all students receive a meaningful education. She requested that the Board continue that work by setting a cut score of level three. Expectations should not be lowered simply because some students are not meeting them. Imagine a world where instead of correcting vision, eye doctors simply redefined what good vision is. Lowering our standards is absurd. Working with non-English speaking communities, she sees firsthand how kids can fall through the cracks when parents can't help their students or can't advocate for them. This is a social justice issue and I urge you to not let these kids down by lowering standards. Kids can pass courses with As and Bs and still fail to pass the state assessment. We need an objective way to ensure that students are meeting standards. She offered an anecdote about how important it is to have a test to ensure that all

students are learning the material. Testing is needed for all childrens and standards should be kept high. You cannot raise achievement by lowering expectations.

Ms. Kelly Munn, State Field Director, League of Education Voters

Ms. Munn stated that her son currently works in Panama. He is fluent in Spanish and Chinese. When he wanted to take early Spanish, he wasn't allowed to. Her son reminded her that he wasn't allowed to because other people decided that he wasn't ready and that he couldn't learn it because his grades weren't that great. However, he loved languages. He was from an affluent, white neighborhood where Ms. Munn could buy him what he needed. She enrolled him in Japanese at a community college and he was successful. His middle school wouldn't let take Spanish. He is affluent and people make decisions for him. What if you were a person of color or poor? People would be making decisions for you. The problem that prevented him from taking Spanish in eighth grade was that there was not a common vision of what students need. A level three creates a vision of what students need for career and college when they graduate. She stated that she understands that the Board is in a difficult position with setting a cut score. If the Board sets a level one or a level two, then kids will be thinking of their own achievement as only a level one or two, short of the career and college ready level. League of Education Voters urges the Board to set a level three and set a timeline for reaching a level three. There can't be no deadline and just a two or one.

Ms. Amy Liu, Policy Director, League of Education Voters

Ms. Liu thanked the Board for its leadership. She stated that she believes in the Board's vision of a high quality education system that prepares all students for career, college, and life. This vision should be realized with a fierce urgency. In regards to setting the graduation score, she stated that she realizes that there are limits to what the Board can and cannot do. She understands that the Board can't control all parts of a large and complex system, public opinion, or the Legislature. The thing that the Board does control here is setting the graduation cut score. She said that the Board may not get another chance to set the graduation score. It is unclear if the Board will get another shot at setting the cut score. Put the stake in the ground and let the Legislature control what they can control – implementation, supports, delays, et cetera. Set a level three and we will be with you every step of the way. Control what you control, boldly. Lead the State towards realizing the Board's vision.

Lunch

Board Discussion

Staff summarized the exhibit documents that board members will be voting on and answered questions regarding the proposed actions to be taken by the Board.

Business Items

Member Laverty moved to approve the date changes for the 2015-2018 Board Meeting Calendar as set forth in Exhibit A.

Member seconded.

Motion carried. Member Wilds abstained.

Member Jennings moved to adopt the Private School Rules as set forth in Exhibit B, as amended, and approve filing the CR-103 to amend Chapter 180-90 WAC, Private Schools.

Motion seconded.

Motion carried.

Member Wilds moved to approve the Soap Lake Required Action Plan as set forth in Exhibit C.

Motion seconded.

Motion carried.

Member Koon moved to approve the **Auburn School District's** waiver request from 180-day school year requirement for three days, for the 2015-2016 school year, for the reasons requested in its application to the Board.

Motion seconded.

Motion carried.

Member Koon moved to to approve **Cusick School District's** waiver request from the 180-day school year requirement for five days, for each of the 2015-2016, 2016-2017, and 2017-2018 school years, for the reasons requested in its application to the Board.

Motion seconded.

Motion carried.

Member Koon moved to approve **Tacoma Public Schools'** waiver request from the 180-day school year requirement for ten (10) days, for each of the 2015-2016, 2016-2017, and 2017-2018 school years, for the reasons requested in its application to the Board.

Motion seconded.

Motion carried.

Member Laverty moved to approve temporary waivers from implementing the High School Graduation Requirements of WAC 180-51-068 for the following school districts for the number of years and reasons requested in their applications to the Board:

- Aberdeen
- Chimacum
- Darrington
- Eatonville
- Franklin Pierce
- Hoquiam
- Lake Stevens
- Mossyrock
- Ridgefield
- Rochester
- Toledo
- West Valley (Spokane)
- White Pass

Motion seconded.

Motion carried.

Member Wilds moved to approve the *Provisional Position Statement on the Accountability System During the Transition to the Smarter Balanced Assessment* as set forth in Exhibit D.

Motion seconded.

Motion carried.

Member Jennings moved to approve the private schools as set forth in Exhibit E and Initial approval with minor deviation for A Journey School.

Member seconded.

Motion carried.

Member Fletcher moved to adopt amendment to WAC 180-17-010 as set forth in Exhibit F, as amended, and to approve the filing of the CR-103.

Motion seconded.

Motion carried.

Member Lavery moved to approve a three percent COLA salary increase for all State Board of Education staff effective July 1, 2015 consistent with the appropriation for all state employees by the legislature in the 2015 session.

Motion seconded.

Motion carried.

Member Wilds moved to approve a two percent increase in the Executive Director's salary in addition to the 2015 three percent COLA approved by the legislature.

Member seconded.

Motion carried.

Chair Muñoz-Colón adjourned the meeting at 3:20 p.m.



THE WASHINGTON STATE BOARD OF EDUCATION

"Every student receives a high-quality education that prepares for career, college, and life."

Educational Service District 113, Mason & Lewis Room
6005 Tye Drive SW, Tumwater, WA 98512

August 5, 2015

Minutes

Wednesday, August 5

Members Attending: Ms. Isabel Muñoz-Colón, Ms. Janis Avery, Ms. Connie Fletcher, Mr. Baxter Hershman, Mr. Tre' Maxie (via teleconference), Mr. Peter Maier J.D., Ms. Holly Koon, Superintendent Randy Dorn, Mr. Bob Hughes, Mr. Kevin Laverty, Ms. Cindy McMullen J.D. (via videoconference), Ms. Mona Bailey, Ms. Judy Jennings, Dr. Daniel Plung (via teleconference), and Mr. Jeff Estes (via teleconference) (14)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Ms. Julia Suliman, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Stefanie Randolph, and Ms. Denise Ross (10)

Call to Order

The meeting was called to order at 1:05 p.m. by Chair Muñoz-Colón. Member Maxie, Member Estes, and Member Plung identified themselves as being present on the teleconference. Member McMullen identified herself as being present on the videoconference. The Chair announced that OSPI's technical consultant, Dr. Tom Hirsch, would be on the teleconference and available if needed to answer questions.

Members discussed whether to take action on the position statement for setting the graduation cut scores at this meeting. Members were concerned there wouldn't be enough time at this meeting to receive public input and have a lengthy discussion. The Chair proposed delaying the discussion and taking action until the September meeting.

Performance Standards Setting for High School Exit Exams and WA-AIM

Ms. Linda Drake, Research Director

Dr. Robin Munson, Assistant Superintendent, OSPI

Ms. Cinda Parton, Director of Assessment and Development, OSPI

Mr. Mike Middleton, Director of Select Assessments, OSPI

Ms. Linda Drake stated that the actions proposed for this meeting are to set minimum high school graduation scores and achievement level scores on several new state assessments, which included Washington Access to Instruction and Measurement (WA-AIM), Math Year 1 and Math Year 2 End-of-Course Exams, and the Smarter Balanced Math and English Language Arts. Ms. Drake summarized the statutory requirements for setting the scores on these state assessments and the background of the positions the Board has previously taken on state assessments.

Dr. Robin Munson stated that while it's important not to compare the results of this year's tests to previous years' due to the increased rigor of the learning standards and tests, it will be necessary to

review previous year testing data. The Board has chosen to establish a cut score that yields “equal impact”, that is, a score that impacts students approximately equally to how students have been impacted by state assessments over the past few years.

Mr. Mike Middleton stated that WA-AIM is designed for students with significant cognitive challenges for whom the general assessments are not accessible. This population of students comprises less than one percent of the total student population. The standards are an adaptation of the general state standards, and the performance tasks are linked to the adapted learning standards used by educators to assess student knowledge and skills. WA-AIM serves as an alternative assessment in grades 3-8 and 11 for accountability purposes in English Language Arts, mathematics and science.

Mr. Middleton reported that OSPI tasked a standard-setting group to establish three WA-AIM cut scores to define four levels of achievement. The process used was reviewed by the National Technical Advisory Committee and by Superintendent Dorn. Mr. Middleton presented the following:

- Proposed WA-AIM cut scores and their outcomes for English Language Arts in grades 3-8 and grade 11. Level three and above will be deemed as proficiency.
- Proposed WA-AIM cut scores and their outcomes for mathematics in grades 3-8 and grade 11. Level three and above will be deemed as proficiency.
- Proposed WA-AIM cut scores and their outcomes for science in grades 5 and 8. Level three and above will be deemed as proficiency.
- Proposed WA-AIM Exit Exam Cut Scores and the target rates in English Language Arts and mathematics for grade 11 using a three year average

Mr. Middleton noted that the high school science assessment test was not administered due to accountability testing completed the previous school year.

Ms. Cinda Parton stated the requirements for the two new End-of-Course (EOC) assessments or an alternative in order to earn a certificate of academic achievement or high school diploma. The new tests were needed due to new math standards, but will not be used for federal accountability purposes. Ms. Parton presented the proposed EOC cut scores for Math Year 1 and Math Year 2, the outcomes and the methodology used to determine the scores.

Dr. Munson presented a comparison of the proficiency rates for the high school English Language Arts SBAC test results for all students and the rates separated out for grade 10 and grade 11. The data separated by grade level showed that the grade 10 students had significantly higher proficiency and participation rates than the grade 11 students.

Dr. Munson presented data that suggested that lack of motivation may be a more likely explanation for the low 11th grade performance than a skewed population due to the high refusal rate of the 11th graders.

Dr. Munson presented the following English Language Arts Exit Exam Cut Score options:

- Cut score of 2487 using a matched cohort approach. This score falls in the range of achievement level one.
- Cut score of 2548 using a three-year-average of Grade 10 testing results. This score falls in the range of achievement level two.
- Cut score of 2493, achievement level two.
- Cut score of 2583, achievement level three.

Dr. Munson presented the following Math Exit Exam Cut Score options:

- Cut score of 2469 using a matched cohort approach. This score falls in the range of achievement level one.

- Cut score of 2595. This score is comparable to the level two scale for the English Language Arts cut score proposal.
- Cut score of 2543, achievement level two.
- Cut score of 2628, achievement level three.

Public Comment

Dr. Thelma Jackson, Black Education Strategy Roundtable

Dr. Jackson is concerned about the 30 percent of students that did not make a level two and the second bullet item on the Board's draft position statement for setting the cut score. She suggested that the intent for the standard should apply to the Class of 2020 and no later than to the Class of 2022. The Black Education Strategy Roundtable applauds the work of the Board, but is interested in disaggregation data for the 30 percent of 10th graders that did not make level two this year.

Mr. Bill Kleim, Washington Association of School Administrators

Mr. Kleim is in support of the Board's position for an equal impact level on the SBAC. He stated the Class of 2017 has had little opportunity to learn the standards, nor have the teachers had enough professional development to prepare for Common Core.

Ms. Becca Ritchie, Washington Bad Ass Teachers Association

Ms. Ritchie is concerned that a level three cut score is unattainable for too many students and it's the same failed policy of No Child Left Behind. Linking test scores to graduation will leave many students without a high school diploma and impacting society by increasing dropout rates. Whether or not students had high GPAs would not matter because they didn't pass the test. Ms. Ritchie is concerned about the students that are not passing because there is a linkage between test results and diplomas.

Ms. Linda Myrick, Bellevue School District Teacher

Ms. Myrick feels less valued because the state is determining what she is required to teach and how her students will graduate. Each year, her ability to influence and control how her students are learning is decreasing because they're going to be judged by a one-size-fits-all test score. Special education students have enough unique challenges to face and be required to take the WA-AIM test. These policies are belittling teachers and students as human beings and the state is going in the wrong direction.

Ms. Shannon Criss, Winlock School District

Ms. Criss has seen the poverty rate in her district increase significantly. She encouraged the Board to set a minimum standard that is equal, fair and continues to allow educators to learn the Common Core standards. Educators and students haven't been able to fully embrace Common Core yet and there is fear of failure on the SBAC. The kids in our district are offered opportunities to receive college credits while in high school, but some of the students will go directly to the workforce before college due to the realities of living in poverty. Setting a cut score of level three or level four would be a huge obstacle for kids. Ms. Criss asked the Board to set the cut score to equal impact.

Representative Chris Reykdal, Washington State Legislature, 22nd District

Rep. Reykdal stated the legislature has failed the state by giving the Board a false choice. The legislature has given the Board the ability to set a cut score, but under the premise that exit exams are the standard policy for determining the future of a child. When a child is denied a diploma or drops out because of the fear of an exit exam, they lose lifetime income. The false choice is to set the minimum graduation score at a level three or four and have thousands of students fail to meet standard because the preferred alternative of collection of evidence is clearly inconsistent and expensive. The legislature

has done an injustice to the Board in asking members to set a cut score. The Legislature should have done the job of placing meaningful alternatives aligned in Common Core so that we get 100 percent graduation for students. Rep. Reykdal requested that the Board go beyond this decision and ask the Legislature for better policy tools on the test alternatives so students are not relying on a single exam.

Mr. C.J. Nickerson, Longview School District Board of Directors

Mr. Nickerson agreed with the comments made by Rep. Reykdal and the teachers. He asked the Board to consider the rhetorical question of if a student isn't determined to be college and career ready, what are they and what's the impact on their life?

Ms. Amy Liu, League of Educator Voters

Ms. Liu highlighted the 71 percent of 10th grade students that were determined to be career and college ready. This accomplishment by 10th graders shows that meeting the expectations can be done, and is a testimony to the efforts taking place in our schools. She asked the Board to remember the vision of preparing all students for college and career as they consider their decision today.

Dr. Glenn Malone, Puyallup School District

Dr. Malone supports the comments made by Dr. Bill Kleim and hopes the Board will use the matched cohort model. The other proposals by OSPI for setting the cut scores would create a considerable burden for his district and the resources needed to make up the difference would be a hardship. Dr. Malone is in support of the matched cohort model.

Additional public comment received prior to the board meeting is posted on www.sbe.wa.gov/materials.

Board Discussion

Members asked technical questions to Dr. Munson regarding her data presentation.

Members discussed adding another motion under the [business item](#) #1. Since a methodology different from the WA-AIM threshold scores will be used for the WA-AIM minimum scores, members felt they should be voted on separately. Member Maxie also proposed separating the motions under item #3 on the [business items document](#) into two separate motions.

Business Items

Motion made by Member Bailey to adopt the achievement level threshold scores for WA-AIM as shown in Exhibit A.

Motion seconded by Member Fletcher.

Motion carried.

Motion made by Member Jennings to adopt the minimum scores for the WA-AIM to earn a Certificate of Individual Achievement, as shown in Exhibit D.

Motion seconded.

Motion carried.

Motion made by Member Lavery to adopt the threshold score for the Math Year 1 and Math Year 2 End-of-Course exams, as shown in Exhibit B, and to set the level three threshold scores as the minimum to earn a Certificate of Academic Achievement.

Motion seconded.

Motion carried.

Motion made by Member Fletcher to table the discussion and adoption of the position statement on score setting for the minimum score to earn a Certificate of Academic Achievement to the September 2015 regularly scheduled meeting.

Motion seconded.

Motion carried.

Chair Muñoz-Colón noted for the record that the Board had previously adopted a methodology for setting the equal impact cut scores in March. That methodology was adopted prior to learning about the extent of the parent refusals in our testing system and the impacts that would have on the usability of the resulting data. Ms. Muñoz-Colón stated that each member's vote in favor of the recommended minimum scores for both Math and ELA also means that members are consenting to deviating from the original matched cohort methodology that the Board approved. Subsequent events have made the original methodology untenable for our purposes today.

Motion made by Member McMullen to adopt a score of 2548 as the minimum score to earn a Certificate of Academic Achievement on the English Language Arts Smarter Balanced Assessment.

Motion seconded.

Mr. Rarick reminded members that the score of 2548 is a deviation from the original matched cohort, but in the spirit of the Board's original policy of equal impact. The staff recommends this particular methodology to adopt the minimum score to earn a Certificate of Academic Achievement on the English Language Arts Assessment.

Member Plung suggested adding the specific level number in the motion.

Member McMullen accepted his suggestion as a friendly amendment to add the wording "Level 2.6" to the motion.

Members discussed the pros and cons of referencing the level number in the motion. Some members felt it brought clarity to the meaning of the score, while other members felt that only the cut score should be included in formal motion language.

Member McMullen withdrew her acceptance of the friendly amendment.

Member Plung moved to amend the motion on the floor by inserting the wording "which represents a score in the middle of the 2 range" following the number 2548.

Motion seconded.

Member Koon spoke in support of the amendment because it reflects equal impact.

Member Maier expressed concern that the amendment may cause ambiguity. He said the Board should provide clarity to the public regarding the meaning of the levels in other channels of communication, but have only the score stated in the motion language.

Member Koon made a friendly amendment to Member Plung's original amendment to insert the words "which falls in the 2 range set by the SBAC Consortium."

Member Plung did not accept Member Koon's friendly amendment and Member Koon withdrew it.

Member Maxie made a friendly amendment to Member Plung's original amendment to insert the words "that falls within the level 2 range."

Member Plung accepted Member Maxie's friendly amendment.

Motion seconded.

Member Maier was concerned that there is an additional number in the motion language without a legal purpose.

Member Maxie stated the importance of providing a motion that fulfills the needs of the public by providing the level designated for the score.

Member Plung withdrew his amendment.

Member McMullen made a friendly amendment to insert the wording "adopt a level 2 score of 2548 as the minimum score."

Motion seconded.

Some members felt the motion language should state only the score and that the Board should utilize the press conference after the meeting to provide clarity around the decision.

Motion failed on a roll call (5 yes/9 no). Chair Muñoz-Colón requested the roll call. Those voting yes: Member Plung, Member Hughes, Member Maxie, Member McMullen, and Member Koon. Those voting no: Member Dorn, Member Fletcher, Member Jennings, Member Laverty, Member Avery, Member Estes, Member Bailey, Member Muñoz-Colón and Member Maier.

Motion made by Member McMullen to adopt a score of 2548 as the minimum score to earn a Certificate of Academic Achievement on the English Language Arts Smarter Balanced Assessment.

Motion seconded.

Motion carried.

Motion made by Member Laverty to adopt a score of 2595 as the minimum score to earn a Certificate of Academic Achievement on the mathematics Smarter Balanced Assessment.

Motion seconded.

Mr. Rarick stated for the record that the score of 2595 as the minimum score is not based on a methodology from math scores that project equal impact. It is based on the number most equivalent on the scale to the English score. If approved by the Board, this score in math and the score for English would be of comparable rigor.

Members were concerned about not having equal impact for the math score and discussed the possibility of working with the Legislature to change the cut score once more data is available.

Member Bailey proposed a friendly amendment to add the wording “preliminary” or “initial” before the score.

Mr. Rarick recommended not adding the wording “preliminary” or “initial” before the score, but rather creating a separate motion stating the board’s intent to revisit and possibly change the score next year.

Member Bailey withdrew her friendly amendment.

Member McMullen recommended the motion language state that the cut score be effective for one year. Ms. Sullivan-Colglazier couldn’t confirm that setting a one-year score would fulfil the Board’s statutory obligation, and advised that a separate motion be made instead indicating the Board’s intent.

Motion carried on a roll call (9 yes/5 no). Members voting yes: Member Fletcher, Member Plung, Member Jennings, Member Laverty, Member Avery, Member Estes, Member Bailey, Member Muñoz-Colón, and Member Maier. Members voting no: Member Dorn, Member Hughes, Member Maxie, Member McMullen and Member Koon.

Member Maxie ended his participation via teleconference. Chair Muñoz-Colón noted for the record that the Board still had a quorum present after Member Maxie ended his teleconference connection.

Chair Muñoz-Colón directed staff and counsel to draft an additional motion indicating the Board’s intent to review the minimum score on the mathematics smarter balanced assessment.

Motion made by Member Bailey to move that the Board review the minimum score on the Mathematics Smarter Balanced assessment to earn a Certificate of Academic Achievement prior to the end of the 2015-2016 school year.

Motion seconded.

Member Maier was concerned the language didn’t clarify what specific month is considered the end of the 2015-2016 school year or have a calendar date on which action would be due.

Member Bailey proposed an amendment to her motion to change “prior to the end of the 2015-2016 school year” to “Prior to the beginning of the 2016-2017 school year.”

Member Maier recommended moving “prior to the beginning of the 2016-2017 school year” to the beginning of the motion.

Member Bailey accepted Member Maier's recommendation.

Motion seconded.

Member Plung made a friendly amendment to remove the word "review" and replace with "determines if an adjustment is required."

Member Bailey did not accept Member Plung's friendly amendment.

Member Koon made a friendly amendment to add the wording "to determine whether or not the current cut score meets the Board's adopted policy of equal impact" as the end of the motion.

Member Bailey accepted Member Koon's friendly amendment.

Member Maier was concerned the language was too narrow and broad.

Member Bailey withdrew her acceptance of Member Koon's friendly amendment.

Member Koon made an amendment to add the wording "to determine or whether not the current cut score meets the Board's adopted policy of equal impact."

Motion seconded.

Members expressed concern that it's unknown whether comparable data will be available next year to reflect equal impact.

Chair Muñoz-Colón made a friendly amendment to replace Member Koon's amendment to "to determine whether or not the current minimum score needs to be changed."

Member Koon accepted Member Muñoz-Colón's amendment.

Motion seconded.

Amendment passed.

Motion carried.

The meeting was adjourned at 5:24 p.m. by Chair Muñoz-Colón.



Feedback Summary of the July 8, 2015 Community Forum

Seventy-five participants, including eleven board members and three staff, attended the July community forum in Seattle.

Parents, teachers, students, administrators, union officials, and legislative staff 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**):

Family engagement:

- **Engage community partners – they can also engage parents**
- **Get communities to come and talk about the issues they face**
- **Directly involve students who are affected by policies in solutions**
- Support funding for parent engagement and guidance counseling
- Change school culture through policy

Discipline:

- **It's a whole-system issue**
- **Discipline disproportionately affects students of color – it should be fair**
- **Schools need a safe learning environment**
- **Investigate prevention-based approach, also an evidence-based approach**
- Track discipline as an accountability measure
- Need a different structural response
- Use a growth mindset
- Teachers need support to deal with students in the classroom
- Ask schools and districts to reduce exclusion as a response to behavior

Opportunity Gap:

- **Each district has opportunity gaps – just different areas and different levels**
- **Continue to evaluate barriers to opportunity**
- Ensure opportunities for all students – including all races and ethnicities
- Plan for a 5-year path for some students, to allow for other obligations like jobs, kids, parents
- Create alternatives for graduation
- Special education should be included in accountability index
- Support individualized education
- Investigate online courses

Racism:

- **Discipline disproportionately affects students of color**
- Institutionalized racism is not being addressed
- Improve cultural competency in school system

Assessments:

- **Testing takes a lot of time**
- **Offer different options for assessments**
- Align assessments with goals of the system
- Make sure assessments don't interfere with different kinds of thinking
- Assessments can be barriers for graduation – please keep alternatives
- Fewer assessments – need formative and summative
- Need sustained use of assessments to see improvement
- ELL students struggle with assessments
- Communicate clearly what the Common Core is

Teachers and teacher equity:

- **Better support teachers who are trying to support struggling students**
- Offer incentives to teachers at Title 1 schools
- Teachers don't all put in the same level of effort
- TPEP must be growth-focused, not compliance

Budgeting:

- Inequity causes distrust
- Kids need equal access to programs
- Funding is the tool, not the end goal

Feedback on Outreach Efforts

- **Appreciate the welcoming attitude of SBE board members at community forum**
- **Appreciate email communications from the board**
- Send email updates before decisions are made
- Continue digital communication to schools
- Continue in-person and digital outreach efforts
- Schools could also offer community forums
- Attend Community-Based-Organization meetings
- Use surveys to better understand concerns
- Gather feedback on SBAC

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



EXECUTIVE COMMITTEE ELECTIONS

The SBE will conduct an Executive Committee election at the September meeting for the following seats:

- Chair, two-year term
Current Officer: Isabel Muñoz-Colón
- Member at-large, one-year term
Currently vacant
- Member at-large, one-year term
Current Officer: Connie Fletcher
- Member at-large, one-year term (in place of an immediate past chair)
Current Officer: Judy Jennings

Isabel Muñoz-Colón is currently serving the last remaining year of Dr. Kristina Mayer's two-year term as Chair; therefore, Ms. Muñoz-Colón is eligible to be re-elected. Per the bylaws, the time spent finishing a term due to vacancy does not count towards an officer's term limits.

Connie Fletcher is eligible for re-election as a Member at-large.

Judy Jennings is eligible for re-election as a Member at-large because she had a break in service prior to the January 2015 election.

The elected members will begin service on the Executive Committee at the end of the September meeting.

Action

Prior to the July meeting members were invited to submit nominations to Bob Hughes. The following members have been nominated:

- Member at-large (3), one-year term – Holly Koon, Connie Fletcher, Peter Maier, Judy Jennings
- Chair, two-year term – Isabel Muñoz-Colón

A call for additional nominations will be offered on the morning of September 10 and the elections will take place following lunch. Ballots will be provided at the time the election is conducted.

Election ballots are required to be signed per the Public Meeting Act RCW 42.30.060.



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:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input checked="" type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:		
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	Student presentations allow SBE board members an opportunity to explore the unique perspectives of their younger colleagues. In his first presentation to the Board, Student Representative Baxter Hershman will speak on WSIPC's High School and Beyond Online Planning Tool.	



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Annual report on charter schools under RCW 28A.710.250	
As Related To:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<ol style="list-style-type: none"> 1. What considerations should inform preparation of the report required by RCW 28A.710.250? What direction, if any, would the Board offer for the report at this time? 2. How can the Board best collaborate with the Washington State Charter School Commission in development of the report? 3. What additional outreach might be done in preparation of the report? 	
Possible Board Action:	<input type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Other Review RCW 28A.710.250 and discuss the report required by this statute.
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>RCW 28A.710.250 requires the State Board of Education, in collaboration with the Washington State Charter School Commission, to issue an annual report on the state's charter schools for the preceding school year to the governor, legislature and the general public. The report must be based on the annual authorizer reports that must be submitted to the SBE under RCW 28A.710.100 and WAC 180-19-210, and any additional relevant data required by the Board. The report must include the Board's assessment of successes, challenges and areas for improvement in meeting the purposes of the charter school law, including any suggested changes in state law or policy necessary to strengthen the state's charter schools.</p> <p>In your packet you will find a copy of RCW 28A.710.250. You will also find a chart showing the establishment of charter schools by years of opening and a map chart showing the location of approved charter schools.</p>	

RCW 28A.710.250

Annual reports — Recommendation regarding additional schools.

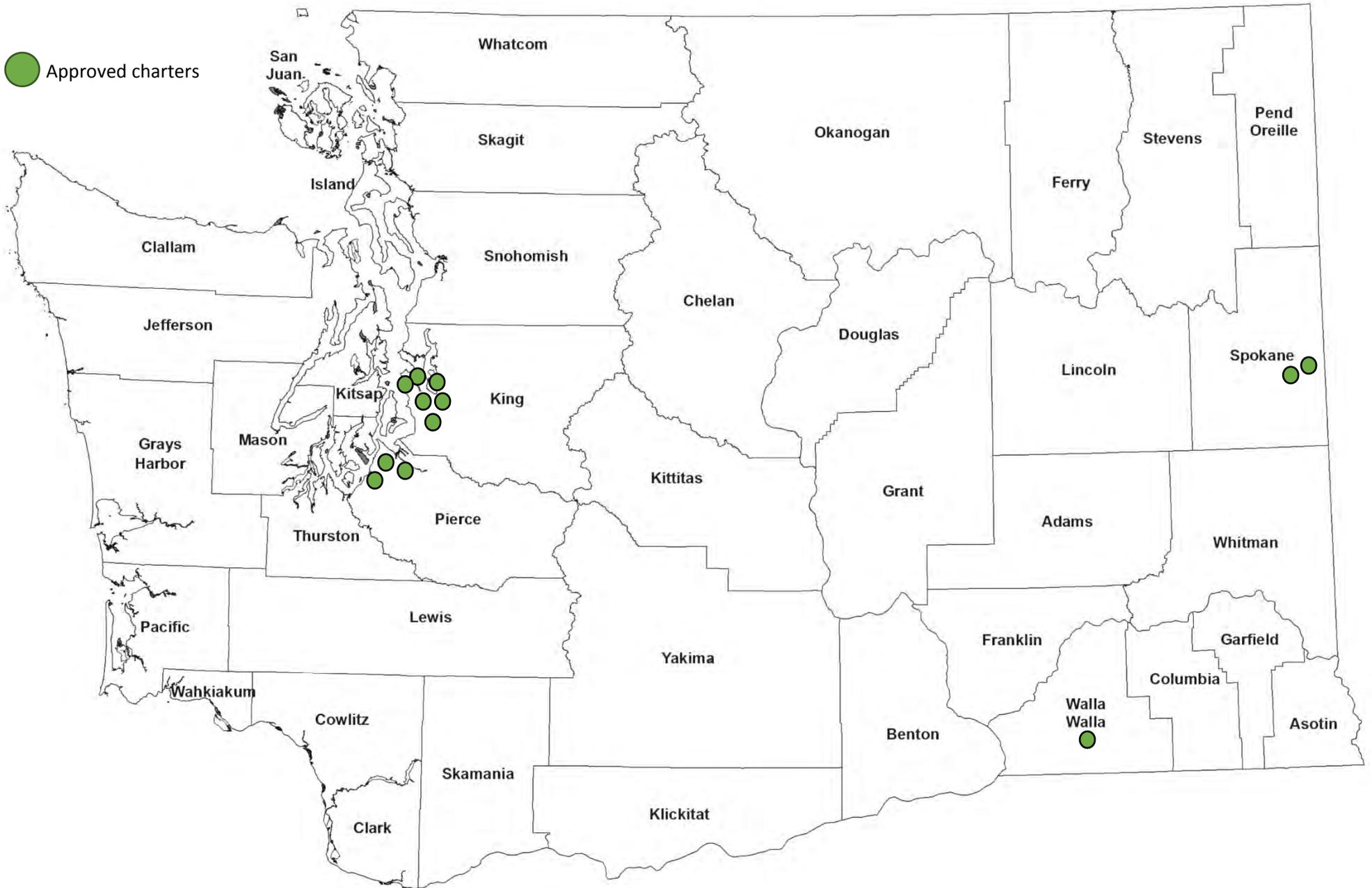
(1) By December 1st of each year beginning in the first year after there have been charter schools operating for a full school year, the state board of education, in collaboration with the commission, must issue an annual report on the state's charter schools for the preceding school year to the governor, the legislature, and the public at-large.

(2) The annual report must be based on the reports submitted by each authorizer as well as any additional relevant data compiled by the board. The report must include a comparison of the performance of charter school students with the performance of academically, ethnically, and economically comparable groups of students in noncharter public schools. In addition, the annual report must include the state board of education's assessment of the successes, challenges, and areas for improvement in meeting the purposes of this chapter, including the board's assessment of the sufficiency of funding for charter schools, the efficacy of the formula for authorizer funding, and any suggested changes in state law or policy necessary to strengthen the state's charter schools.

(3) Together with the issuance of the annual report following the fifth year after there have been charter schools operating for a full school year, the state board of education, in collaboration with the commission, shall submit a recommendation regarding whether or not the legislature should authorize the establishment of additional public charter schools.

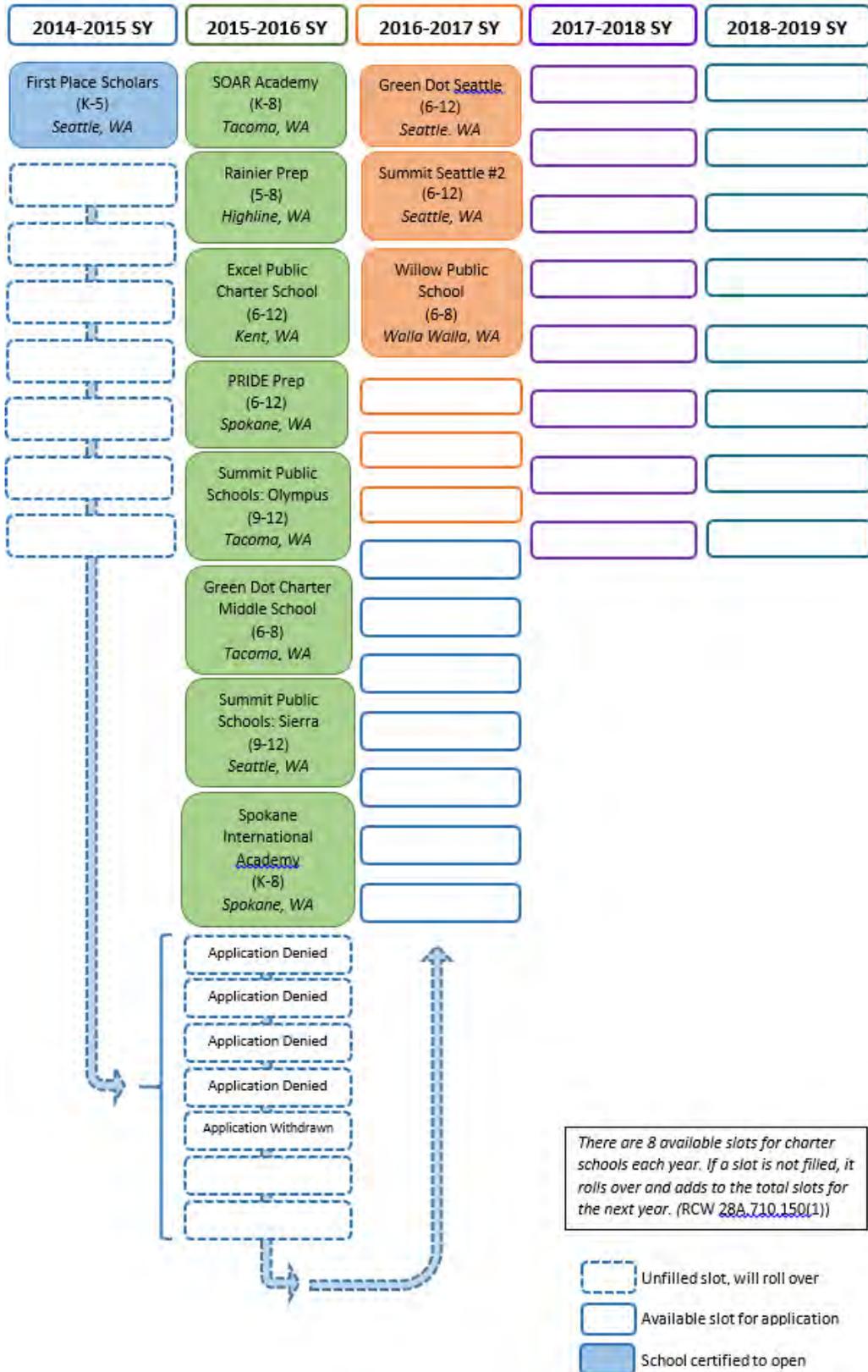
[2013 c 2 § 225 (Initiative Measure No. 1240, approved November 6, 2012)]

Public Charter School Approvals by County*



*Locations shown are approximate

Public Charter School Slots by School Year
Updated August 2015



Tab #10: Leg Priorities & Strategic Plan



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title: Discussion	Discussion of 2016 Legislative Priorities and Strategic Plan	
As Related To:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<ol style="list-style-type: none"> 1. What issues should be legislative priorities for the SBE in the 2016 Session, and what should be the Board's position on those issues? 2. What potential legislative priorities should have more exploration by members and staff in preparation for the November board meeting? 3. How can the Board most effectively communicate to legislators, the education community and the public on its legislative priorities? 	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials Board resolutions, position statements and reports. <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The Board will discuss potential legislative priorities for the 2016 Legislative Session. (The 2016 regular session is a 60-day, or "short" session.) In your materials you will find:</p> <ul style="list-style-type: none"> • A review of the Board's legislative priorities for the 2013, 2014 and 2015 legislative sessions. • A memorandum discussing potential legislative priorities for the 2016 Legislative Session, with links to board position statements, resolutions, and reports. • The resolution on the McCleary decision adopted by the Board at its September 2014 meeting. • The letter to the Governor on the state budget, local levy reform, assessment policy, and other issues that was approved by the Board at its January 2015 meeting. <p>Mr. Rarick will discuss the work plan for future board work and the takeaways from the July 2015 workgroup discussions of the 2015-2018 Strategic Plan. The following documents pertain to this discussion:</p> <ul style="list-style-type: none"> • July workgroup summaries. • Six-month planner. 	



DISCUSSION OF POTENTIAL 2016 LEGISLATIVE PRIORITIES

Options drawn from prior years' legislative priorities, board resolutions and position statements, reports on educational system health (ESSBB 5491), and other board documents.

With the enactment of the 2015-17 biennial budget after three special sessions, the Legislature still has major work ahead of it to achieve compliance with the court orders in the *McCleary* decision. Other major issues of concern to the SBE may also be front-and-center in the 2016 Session.

In the document "Review of 2013-15 Legislative Priorities," we look back not only at the Board's 2015 Legislative Priorities and how they fared in the 2015 regular and special sessions, but also remind of Board priorities in the prior two years and how they were (or were not) addressed by state lawmakers.

In your packet as well are the Board resolution on *McCleary*, as adopted at the September 2014 board meeting, and the letter to Gov. Inslee on the 2015-17 budget, as approved at the January 2015 meeting.

From this and other work of the Board, staff present the following for consideration as potential legislative priorities for the 2016 Session. The purpose is to provide a starting point for discussion, and 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 13-14 meeting.

- **Achieve compliance with *McCleary***
 - **Eliminate reliance on local levies for basic education.**
 - **Establish regular and dependable revenue sources.**
 - **Fully implement ESHB 2261 (2009) and SBE 2776 (2010).**

The Washington Supreme Court, reiterating previous judicial findings, was clear in its *McCleary* decision of January 2012 that "the State's reliance on local dollars to support the basic education program fails to provide the 'ample' funding article IX, section 1 [of the state constitution] requires."¹ Most glaringly, local excess levies continue to bear the cost of salaries for basic education employees, with big impacts on interdistrict equity and the ability of districts with widely varying capacity to recruit and retain high-quality staff. State legislators acknowledged this deficiency, on a bipartisan basis, in legislation offered in the 2015 Session:

The legislature finds that this failure [to fulfill its obligation to make ample provision under Article IX] has resulted in the state allocation for educator salaries and benefits not reflecting the actual cost of recruiting and retaining competent teachers, which has caused school districts to subsidize salaries with local levy funds. The legislature recognizes that this result is unfair because it has created uneven access to a quality education and has negatively impacted Washington's students.²

Legislators from both sides of the aisle advanced thoughtful proposals to resolve this problem in the 2015 Session. The Board reviewed some of these at its May 2015 [meeting](#). While rich discussions took place, no legislation was passed to reduce or eliminate reliance on local levies before the final *sine die* on July 8. The Board urges the Legislature to complete this work in order to bring the state into Article IX compliance, whether in a 4th 2015 Special Session or the 2016 Session.

- **Establish a program of high-quality, state-funded professional learning for educators.**

In a [position statement](#) approved at its November 2014 meeting, the Board declared 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.

The Board continues to recommend that the Legislature incorporate 80 hours of district-directed professional learning funding into the program of basic education. Restoring funded time for educators outside the 180-day calendar is not only essential to achieving the state’s goals for student learning, which is paramount for the Board, but will ease the strain on families and children created by the proliferation of partial school days, and reverse the erosion of instructional time that has resulted from the lack of funding for professional development. The Board reinforced this call in its “5491” report on Statewide Indicators of Educational System Health in 2014, where it recommended that the Legislature expand and fund high-quality professional aligned with best practices built on standards such as those of Learning Forward.³ (See also [HB 1345](#), 2015 Session). The Board urges the Legislature to make progress on this fundamental reform in the 2016 Session.

- **Preserve the integrity of the Career and College-Ready Diploma while expanding graduation alternatives.**

In a [position statement](#) approved at its January 2013 meeting, the Board affirmed that it “continues to support exit exams that students must pass to earn high school diplomas. SBE finds that exit exams reinforce the teaching and learning of standards and help ensure all students are prepared to succeed in college and careers.” The Legislature concurred with this position in passing EHB 1450, which required the Board, by the end of the 2014-15 school year, to establish the scores students must achieve to meet the career and college readiness standard and earn a certificate of academic on the Smarter Balanced English Language Arts and comprehensive mathematics assessments. In January of this year, the Board [reaffirmed](#) its position that “High school exit exams, or alternatives, aligned to rigorous standards, that all students are required to take as part of a meaningful high school diploma and an opportunity for students to demonstrate their readiness for postsecondary education, training and careers.” In conformance with its statutory [mandate](#) to create a system that personalized education for each student and respects diverse culture, abilities and learning styles, the Board continues to support expansion of sound graduation alternatives, including:

- 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](#).

- **Strengthen the High School and Beyond Plan.**

The career- and college-ready graduation requirements adopted by the SBE last year made the High School and Beyond Plan an essential part of the state’s new high school diploma. The HSBP guides selection of a student’s third math and science courses, and shapes the student’s personalized pathways. “The plain intent is that the High School and Beyond Plan is no longer just an add-on to credit

requirements,” a staff briefing explained. “Rather, it is integral to course credits chosen by a student to prepare him or her for pursuit of goals after the cap and gown are returned, and the student comes face-to-face with life after school.” Yet [current law](#) says only that a student must have a High School and Beyond Plan, with little to say about what a High School and Beyond Plan is, or in what it should consist. Legislation passed the House this year that would establish the essential definitional elements of a High School and Beyond Plan, while still leaving needed flexibility to schools and districts. This will help ensure that the HSBP carries the load intended for it by the new graduation requirements, and that all students, regardless of circumstances, have access to a high-quality plan. The SBE supported those provisions in HB 2214 and also testified in support of HB 1591, with very similar provisions on the HSBP.

- **Increase access to high-quality expanded learning opportunities.**

Research too ample to summarize here demonstrates the harm to disadvantaged students from the interruption of learning during the long summer breaks between school years. In [SSB 6163](#) (2014), creating the Expanded Learning Opportunities Council, the Legislature made findings that studies have documented that many students experience learning losses when they do not engage in education activities during the summer, that summer learning loss contributes to educational opportunity gaps between students, that falling behind in school can be a predictor of whether a student will drop out of school, and that this academic regression has a disproportionate impact on low-income students. “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,” the Legislature said. The SBE made increasing access to high-quality expanded learning opportunities one of its recommended reforms in its 2014 report on Statewide Indicators of Educational Health. The SBE pointed to the [inventory](#) of research-based practices for the Learning Assistance Program by the Washington State Institute for Public Policy, which found academically focused summer learning to be one of two evidence-based practice associated with improved outcomes for students. To implement the recommendation of its 5491 report, the Board might, for example, recommend that the Legislature create an additional LAP allocation to each district, at a per pupil rate to be determined, to support academically focused summer school for each eligible student. The allocation might be seeded in the 2016 supplement budget by the fines imposed on the state by the Supreme Court’s August 2015 order in *McCleary*, to the extent such funds are available.

- **Bring clarity to basic education requirements by harmonizing the definitions of “school day” and “instructional hours.”**

Both the SBE and school districts have struggled with the lack of apparent connection between the definitions of “school day” in [RCW 28A.150.203\(10\)](#) and “instructional hours” in [RCW 28A.150.205](#). A full explanation requires a longer legal analysis than can be provided here. A robust discussion, however, took place at the Board’s September 2012 [meeting](#), and yielded a recommendation for legislation to strengthen the 180-day school year. The root of the problem is that Washington, unlike most other states, does not define “school day” in terms of instructional time. Or, for that matter, in terms of any time at all. ([ECS, October 2014](#)). This seeming anomaly has given rise to (1) Proliferation of partial days on school calendars, as any amount of time in a calendar day on which students are scheduled to be in attendance, however brief, counts as a “school day” toward the minimum 180 days, and (2) Confusion about when a basic education waiver is needed from the SBE, as while parent-teacher conferences are explicitly within the definition of “instructional hours,” a day devoted solely to parent-teacher conferences has been determined not to count as a school day toward the minimum 180. Recognizing the value of parent-teacher conferences and the deleterious impacts of partial days for

instruction, the Board has since 2012 authorized 180-day waivers of up to five days for the sole purpose of parent-teacher conferences. The procedure is set out in [WAC 180-18-050\(3\)](#). Thirty-five districts currently have such waivers. Policy options for the Board could include:

1. Specify in law that full-day parent-teacher conferences are within the definition of “school day” for the purpose of RCW 28A.150.220(10).
 2. Define “school day” in terms of minimum instructional hours, like most other states that have minimum days requirements. In so doing the definitions of “school day” and “instructional hours” would be harmonized in law, and full days used for parent-teacher conferences would become by definition “school days” toward the minimum 180-day requirement.
 3. Place a limit on the number of partial days a district may have on its calendar, defined in relation to the length of the district’s normal school day.
 4. Do nothing, and continue granting waivers for districts to use full days on their calendars for parent-teacher conferences.
- **Other legislative priorities for discussion?**

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



REVIEW OF 2013-2015 LEGISLATIVE PRIORITIES

2015 SBE Legislative Priority	Legislative Actions
<p>AMPLE PROVISION</p> <p>Meet the state’s constitutional obligation to ample provision for basic education. Identify reliable and sustainable funding sources for basic education to support a robust response to the <i>McCleary</i> Court order, and make significant progress toward full implementation of the provisions of ESHB 2261 and SHB 2776.</p>	<ul style="list-style-type: none"> • The 2015-17 biennial budget adds \$1.3 billion for implementation of SHB 2776, including for Materials Supplies & Operating Costs (MSOCs), K-3 class size reduction, and all-day kindergarten. Funds all-day K statewide a year earlier than required by law. • No new funding source enacted for basic education. \$165m in net revenue legislation from changes in tax credits and exemptions.
<p>HIGH SCHOOL AND BEYOND PLAN</p> <p>Provide greater clarity on requirements for the High School and Beyond Plan. The adoption of more rigorous graduation requirements and the creation of personalized pathways increase the importance of the HSBP in a student’s journey to career and college readiness. By beginning the planning process in the middle school years and establishing definitional elements of an HSBP, the Legislature can help ensure that every student is engaged in these essential activities.</p>	<ul style="list-style-type: none"> • HB 1591, specifying minimum elements of HSBP and providing that HSBP must be initiated in 8th grade and amended annually, passed House Education Committee but did not advance further through the legislative process. • HB 2214, which included the same major provisions on the HSBP as HB 1591, but with somewhat more specificity, passed the House in regular and special sessions but did not pass the Senate.
<p>ESEA FLEXIBILITY WAIVER</p> <p>Take the necessary action to restore Washington’s ESEA Flexibility and return control of federal funds to local districts. Restore our waiver from onerous provisions of No Child Left Behind by requiring that state assessments, when relevant, be used as one measure of student growth in teacher and principal evaluations.</p>	<ul style="list-style-type: none"> • SB 5749, specifying that student growth data elements that must be used in teacher and principal evaluations include state-based tools when relevant, and delaying the use of the evaluation results in personnel decisions, had a public hearing. • HB 2019, providing that for teachers of reading/ELA or math in a grade in which federally mandated statewide assessments are administered, one of the multiple measures of student growth must be the relevant student assessment results, had no action.

<p>CAREER & COLLEGE-READY ASSESSMENT REQUIREMENTS</p> <p>Streamline assessments required for HIGH SCHOOL graduation. Expand the use of testing alternatives for students who do not pass the 11th grade SBAC test required for graduation, beginning with the Class of 2019. Additionally, the Board urges the Legislature to end the biology end-of-course exam as a graduation requirement in favor of developing a comprehensive science exam that aligns with Next Generation Science Standards.</p>	<ul style="list-style-type: none"> • SB 6145, delaying for two years the graduation requirement of meeting the state standard on the high school science assessment, passed the Legislature in 3rd Special Session and was signed into law. • No action on expanding use of testing alternatives for students who do not pass the 11th grade SBAC. HB 2214, which would have reduced testing alternatives, passed the House.
<p>PROFESSIONAL LEARNING FOR EDUCATORS</p> <p>Establish a program of high-quality professional learning of ten days or the equivalent number of hours as part of the basic education allocations guaranteed to all school districts.</p>	<ul style="list-style-type: none"> • HB 1345, adopting a definition and standards of professional learning for educators, passed the House. • SB 5415, adding professional learning days to the definition of basic education and specifying purposes and topics for funded professional learning time, had no action.
<p>2014 SBE Legislative Priority</p>	<p>Legislative Actions</p>
<p>AMPLE PROVISION FOR BASIC EDUCATION</p> <p>Identify a dependable funding source for K-12 basic education to support a robust response to the Court order in <i>McCleary</i> and implement the provisions of ESHB 2261 and SHB 2776.</p>	<ul style="list-style-type: none"> • The 2014 supplemental budget included \$64 million in policy-level increases in Public Schools, including \$58m for Materials, Supplies and Operating Costs (MSOCs). No other 2776 funding enhancements were made.
<p>CAREER & COLLEGE READY</p> <p>Authorize a 24-credit career and college-ready graduation requirement framework, supporting multiple pathways to post-secondary education and training. Changes to take effect for students who will be seniors in the 2018-19 school year.</p>	<ul style="list-style-type: none"> • E2SSB 6552 directed SBE to adopt rules implementing the 24-credit framework approved by board resolution, to take effect for graduating class of 2019. • Included district waivers of up to two credits for individual students for “unusual circumstances,” and waiver of up to two years for districts to implement the new graduation framework. • 2014 supplemental budget provided additional \$97 million to districts to support the graduation framework.

<p>MATH AND SCIENCE EQUIVALENCIES</p> <p>Expand math and science equivalencies for career and technical education (CTE) programs. Direct the development of statewide model course modules that enable students to fulfill math and science credit requirements at skill centers and other high school programs across the state.</p>	<ul style="list-style-type: none"> • E2SSB 6552 required OSPI to develop curriculum frameworks for a list of CTE courses with content in science, technology, engineering and math considered equivalent to science or math courses that meet graduation requirements. OSPI must submit course list and curriculum frameworks to SBE for review and approval. • School districts must provide the opportunity for students to access at least one science or math course on the OSPI list. Districts with fewer than 2,000 students may apply to SBE for waiver of the requirement.
<p>PROFESSIONAL DEVELOPMENT</p> <p>Restore state funding for three professional learning days to support the professional development needs of educators in implementing state policy reforms, including new educator evaluation models, Common Core State Standards, and Next Generation Science Standards.</p>	<ul style="list-style-type: none"> • Four bills were introduced requiring funding of professional learning for educators. One of the four defined the funded days as basic education. • HB 2358 was introduced establishing a statewide definition of “professional learning” based on a set of national standards. • No bills passed the Legislature.
<p>2013 Legislative Priority</p>	<p>Legislative Actions</p>
<p>FULL FUNDING FOR BASIC EDUCATION AS REQUIRED IN THE MCCLEARY DECISION</p> <p>Support funding and implementation of the revised program of basic education established in ESHB 2261 (2009) and SHB 2776 (2010) and identification of sustainable revenue sources to ensure ample provision for K-12 education.</p>	<ul style="list-style-type: none"> • The 2013-15 biennial budget included \$1.0 billion in enhancements for K-12 education, including: <ul style="list-style-type: none"> ○ \$374 million to continue implementation of the SHB 2776 funding formula for Materials, Supplies and Operating Costs (MSOCs). ○ \$143 million to complete implementation of the new Transportation funding model, per SHB 2776. ○ \$104 million to continue implementation of K-3 class size reduction, per SHB 2776. ○ \$90 million to expand state-funded voluntary full-day kindergarten, per SHB 2776. • No action on new funding sources for K-12 education.

<p>IMPLEMENTATION OF CAREER- AND COLLEGE-READY GRADUATION REQUIREMENTS</p> <p>Provide direction for phasing in 24-credit graduation requirements as required by ESHB 2261. Support the recommendation of the Joint Task Force on Education Funding for adequate support for implementation of the Career- and College-Ready requirements for the Class of 2018. Support funding for an increase in instructional hours in grades 7-12 for the 2014-15 school year.</p>	<ul style="list-style-type: none"> • HB 1692 and SB 6092 were introduced to implement career- and college-ready high school graduation requirements, but did not pass the Legislature. • The 2013-15 budget authorized the implementation of increased instructional hours for basic education per ESHB 2261, beginning with the 2014-15 school year, and provided \$97.0 million to support increased hours of instruction per week in grades 7-12. (E2SSB 6552, 2014 Session, revised instructional hour requirements and redirected the funding provided in 2013 to support of the 24-credit graduation framework.)
<p>A UNIFIED STATE ACCOUNTABILITY SYSTEM, USING THE REVISED ACHIEVEMENT INDEX</p> <p>Support funding and legislation, as necessary, for continued implementation of E2SSB 6696 (2009). Support state funding for school improvement services to low-performing schools, regardless of Title I eligibility. Support the Achievement Index as the primary means of school recognition and identification of schools in need of assistance, including candidates for the Required Action District (RAD) process.</p>	<ul style="list-style-type: none"> • E2SSB 5329 required the SBE to establish an accountability framework, and OSPI to design a system of support, assistance and intervention based on the framework, for implementation by 2014-15. OSPI was required to identify persistently lowest-achieving schools for the state RAD process. If a RAD has not demonstrated enough improvement after three years of implementing a required action plan, SBE may require a new plan or assign the district to a Level II RAD process. • The 2013-15 budget provided \$10.3 million in grants to support persistently lowest-achieving schools per HB 5329.
<p>STRENGTHENING THE 180-DAY SCHOOL YEAR</p> <p>Request legislation to strengthen the 180-day school calendar by defining the minimum school day and/or placing limits on half days. Advocate for restored funding for educator professional development to ensure that those activities do not come at the expense of 180 days of instruction. Seek statutory changes for consistency in what constitutes instructional time for satisfying BEA requirements for a minimum 180-day school year and a minimum 1,000 instructional hours.</p>	<ul style="list-style-type: none"> • SB 5588 introduced providing that a school day must have a minimum of six instructional hours and restricting waivers of this requirement by the SBE or OSPI. As amended, it did not change the definition of “school day” but instead that a legislative research agency to conduct an analysis of how school districts use school days. SB 5588 did not pass the Legislature, but the study it would have required was included in the budget bill.
<p>COMPULSORY AGE OF SCHOOL ATTENDANCE</p> <p>Support legislation lowering the state’s minimum compulsory age of school attendance to age six.</p>	<ul style="list-style-type: none"> • HB 1283, reducing the minimum compulsory school age from age eight to age six, while providing an exemption for home schooling and repealing a truancy provision filing for districts, passed the House.

<p>BLENDED LEARNING AND ALE FUNDING</p> <p>Restore full funding for blended learning programs, with necessary provisions for program and fiscal accountability.</p>	<ul style="list-style-type: none"> • ESSB 5946, which passed the Legislature, included several provisions to improve the accountability of Alternative Learning Experience (ALE) programs. The changes did not result in additional funding for ALE.
<p>ASSESSMENTS FOR HIGH SCHOOL GRADUATION</p> <p>The SBE:</p> <ol style="list-style-type: none"> (1) Recognizes the state is in a time of transition with implementation of the Common Core State Standards; (2) Strongly urges alignment with higher education so the Smarter Balanced 11th grade assessment will be meaningful in admissions and placement; (3) Affirms exit exams as part of a meaningful high school diploma; (4) Supports a move toward exit exams consisting of Algebra I EOC, Biology EOC, Reading and Writing transitioning to SBAC; (5) Advocates for more work to broaden science assessment options. 	<p>EHB 1450 passed the Legislature. The bill:</p> <ul style="list-style-type: none"> • Directed OSPI to implement student assessments developed with a multistate consortium, beginning in the 2014-15 school year. • Required the SBE to establish performance scores for the new assessments by the end of the 2014-15 school year. Provided that the scores established for purposes of graduation may be different from the scores used for determining career and college readiness. • Established certain assessment requirements during the period of transition to the new assessments. • Stated legislative intent to transition from a Biology EOC to a comprehensive science assessment in a similar manner as the transition to ELA and comprehensive mathematics assessments developed with the multistate consortium.
<p>COMMON CORE</p> <p>Support the continued implementation of the Common Core State Standards</p>	<ul style="list-style-type: none"> • No legislation in 2013 Session.



2014 Resolution on the *McCleary* School Funding Decision and school funding proposals entertained during the 2015 Legislative Session

Exhibit D

Adopted on September 10, 2014

WHEREAS the Washington State Constitution establishes, as the paramount duty of the state, to make ample provision for the education of all children residing within its borders; and

WHEREAS no other state constitution contains language stronger in its establishment of the state's role and responsibility in funding public schools; and

WHEREAS Theodore L. Stiles, an early justice of the Washington State Supreme Court, observed in 1913 that "No other state has placed the common schools on so high a pedestal"; and

WHEREAS in 2012, the Washington State Supreme Court held that the state was in violation of its Constitutional duty to make ample provision for the education of all students, and ordered the Legislature to demonstrate "real and measurable progress" towards full Constitutional compliance by 2018; and

WHEREAS the Supreme Court has since determined that the Legislature has not demonstrated real and measurable progress toward Constitutional compliance, nor has it responded sufficiently to a Court order to produce "a complete plan for fully implementing the program of basic education for each school year between now and the 2017-2018 school year"; and

WHEREAS the Legislature has urged the Court to not intervene in legislative policymaking and has asked for additional time to resolve 'legitimate policy disagreements' within its body concerning the method for satisfying its constitutional obligation to make ample provision for public schools; and

WHEREAS while policy-makers in our system of government may desire and benefit from additional time to resolve policy disagreements, such delays in implementing Constitutionally-guaranteed programs and services have real and measurable consequences for the students of Washington state public schools; and

WHEREAS the State Board of Education upholds the statutory goals of the program of basic education as the ultimate consideration upon which all major school funding decisions should be based, including the state's responsibility to provide students the opportunity to become responsible and respectful global citizens, to contribute to their own economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives; and

WHEREAS the statutory goals of the program of basic education also clearly articulate the state's obligation to uphold high expectations for all students, and give all students the opportunity to achieve personal and academic success; and

WHEREAS the State Board of Education discussed this issue at its meeting on September 10, 2014.

THEREFORE, BE IT RESOLVED that the Washington State Board of Education, in view of its statutory responsibility to provide strategic oversight of the public education system, suggests the following guiding principles to the Legislature in the performance of its duties to ensure that ample provision is made for all students residing within its borders, in a general and uniform system of public schools:

1. Any consideration of delaying the timeline for compliance with *McCleary* orders should be weighed against the consequences those delays will have on entering cohorts of kindergarten students and their opportunity to ultimately realize the goals of the program of basic education.
2. The Board affirms that there can be no credible plan to make ample provision for public schools that does not include new revenue to the state budget.
3. Proposals to increase funding for public schools by decreasing funding in other state programs should be viewed not merely through the lens of Court compliance, but also in view of the ultimate impact on students and their families. Scaling back social service programs, or early and higher education programs, may help narrowly satisfy Court compliance requirements but may also compromise progress towards the goals of the program of basic education.
4. A comprehensive school funding solution should include a substantial increase in the state funding share accompanied by some additional clarity on the intended limits of local levy authority or spending. However, proposals that seek to merely exchange

taxing authority between the state and local governments in a revenue neutral way, such that overall funding to public schools remains roughly constant while only the source of revenues changes, are highly unlikely to materially improve outcomes for students and families. What is needed is not different dollars; what is needed is more dollars.

5. The Board further affirms that a comprehensive statewide accountability program continues to be an essential element to any significant *McCleary* investment in public schools. In addition to school-level accountability, such a system should include explicit goals for student outcomes at a system-wide level, as well as self-imposed, reciprocal elements of accountability for the Legislature in the event that it cannot fulfill its duties under law, even as schools and students are expected to fulfill theirs.

6. The Board affirms that Washington's system of public schools has the potential to be the best in the world, and could serve as a case study of best practice public education for other states and nations. The Board urges the Legislature to embrace this challenge, and to process all school funding decisions with the success of each student in mind.



THE WASHINGTON STATE BOARD OF EDUCATION

"Every student receives a quality education that prepares for career, college, and life."

January 12, 2015

The Honorable Jay Inslee
Governor of Washington
PO Box 40002
Olympia, WA 98504-0002

Dear Governor Inslee:

It is clear that the 2015 legislative session represents a watershed moment for public education in Washington state. Given the Supreme Court's order of contempt to the state in light of its failure to make ample provision for public schools, the 2015 session represents an opportunity to offer bold leadership. We can forge a new direction for our schools that generates momentum around improving specific outcomes for kids, and brings our state into compliance with the constitution. Toward this end, we are pleased to offer our comments on your 2015-17 budget proposal to the Legislature.

First and foremost, the State Board is thankful that you have made education a focus of your budget, that you have made implementation of SHB 2776 (2010) and its promised K-12 enhancements (funding for K-3 class size, full-day kindergarten programs, and maintenance, supplies and operating costs) a priority, and that you managed to make these strong investments in education without compromising the integrity of the other vital government services government provides to citizens. This budget represents difficult choices, and we commend you for placing a clear focus on children and schools. Your budget sends a message that the state's duty to amply provide for basic education will not compromise the ability of government to provide other essential services to its citizens.

We also want to thank you for the strong focus in this budget on strengthening student guidance and support, and improving graduation rates. It is essential that every student in our system develop a personalized pathway for life after high school, and we know they need strong guidance and support to do this. Your proposal to strengthen funding for guidance counselors in middle school, and strengthen Learning Assistance Program funding toward improved graduation rates, is directly in line with these priorities. We commend you for reinforcing this policy focus for the system, and we would encourage you to make strengthening guidance counseling in secondary schools a key priority as you work with the Legislature during the upcoming session.

At the September meeting of the State Board of Education, members voted unanimously to establish guiding principles for the 2015 budget. We believe these principles offer opportunities for you to strengthen your position even further as you deliberate with the

Isabel Muñoz-Colón, *Chair* • Ben Rarick, *Executive Director*
Dr. Deborah Wilds • Kevin Laverty • Madaleine Osmun • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen JD
Peter Maier JD • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Jeff Estes
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Legislature this session.

Local levy reform

Included in our guiding principles was a call for greater clarity in intended limits on local school districts levies. The Court has been clear that “reliance on levy funding to finance basic education was unconstitutional 30 years ago... and it is unconstitutional now.” Several state workgroups have analyzed the role that local levies have historically played in providing adequate pay to K-12 employees, and have proposed solutions.

This session represents a limited window of time in which to place sensible limits on the role that local levies play in supplementing basic education salaries, and our view is that the size and uses of local levies remains a central concern of the Supreme Court. We would urge you to work with the Legislature to make sure that the recommendations of the Basic Education Task Force and the Quality Education Council are reflected in local levy policy moving forward.

Professional development

In our November communication to you, the Board discussed the importance of professional development for teachers. We would like to emphasize how critical professional development is for the success of our teachers, our students and, ultimately, our state.

We need to offer our teachers the opportunity to learn and grow to enable them to successfully embark in the new direction we are setting for Washington education. The Board affirms that professional development is essential to basic education and should be funded as basic education. We also believe that no district should have to choose between professional development time and instructional time. Creating a dedicated funding source will allow districts and teachers to engage in high quality professional development activities that are job embedded and serve all educators.

Assessment policy

The Board also appreciates your continued acknowledgement that exit exams should have an essential role in ensuring that our high school diploma is meaningful. We also appreciate your incorporation of transition bridge courses into the alternative pathways students may utilize if not successful on those exams. We continue to believe, however, that the State should discontinue requiring the Biology end-of-course exam as a graduation requirement while retaining it for federal accountability purposes. Instead, we should devote our full attention to implementing Next Generation Science Standards, which replaces a narrow focus on biology with an emphasis on the integration of the practices, cross-cutting concepts and disciplinary core ideas of science and engineering. Now that we require three credits of science in Washington, using test results from the first course students often take as 9th graders—Biology—to determine their eligibility for a diploma as seniors, seems misplaced.

I-1351 – Class Size

The Honorable Jay Inslee

January 12, 2015

Page 3

Finally, the Board seeks additional clarity on the Governor's policy for implementation of Initiative Measure No. 1351. The Board has not taken a position on the Initiative. Now that it constitutes current law, however, the Board is seeking to understand the impact of this new law on school districts, and the Board's role in ensuring compliance with basic education law, particularly RCW 28A.150.260. The impacts take effect as early as next school year. As you work with the Legislature during the upcoming session, we ask that you establish clearer policy guidance on the role of I-1351 in your budget and implementation of basic education law.

Thank you for the opportunity to comment on your budget proposal for the 2015-17 biennium.

Sincerely,



Isabel Muñoz-Colón
Chair

bdr

cc: Members of the Washington State Board of Education
Representative Ross Hunter
Senator Andy Hill
Ms. Marcie Maxwell



SUMMARY OF JULY 2015 BOARD RETREAT DISCUSSIONS

At the July 2015 board retreat, members discussed the following three topics in small workgroups:

- Five big strategic steps from the executive committee retreat
 - Address needs of credit deficient students
 - Develop competency-based education framework
 - Develop summer learning incentives/integration into overall framework
 - Framework for 'career readiness' (work with Workforce Training Board)
 - Accountability Framework in post-ESEA Reauthorization Era
- Statutory duties of the Board
- Closing achievement and opportunity gaps

The Board also held a large group discussion of community forums and outreach.

This summary document is intended to provide continuity to the Board's strategic planning and capture the Board's voice to guide staff in future policy work.

Summary of Workgroup on Five Big Strategic Steps from Executive Committee Retreat

Address Needs of Credit Deficient Students: Ways to get all kids to 24 credits

Members voiced enthusiasm at future policy work to address the needs of credit deficient students. The passage of ESSB 6552 and subsequent SBE rule-making was not the end of the work on 24-credit graduation requirements. Rather, it is the beginning of the Board's work to support effective implementation of the new requirements. With greater credit requirements, it is increasingly important to provide opportunities for students to retrieve credit so that they can graduate even if they had a rough start in high school. Credit deficiency is a top reason for why students do not complete high school. Members stated that the development of a competency-based education framework and summer learning initiatives were both ways to address credit deficiency.

Members suggested the following ways to address credit deficiency:

- Restructure the week and year so that students have an opportunity to earn more credit.
- Social-emotional learning plays an important role in encouraging students to persevere even when they become credit deficient early in high school.
- Workforce learning could be promoted as a method to retrieve credit.

- Connect credit retrieval to the High School and Beyond Plan (HSBP) so that students are retrieving credits that they need to both meet requirements and reach the goal that they pursue in their HSBP.
- Focus on credit loss and dropout in 9th and 10th grade. Address the needs of struggling students early in their time in high school.
- Summer learning initiatives and competency-based crediting overlap with ways to address credit deficiency.

Members raised the following concerns with policy work on credit deficiency:

- A suitable definition of credit retrieval has not yet been developed. A definition would need to be developed so that there is a standard level of quality and rigor to credit retrieval options.
- Some children repeat the same coursework to earn even more credits.
- All 24 credits need to be meaningful. The credits should not be checkboxes; the credits should be the correct set of courses that students need to succeed. How do you measure the meaningfulness of the credits that students earn?

Develop Competency-based Education Framework: Moving beyond just elimination of 150 hr. seat time requirement for credit to broader implementation

Members suggested the following ways to develop competency-based education:

- Start with defining personalized education and the scope of work that the Board is willing to do to personalize education.
- Online learning is an option.
- Workplace learning is an option.
- Individualize education so that each student's skills and style is matched with educational opportunities.
- Flexibility in the 24-credit framework is instrumental to competency-based crediting.

Members raised the following concerns with policy work on competency-based education:

- Sometimes the idea of competency-based learning simply means more online learning but competency-based education can be more than just that.
- How far will the state go to personalize education? The number of permutations is almost infinite. Who will sanction it? Who will develop the alternatives? Who will improve it?
- Will a set of credentials from competency-based learning have credibility?
- How will Course IDs work for competency-based crediting? How will data be tracked in a uniform way?
- Resources are needed to improve competency-based education and implement options for students.

Develop Summer Learning Incentives/Integration into Overall Framework: How can summer learning be incentivized and integrated into our system?

Members recognized the value of expanded learning opportunities but raised many concerns and questions of how a state-level policy or action would work. Members emphasized the importance of providing expanded learning to students who need it most. However, members grappled with the means of incentivizing summer learning, establishing an entity to champion it, and developing a measure to hold schools accountable for it.

Members suggested the following ways to develop and promote summer learning initiatives:

- Include summer learning in basic education.
- Collaborate with the numerous organizations that are already engaging kids in summer learning. Schools will need to build connections with organizations that already have capacity to provide expanded learning opportunities.
- Find ways to hold schools accountable for providing summer learning opportunities.
- Provide state-level incentives to provide summer learning. Use these incentives to direct resources to students who need the extra learning opportunities. Is there an alternative funding model that would support summer learning?
- Use state policy to eliminate obstacles and barriers to providing expanded learning opportunity.
- Summer learning needs a champion entity that has an enduring presence in K-12 education. An entity needs to take the leadership role and organize the various organizations to coordinate collective impact on summer learning.
- Explore the development of an achievement award with criteria that promotes summer learning. Also, explore ways to measure summer learning loss. Is there an assessment that is taken at the end of one year and at the beginning of the next that would show whether and how much achievement declined over the summer?
- Online learning can reduce summer learning loss. Students don't necessarily need to be attending a summer learning program all day to benefit from the learning opportunities that are available online.

Members raised the following concerns with summer learning initiatives:

- Although many organizations are engaging students in summer learning not all of the organizations are doing it well.
- Some summer learning opportunities do not further the student's education or get them what they truly need.
- What enduring entity will champion and coordinate summer learning in an effective way in the long-run? The Expanded Learning Opportunities Council convenes with the goal of improving expanded learning and connecting state and local agencies with community organizations that provide learning opportunities.
- Can schools be held accountable for not providing summer learning? Members voiced concern about how an accountability mechanism would work for summer learning.

- Schools are siloed, thus disconnected from organizations that provide expanded learning opportunities.
- There is no incentive at the state level to provide summer learning.
- Although online learning may be an effective way to provide summer learning to many students, the students who need summer learning the most may be the least likely to gain from online learning.
- Do not disincentivize various expanded learning opportunities, such as starting school early, by focusing on summer learning.

Framework for ‘Career-Readiness’ (work with Workforce Training Board): What does ‘career-readiness’ mean in broader context?

Members expressed excitement at collaborating with other agencies and stakeholders to develop a framework or definition for career readiness. However, members discussed this topic less than the other four topics. Some of this discussion overlapped with ways to use workplace learning

Members offered the following suggestions for developing a framework or definition of career readiness:

- Examine studies of Education Commission of the States on career readiness.
- Research methods of evaluating work skills. For instance, ASVAB used for military placement.
- Explore the importance of soft skills, socio-emotional learning, and 21st-century skills to career readiness.

Members raised the following concerns with developing a framework or definition for career readiness:

- Take an interdisciplinary approach to project-based learning that teaches job skills in multiple skills (i.e. in a culinary course about cooking a meal, weave in lessons about marketing, finance, management, and chemistry into the project).
- Many teens work. Find ways to bolster existing systems for earning competency-based credit for that work experience and to create new, effective programs.
- Use work-based learning to both improve career readiness and retrieve credit.

Members raised the following concerns with developing a framework or definition for career readiness:

- Do not take a reductionist approach by setting socio-emotional learning as a box that is a job qualification.
- The system has moved towards a focus on academics and it will take considerably effort to emphasize experiential and socio-emotional learning.
- Although developing a framework or definition is exciting and doable, districts and state-level organizations do not currently have a thorough idea of what career readiness is. The work will require considerable interagency and stakeholder collaboration and engagement.

Accountability Framework in post-ESEA Reauthorization Era: How can we be pro-active, not reactive, in developing our post reauthorization accountability framework?

Members recognized that, if the Elementary and Secondary Education Act is reauthorized, the Board will have a major role in developing a post-ESEA reauthorization accountability system. Members noted that it will be a considerable, important workload but that it is unknown when reauthorization will occur. Members did not discuss this topic in detail.

Summary of Workgroup on Statutory Duties

Guiding question: Among SBE's statutory powers and duties is the responsibility to "provide advocacy and strategic oversight of public education." What does that mean on a practical level for the Board's work?

RCW 28A.305.130 - Powers and duties.

"The purpose of the state board of education is to provide advocacy and strategic oversight of public education; implement a standards-based accountability framework that creates a unified system of increasing levels of support for schools in order to improve student academic achievement; provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and promote achievement of the goals of RCW 28A.150.210." (note: 210 refers to goals of basic education)

RCW 28A.657.005 - Findings.

"The office of the superintendent of public instruction is responsible for developing and implementing the accountability tools to build district capacity and working within federal and state guidelines. The legislature assigned the state board of education responsibility and oversight for creating an accountability framework. This framework provides a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions. Such a system will identify schools and their districts for recognition as well as for additional state support."

Members engaged in a broad discussion of the statutory duties of the Board.

Strategic planning thoughts. Members raised the following questions that should be considered during strategic planning:

- **What is meant by "strategic oversight?" What is meant by "advocacy?"**
 - Work we do that falls under strategic oversight: Rule-making, providing guidance to districts and the public – pieces under our direct control. Pieces that are more tangential, such as professional development of staff to achieve our goals, fall more under advocacy.
 - Strategic oversight is about how first creating a vision, and then identifying whether that vision is being achieved, and what do we need to modify our oversight in order to achieve it. What are we as a system not doing that causes us not to achieve the vision?
 - Strategic oversight is not operational; it is more high-level. It means making sure the ship is pointed in the right direction. It is oversight of progress against a set of broad goals set out in our strategic plan.
 - Does advocacy mean what we do during a legislative session, or does it mean more than that? What are other things we do?

- Disseminating best practices – everywhere we provide guidance to districts and schools
 - Providing tools, like the High School and Beyond Plan
 - Developing our legislative agendas
 - Working with other agencies and groups
- **Focus on who we are and what things the Board can promote outside of the legislative process. What would that look like, given the capacity and expertise we have? What should we be doing more of, and what less of?**
 - The Board can act as a “thought leader” or “idea generator” to spread successful practices.
 - The Board can act to mitigate fear of change through its communications.
 - Individual members can be utilized more in subcommittees and advocacy work. Convene subcommittees of the Board and devise ways for them to report out to the entire Board.
 - Communication plays an important role in gaining publicity and outside-the-Legislature movement on issues. Communications should be extended to parents, students, and the community through means such as social media and other communications channels beyond the status quo. Speaking to people who are already listening will have limited effectiveness.
 - The Board has a unique role with broad power. Thus, it can provide a broader perspective on education than most entities.
 - Do less of the regulatory stuff and more of the leadership stuff. Do more leadership to develop policy to address the opportunity gaps.
 - Establish more back-and-forth analysis and reporting with the Legislature. Don’t just go to them when it is about the Board’s legislative agenda.
- **How is the Board balancing flexibility and personalization for particular categories of students with the other goals of the Board (e.g., for higher, career and college-ready standards)?**
 - The Board needs to be concerned about the Legislature’s move to eliminate alternative assessments. The Board needs to be concerned about the right kind of educational program for each student. The Board needs to recognize that while students need a minimum standard of rigor, they may get there in different ways, and need to be assessed in different ways. For instance, the Board’s work on CTE addresses that flexibility.
 - Pursue the personalization of education for students experiencing poverty. Address the experience of students outside of school.

Concerns with advocacy, scope of authority, and board processes. Members raised the following concerns:

- The Board generalizes too much in its advocacy work.
 - 24-credits are not for a certain student group. What about those students who are not college-bound? There is more to be done for other students. It is one step in a process that is not one-size-fits-all.

- Some advocacy positions and topics develop that haven't been vetted by the entire Board. Clarification is needed on what is a board action and what is a staff action. There needs to be balance between having a vetting process that involves the entire Board and flexibility for staff to articulate the Board's positions. Is too much advocacy work being delegated to the staff rather than having members devote their own time towards advocacy?
- The strengths, skills, and knowledge of individual board members are not being utilized to develop recommendations are work in subcommittees. However, there is little time to do so.
- Members expressed confusion over what the Board does in relation to what the OSPI does. There is confusion in SBE having oversight, and then OSPI the responsibility to develop and implement accountability tools, under 28A.657.005.
- New members do not receive training. Staff should check in with board members after a couple of meetings to clarify the new member's understanding of what the Board is working on and what questions they have.

Summary of Workgroup on Closing Achievement and Opportunity Gaps

Guiding questions: What is the role of the SBE – a state-level agency – in closing achievement and opportunity gaps? Which gaps should be focused on, and how?

Members indicated that the achievement gap has been studied many times but that more work is needed to measure and take action on opportunity gaps. During the discussion, board members pondered ways to list opportunity gaps, measure the opportunity gaps and how they impact achievement gaps, and then use that research to inform policy decisions aimed at closing achievement and opportunity gaps.

Develop a definitive list of opportunity factors, advocate for equal opportunity, and measure achievement gaps through assessments. Members expressed an interest in creating a list of opportunity gaps that would, for example, include attendance, discipline, early education, incidence of trauma, and education quality. Members noted the need to measure opportunity gaps and the challenge of doing so. This list of opportunity would inform advocacy work and policy decisions through recognition that the achievement is effected by opportunity factors that exist both inside and outside of the classroom.

Opportunity gaps due to poverty inevitably effect achievement gaps. Members noted the inescapable connection between achievement gaps that manifest in assessment results and opportunity gaps due to poverty. Students from underserved groups experience a lower quality education, greater summer learning loss, and fewer learning opportunities.

Equitable distribution of resources is needed, but those resources go far beyond K-12 education. Beyond the discussion of equitable distribution of school funding and *McCleary*, members noted that supports outside of the classroom are necessary to truly succeed at closing achievement and opportunity gaps. For instance, socio-economic issues like adequate nutrition, healthcare, job opportunity, and shelter adversely impact underserved student groups. Improvements within the K-12 system include summer learning, equitable distribution of the best teachers and targeted fiscal allocations. Members noted the potential for the Board to act as an idea generator to spread successful practices and ways to provide equitable distribution of resources or supports.

Cultural values, relevance, and competency are necessary when addressing achievement and opportunity gaps. Members recognized the importance of culturally competent approaches to improving the K-12 system.

Pockets of the system are closing gaps. These pockets need to be recognized, supported, and their successes sustained. Members noted that the system has failed to close the gaps but that pockets of the system are successfully closing gaps. These pockets sometimes rely on resources and support that are from groups or communities external to the K-12 system. These pockets should be recognized so that their successful practices can be spread to the rest of the system. It is important that improvement efforts are sustainable over time even when extraordinary resources from intervention are withdrawn.

Summary of Community Forums and Outreach Discussion

Members engaged in robust discussion of community forums and outreach. The following major points were raised by board members. Note that there were conflicting ideas of having forums that target particular groups or topics and community forums that are held to hear general discussion and concerns from whosoever attends.

Target particular groups with forums. Members raised the idea of targeting particular groups with forums and/or outreach. For instance, intentionally hold a forum for students, especially students of color, to discuss their experience and concerns.

Hold meetings on topical issues. Bring out the voices of particular communities by holding meetings on topical issues that matter to those communities. By using this focused approach, the Board can increase participation of groups that have been impacted by achievement and opportunity gaps. Also, the Board can receive input on policy work that it can take action on.

Do not forsake community forums designed for general discussion for targeted forums. To the contrary of holding meetings focused on particular groups or topics, some members stated that general community forums are important so that anyone and everyone can attend. These community forums with general discussion are open events that allow people to raise whatever concern or issue that they have. Members cautioned that there should either be a balance between targeted forums and general forums. Also, there should be opportunities for the Board to have roundtable discussions of the strategic plan.

Establish a continuum of incorporating feedback into policy decisions. Although summary feedback reports are important, being there to experience the discussion is also important. Find ways to improve the feedback loop so that board members receive input in a meaningful way.

Consider the purpose of forums and decide from there. Members raised questions about the vision and purpose for forums. Are forums designed to shape the strategic plan? Are forums getting a general temperature from the community? Are forums meant to target specific groups instead of the general public? What does the Board expect from a community forum? What are the mechanics of meeting that expectation? Consider these questions and then make a decision about the future of forums.

Use an intentional method of listening. As part of the racial equity toolkit, it is important to listen to communities of color, students with disabilities, English Language Learners, and other communities. The important word here is “listen,” not talk over or speak at.

When targeting particular community groups, network with existing organizations that champion the needs of those groups. Network with organizations that already exist and champion the needs to particular

groups. Go to them. Don't make them come to you if you want the most extensive participation. Designate board or staff liaisons to engage existing community groups. There are pockets of people and schools that are closing the gaps. However, those pockets often have additional resources that come from sources external to the education system. Connect with those groups that have existing capacity to close achievement and opportunity gaps. Do not limit engagement to the same state agencies; reach out to community organizations.

Site visits are useful for engagement and inform board members. Members appreciated the opportunity to see what is going on in different regions of the state by visiting schools. Site visits also offer a chance to engage students and school staff at all levels.

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

Potential Major Topics, Policies, or Deliverables by Upcoming 2015 and 2016 Board Meetings					
September 2015	November 2015	January 2016	March 2016	May 2016	July 2016
<ul style="list-style-type: none"> • First discussion of legislative priorities • Discussion of Achievement Index indicators • Discussion of charter schools report • <i>McCleary</i> statement? 	<ul style="list-style-type: none"> • Finalize legislative priorities • Approval of charter schools report • Possible collaboration with PESB during legislative session 	<ul style="list-style-type: none"> • Approval of Washington Achievement Award categories & Index 	<ul style="list-style-type: none"> • Discussion of progress of districts in implementing the 24-credit diploma 	<ul style="list-style-type: none"> • Review of Accountability Framework & Performance of Required Action Districts 	<ul style="list-style-type: none"> • SBE Planning meeting
<ul style="list-style-type: none"> • Foundational discussion – competency-based education 	<ul style="list-style-type: none"> • Engage WSSDA & other partners in competency-based discussion (credit deficient students, etc.) • Foundational discussion – career-readiness concepts 	<ul style="list-style-type: none"> • Engage national expert in competency-based education • Engage Workforce Board in discussion of career readiness definition and associated policies 	<ul style="list-style-type: none"> • Consider competency-based frameworks in context of 24 credit diploma • Engage national expert in career readiness 	<ul style="list-style-type: none"> • Adopt operating definition of ‘career-readiness’ for WA 	<ul style="list-style-type: none"> • Produce audit/review of WA’s competency-based policies



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Update from School Facilities CAP Appointee	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	What has been the experience of a SBE appointee to the School Facilities Citizen Advisory Panel?	
Possible Board Action:	<input type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>In 2014, the Board appointed two volunteers to the School Facilities Citizen Advisory Panel. Ms. Susan Weed was the Eastern Washington appointee. This section of the board packet pertains to a lunchtime update that she will give to the Board on her experience on the School Facilities Citizen Advisory Panel. She was asked to respond to the following two guiding questions:</p> <ul style="list-style-type: none"> • In your year on the School Facilities Citizen Advisory Panel, what issues have you observed that would be of interest to the Board? • What facilities issues have you observed that are particular to Eastern Washington? <p>Ms. Weed is employed by KQQQ and KHTR Radio in Pullman. She holds Bachelor of Arts degrees in political science and communications from the University of Washington. She serves on numerous boards and commissions, including the board of Pullman School District and WSSDA committees.</p>	



THE WASHINGTON STATE BOARD OF EDUCATION

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Title: Competency-based Approaches to Credit Retrieval

As Related To:

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

Relevant To Board Roles:

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

Policy Considerations / Key Questions:

Key questions include:

- How can competency-based approaches be used for credit retrieval and for strengthening pathways to a 24-credit diploma?
- What should the Board’s role be in supporting an effective system of competency-based credit?

Possible Board Action:

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

Materials Included in Packet:

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

Synopsis:

At the State Board of Education’s (SBE) September 2015 meeting, the Board will hear from a panel composed of:

- Dr. Alan Burke, Executive Director, Washington State School Directors Association
- Mr. Scott Seaman, Director of High School Programs and Professional Development Specialist, Association of Washington School Principals
- A student in the Open Doors Youth Reengagement Program

The purpose of this panel is to inform the Board on a range of views of competency-based crediting models, competency-based crediting to strengthen pathways to a 24-credit high school diploma, and possible improvements to competency-based crediting that would help student achievement. Competency-based learning may permit a credit-deficient student to recover credit outside of time spent in school and allow the student to get back on-track to graduate. The Board will have the opportunity to ask questions and engage in a discussion with panelists and consider next steps concerning competency-based crediting.



COMPETENCY-BASED APPROACHES TO CREDIT RETRIEVAL

Policy Considerations

At the State Board of Education's (SBE) September 2015 meeting, the Board will hear from a panel composed of:

- Dr. Alan Burke, Executive Director, Washington State School Directors Association
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Key questions for the Board to consider may include:

- How can competency-based approaches be used for credit retrieval and for strengthening pathways to a 24-credit diploma?
- What should the Board's role be in supporting an effective system of competency-based credit?

What is competency-based credit?

The Competency-Based Learning memo prepared for the July 2015 Board packet contains a discussion of the definition of "Competency-based learning" (CBL), advantages of and concerns about CBL, initiatives in other states, and competency-based provisions in Washington. The memo starts on page 78 of the July Board Meeting Memo (within the Strategic Planning section of the online packet): <http://www.sbe.wa.gov/documents/BoardMeetings/2015/July/04StrategicPlanning.pdf>.

For the purposes of this memo and the discussion at the September Board meeting, competency-based credit will broadly refer to credit earned by students through demonstration of knowledge and skills and acquired through a more flexible approach to learning than scheduled classroom instruction.

A core aspect of competency-based learning is that students acquire knowledge and skills at their own pace, unrelated to seat time. This de-linkage of credit acquisition to classroom time makes competency-based credit an attractive option to explore for credit recovery. A credit-deficient student has limited classroom time left in his or her high school career to earn the credits needed for graduation. With 24 credits required for graduation for the Class of 2019 and beyond, students who attend a school with a traditional six-period day (approximately half of schools currently) will need to earn a credit in each of the six periods for four years to graduate within four years. If a student fails one or more classes, as many students do, the student will probably need to recover credit outside of the six-period day. Competency-based learning may permit a credit-deficient student to recover credit outside of time spent in school and allow the student to get back on-track to graduate.

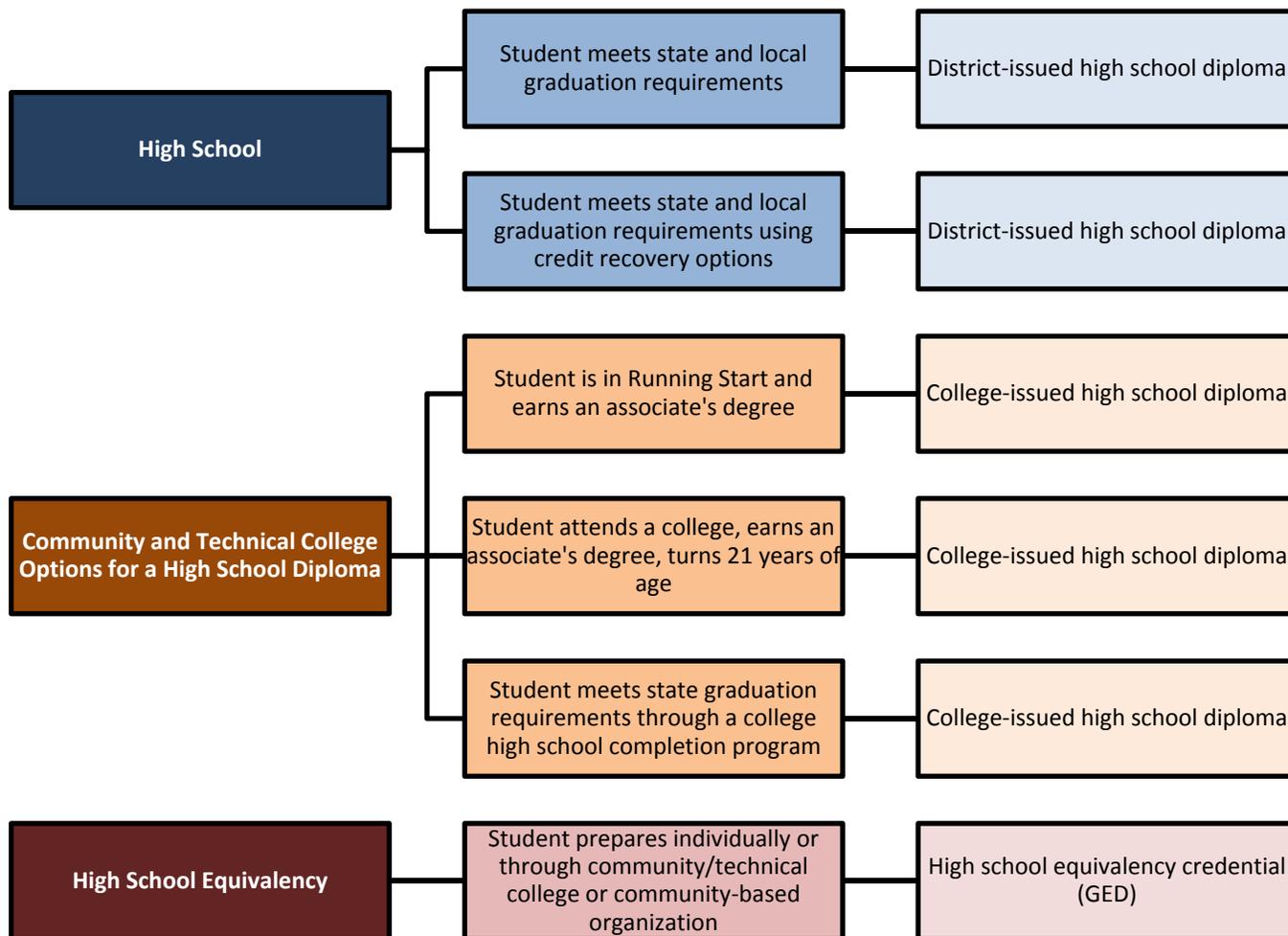
Dropout reengagement and earning a high school credential in Washington

OSPI's [April 2015 Graduation and Dropout Statistics Annual Report](#) reports that of students who entered 9th grade in 2009-2010, 12,985 dropped out within five years (the five-year adjusted cohort dropouts). What happened to these young people? What options do they have to reengage in education?

In Washington, school districts may issue high school diplomas. In addition, under rules adopted by the SBE ([WAC 180-51-053](#)), community and technical colleges may award high school diplomas. Students who do not earn a diploma may earn a high school equivalency certificate by demonstrating their knowledge and skills through a series of tests. Washington uses GED® tests as the high school equivalency test. Figure 1 shows different pathways students may take to earn a high school credential. Students who are unable to recover credit in high school may use one of the non-high school pathways to earn a diploma or a high school equivalency certificate.

The SBE has authority over the eligibility of students aged 16 to 19 to earn a high school equivalency certificate and has written rules regulating this ([WAC Chapter 180-96](#)).

Figure 1: Public education youth pathways to a high school credential



In addition to youth pathways, community and technical colleges have programs for adults to earn a high school diploma. One such program, High School 21+, is a competency-based high school equivalency program for adults. Credit might be awarded based on:

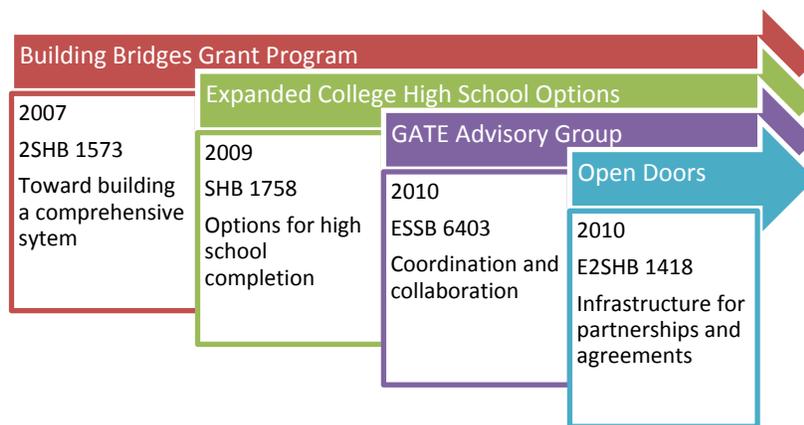
- High school and college transcript credits
- Work, life, military experience
- Prior learning portfolio
- Test results

The High School 21+ program process could inform competency-based crediting in high schools.

Significant Legislation

Figure 2 summarizes significant legislation for dropout prevention, intervention and retrieval. In 2007 the Legislature created the Building Bridges grant program to begin a phase-in of a statewide comprehensive dropout prevention, intervention, and retrieval system. Legislation passed in 2009 (SHB 1758) expanded the options of community and technical colleges to award high school diplomas under the conditions described in Figure 1. In 2010, ESSB 6403 directed OSPI to create a collaborative workgroup to advise and coordinate a comprehensive, integrated, multi-layered system of dropout prevention, intervention, and reengagement. This led to the creation of the GATE advisory group (Graduation A Team Effort). Also in 2010, E2SHB 1418 created a statutory framework for a statewide dropout re-engagement system focused on youth aged 16 to 21. The legislation directed OSPI to develop model inter-local agreements between Educational Service Districts, school districts, community or technical colleges, or community-based organization. Programs built around such partnerships or agreements are called Open Doors Youth Reengagement programs or 1418 reengagement programs (there may be unique names for local 1418 programs as well). Approximately 40 such programs are operating around the state. An example of a 1418 program is the Spokane County Open Doors Youth Reengagement Program. Brochures for the program are included as an attachment to this memo, and a student from the Open Doors program will participate on the panel at the September 2015 Board meeting.

Figure 2: Summary of significant dropout prevention, intervention, and reengagement legislation



In addition to Open Doors programs, there are many public and private, state and local, programs that address dropout prevention, intervention and reengagement. A few examples of such programs include:

[JAG—Jobs for Washington’s Graduates \(JWG\)](#). Connects highest-risk students to education and employment.

[GRAD—Graduation, Reality and Dual-Role Skills](#). A program for pregnant teens and young parents.

[Migrant Education Program—MEP](#). A program that helps children of migrant families access high quality education, through supplemental academic programs, health programs, family engagement, credit accrual and exchange, and additional services.

[College Success Foundation](#)—college-readiness supports, particularly for low-income and traditionally underserved student.

There may be the opportunity for awarding competency-based credit to students engaged in program activities. There would be a substantial benefit to at-risk students if opportunities are expanded for earning credit for the activities that help the students stay engaged and in school.

Competency-based Credit in Washington

In 2009, the SBE started exploring competency-based credit for world language. In November 2011, the SBE adopted [WAC 180-51-050](#), which eliminated the time-based definition of a high school credit, and streamlined the process for districts to offer competency credit:

- (1) Grades nine through twelve or the equivalent of a four-year high school program, or as otherwise provided in RCW [28A.230.090\(4\)](#):
 - (a) Successful completion, as defined by written district policy, of courses taught to the state's essential academic learning requirements (learning standards). If there are no state-adopted learning standards for a subject, the local governing board, or its designee, shall determine learning standards for the successful completion of that subject; or
 - (b) Satisfactory demonstration by a student of proficiency/competency, as defined by written district policy, of the state's essential academic learning requirements (learning standards).

To collect information on how districts in Washington offer competency-based credit, the SBE included a question about the topic in a survey sent to districts with the annual basic education compliance form. Of districts with high schools, 82, or 33 percent, stated that they offer competency-based credit in the Basic Education Compliance form survey for 2014-2015. Table 1 summarizes the response of districts and the subject areas in which students may earn competency-based credit.

In 2010, the Washington State School Directors Association (WSSDA) created a model policy for Credit for Competency/Proficiency. The policy was designed for world languages, but could be used a model for districts to expand competency/proficiency-based credit to other subjects. The WSSDA model policy 2409 and procedure 2409P are included as Appendix A in this memo. Of districts that report they offer competency-based credit, some districts adopted or modified the WSSDA model policy, and some districts have adopted their own.

Table 1: Competency-Based Credit Offerings, based on the Basic Education Compliance form survey for 2014-2015.

Subject	Number of Districts	Percentage of all Districts with high schools
World Languages (includes American Sign Language for some districts)	40	16%
Math	21	8.4%

English Language Arts	15	6.0%
All or many subjects are available for competency-based credit.	15	6.0%
Science	12	4.8%
Credit for meeting standard on state assessments. (Awarded in math, ELA or science. Sometimes only awarded to credit-deficient students.)	8	3.2%
PE/Health	4	1.6%
WA State History	2	0.8%
In addition, some districts have credit graduation requirements that may have a competency-based component:		
High School and Beyond Plan	39	15%
Culminating Project	49	20%
Community Service	14	5%

The most commonly offered competency-based credit is in world languages. This is probably because of the SBE's and stakeholders' work in this area, the development of WSSDA's model policy, and the readily available assessments that districts can use for students to demonstrate their knowledge and skills.

In addition to competency-based credit that districts explicitly reported, some credit graduation requirements could have a competency-based component. As shown in Table 1, some districts offer credit for High School and Beyond Plans, Culminating Projects, and community service.

Washington high school transcripts have course codes for students who earn competency credit through passing an exam. In 2014, 6071 students attempted to earn credit through passing a national competency exam, and 1692 students attempted to earn credit through passing a local competency exam. This data indicates that out of the approximately 320,000 high school students, no more than two or three percent are earning competency-based credit each year through taking assessments.

The available data suggests that competency credit is not widely used in Washington. In informal communications with SBE staff, educators in Washington have cited a lack of guidance to expand competency-based options and a lack of time to invest in creating new systems that have an uncertain benefit. Counselors from several districts have indicated that competency credit is infrequently awarded to students in need of credit retrieval on a student-by-student basis.

Options for Credit Retrieval

A memo on the [24-Credit Graduation Requirements Implementation Update](#) was prepared for the May 2015 Board meeting. The memo reported that a prominent concern of districts was credit retrieval for students not on-track to meet requirements. Data on credit accumulation reported in the presentation, as well as the 2008 SBE Transcript study, indicate that 40 to 50 percent of students fail at least one credit during high school. For schools that have a six-period day, supporting all students earning 24 credits may require increasing the capacity for students to earn credit outside of the regular school day.

Under the 24-credit graduation requirements, students who fail one or two credits will be of particular concern to districts. In the past most such students could retake a class because their schedule would

permit retakes, or the students might not need to recover the credit because they failed an elective and there were fewer total credits required. With the new requirements, students who fail one or two credits will need new options.

Some students fail multiple classes, and most likely these students need extra supports. The 24-credit graduation requirements may enlarge the problem of credit retrieval for these students. When 22 credits are required for graduation in a school with a six-period day, a student who fails four classes will need to recover only two credits. But when 24 credits are required for graduation, a student who fails four classes will need to recover all four credits. A district may mitigate this for individual students, if the district deems the student to have “unusual circumstances.” The legislation that authorized the SBE to implement the 24-credit requirements in 2014 ([E2SSB 6552](#)) also authorized districts to waive two credits if the student has “unusual circumstances.” WSSDA has created a model policy for the two-credit waiver. The waiver is only for elective classes, since under the 24-credit graduation requirements students will still need to earn the 17 core subject requirements.

Table 2 summarizes some credit retrieval options that districts use in Washington. Not all of these options work for all students, and the availability of options varies by district.

Table 2: Credit Retrieval Options

Options		Comments
Summer school		Sometimes districts can cover the cost of summer school, sometimes they cannot, and students must pay a fee. Because of the cost of summer school, the cost of transportation, and individual student scheduling difficulties, summer school is not an option available to all students.
Before or after school programs		Some students may not be able to access these programs because of transportation or individual student scheduling issues.
Staying in high school longer than four years		Some students may feel economic pressures to leave high school for work. There are also social pressures to finish school with a student’s cohort.
Competency credit:	World language	The most commonly awarded competency-based credit currently.
	High School and Beyond Plan	The High School and Beyond Plan is an important part of the 24 credit requirements. As districts look at increasing the elements of the High School and Beyond Plan, more districts may consider awarding credit for the Plan.
	Culminating Project	The culminating project is no longer a state graduation requirement, but some districts have continued the requirement, and offer credit for it.
	Work-based learning	Federal funds were available in the 1990’s that encouraged work-based learning. Many districts continue to encourage work and

		career exploration through jobs, internships, site visits, and job shadowing, but it does not appear many students are earning credit for working.
	Online instruction	Because online instruction allows students to advance more or less at their own pace, online instruction is often classed with competency-based learning. Online instruction for credit retrieval is a very useful option. Some students need supports besides what is offered online, and not all online options are available to students free of charge.
	PASS (Portable Assisted Study Sequence)	This program is free for Migrant Students, and available to all students for a fee.
	Independent study	Students may work on their own, but to ensure student learning standards are covered, educators may spend extra time on planning and preparation.
	Project-based learning	As with independent study, to ensure student learning standards are covered, educators may spend extra time on planning and preparation.
	Credit for meeting proficiency in high school state assessments in math, English language arts, or science.	For districts currently offering credit for state assessments, it is most often awarded to students who were not successful in earning credit in the class, but who earned a proficient score on the assessment.

Action

As discussed in the July memo, most states, including Washington, allow for competency-based innovations. Other states, however, are doing more than Washington to actively promote competency-based credit. Should Washington do more and what role should the Board have in that work? The panel discussion at the September 2015 Board meeting will provide an initial opportunity for the Board to consider key questions concerning competency-based crediting. No business item is associated with this agenda item. The Board may consider further actions such as continued research, engaging with an national expert or another state on effective competency-based education, or engaging with stakeholders or partners on creating models for competency-based education, such as exploring a model for credit for the High School and Beyond Plan or for some dropout prevention, intervention and recovery program activities.

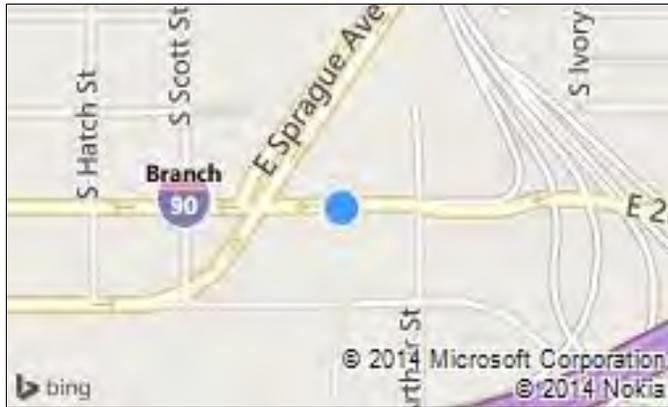
If you have questions regarding this memo, please contact Linda Drake at linda.drake@k12.wa.us.

Next Generation Zone & Open Doors

901 East Second Avenue, Suite 100
Spokane, Washington 99202
509-340-7800
(across the parking lot/fence from WorkSource Spokane)

Bus Information

The 94, 45, and 90 bus routes are the closest to our office.
Call 509-328-RIDE for specific schedule times.



Spokane County



Youth Reengagement

GED / High School Diploma / Employment Program / College



Spokane County Open Doors Consortium Members



*Every student can learn,
just not on the same day or the same way.
~ George Evans*

Spokane County Open Doors Youth Reengagement Program

What is Open Doors?

Spokane County Open Doors Youth Reengagement Program (referred to as Open Doors) is a new program designed to offer young adults, ages 16-21, who do not yet have a diploma or high school equivalency (GED), an educational option if not attending a traditional high school, for reasons such as being significantly behind in credits.



Take one of two pathways ↪ ↪

- ↪ The high school diploma pathway is through the Gateway to College (GtC) program at Spokane Falls Community College. Not only are students working on their diploma but they are taking college classes and learning how to be college students.
- ↪ The GED pathway is located at the Next Generation Zone, where programs center on building college and work readiness skills as well as vocational exploration. These programs, including the GED classroom, have been together in one location since 2007 with much success.

What will I need to do if enrolled in Open Doors?

- ↪ Attend the orientation which occurs each Wednesday at 9:00 am to get an overview of the program. You will be asked to complete a reading and math assessment to assist with your education plan.
- ↪ Work with a career advisor to determine the education option you are interested in pursuing (high school diploma or GED) and career interests.
- ↪ Attend class at a minimum of six (6) hours a week, Monday through Thursday 9:00 am—4:00 pm, (Friday morning is an open lab with an instructor available 9:00 am—12:00 pm) and demonstrate academic progress each month. To progress more quickly toward fulfilling your education and career plan, you should plan to attend more than the required minimum six hours a week. The Gateway to College high school diploma pathway has additional requirements which will be discussed with you by the career advisor.
- ↪ There is no cost to participate in this program. Bus passes will be provided if you have no other means of transportation.

Want to learn more?

Next Generation Zone
Monday—Friday 8:00 am—4:30 pm
509-340-7800

Gateway to College (SFCC)
509-533-3474

General Services

Education

- Assessments
- GED classes
- Tutoring and test preparation

Career Skills Training

- Internships
- Job shadowing
- Connect with a mentor
- Career certifications and training
- Budgeting

Career Exploration

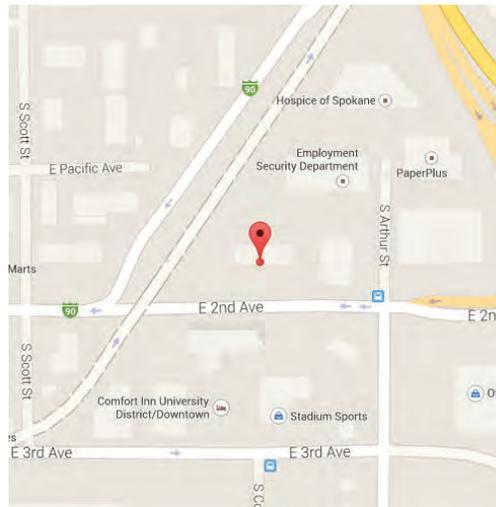
- Career assessments and coaching
- Career skills workshops
- Passport to Career Success

Individual Services

Need just a little help?

Come on in and we can help you:

- Assess your skills
- Explore careers
- Create your résumé
- Practice interview skills
- Search for jobs



If taking the bus from the Plaza, the most direct routes are 94 and 45.

NEXT GENERATION ZONE

901 East 2nd Ave, Suite 100
Spokane, WA 99202
509.340.7800

www.nextgenzone.org

HOURS:

Monday - Friday
8:30am - 4:30pm



Spokane Area
Workforce Development Council

In partnership with the Spokane Area Workforce Development Council, the Next Generation Zone consists of agencies that are equal opportunity employers and providers of employment and training services. Auxiliary aids and services are available upon request to persons with disabilities.

Washington Relay Service: 711

FIND YOUR PATHWAY to FREEDOM



Spokane County's only one-stop career center for young adults ages 16–24, offering education, career skills training, and community and employment resources.

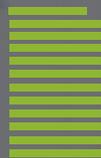


Preparing
Tomorrow's Workforce

GET A JOB, KEEP A JOB, AND START YOUR CAREER

Young adults who are employed when exiting our program are earning an average of

\$11.78
per hour.



21ST CENTURY SKILLS ACADEMY!

1. Create your résumé
2. Practice interviewing skills
3. Meet employers and local business leaders
4. Obtain skills that help you get and keep jobs
5. Learn how to budget
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EARN CERTIFICATIONS



NATIONAL
CAREER READINESS
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Self-starter?

Start now with our Passport to Career Success – our free interactive online career planning and exploration tool at www.nextgenzone.org



“With the experience I’ve gained from Next Gen Zone, I see myself walking into an interview with confidence.”

@NextGenZone



“The lessons here are related to real-life scenarios that I can apply to day-to-day life to help me find a job and career.”

“I am starting to see that the possibilities are endless.”



Credit For Competency/Proficiency

(This policy is designed for competency/proficiency credit in world languages, however, a district can expand the policy to multiple subjects.)

World Languages

The board recognizes the value of preparing students to be global citizens with the skills to communicate in English and other world languages. In our state's diverse communities, it is not unusual for students to have various opportunities to develop language skills, for example, by using the language at home, attending language programs offered in the community, learning online or living abroad. The district encourages students and their families to take advantage of any language learning opportunities available to them.

To enable students to fully benefit from the advantages of multilingualism, the district will encourage students to learn to understand, speak, read and write at a high level of language proficiency. Proficiency can also be demonstrated in languages that are only spoken or signed.

In order to recognize the language proficiency of students, the superintendent is directed to develop procedures for awarding world language credits to students based on demonstrated proficiency across a range of language skills.

Legal References: RCW 28A.230.090

High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies

WAC 180-51-050

High school credit — Definition

Management Resources:

Policy News, August 2010

Competency Based Credits

Adoption Date:
School District Name:
Revised: 8.10; 12.11
Classification: Priority

Credit for Competency/Proficiency

World Languages Credit for Competency/Proficiency

A. Definition:

For purposes of this procedure, a world language is defined according to the definition used by the Higher Education Coordinating Board as “[a]ny natural language that has been formally studied [...], including American Sign Language (AMESLAN, the language of the deaf community), and languages no longer spoken, such as Latin and ancient Greek. However, neither computer 'languages' nor forms of deaf signing aside from AMESLAN are acceptable.”

B. Demonstrating Competency/Proficiency in a World Language

The district will manage the assessment process so that students seeking competency based credit can demonstrate competency/proficiency across language skills.

Assessments will be aligned to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines in order to ensure consistency across languages. The district will select the appropriate assessment instrument(s) from the following:

1. Standards-based Measurement of Proficiency (STAMP) in reading, writing, and speaking (and listening, if available) for all languages for which it is available (as of 2011, Spanish, French, German, Italian, Japanese, Chinese). STAMP is offered by Avant Assessment (<http://avantassessment.com>).
2. American Council on the Teaching of Foreign Languages (ACTFL) assessments Oral Proficiency Interview (OPI) or Oral Proficiency Interview Computer Based (OPIc) and Writing Proficiency Test (WPT) — for languages for which STAMP is not available or for which ACTFL assessments are deemed to be more appropriate. ACTFL assessments are offered through Language Testing International (<http://www.languagetesting.com>).
3. Appropriate assessments for American Sign Language such as the Sign Language Proficiency Interview (SLPI).
4. For languages that do not currently have any other nationally available proficiency based assessment, the district will work with local language communities and the Office of Superintendent of Public Instruction (OSPI) World Languages Program to develop a collection of evidence process, such as LinguaFolio, that is aligned with ACTFL Proficiency Guidelines.

C. Determining Competency and Credit Equivalencies

The district will award one or more credits based on the student demonstrating an overall proficiency level according to the ACTFL Proficiency Guidelines as follows:

1. Novice Mid – 1 credit (Carnegie Unit)
2. Novice High – 2 credits
3. Intermediate Low – 3 credits
4. Intermediate Mid – 4 credits

Since students may demonstrate varied levels of proficiency across skills, credits will be awarded based on the lowest common level of proficiency demonstrated across the skill areas.

(Example: If a student demonstrated Intermediate Mid level proficiency in Speaking, but Novice Mid in Reading and Writing, then credits would be awarded based on the lowest common level of demonstrated proficiency: one credit for Novice Mid. The student would not receive individual credits for separate language skills. In this example, the student

would not receive four credits for Intermediate Mid in Speaking and one credit each for Novice Mid in Reading and Writing. The total award is one World Language credit.)

D. Offering Testing Opportunities

The district will manage the assessment process so that students have multiple (*district may insert here the number of opportunities*) opportunities to take or retake the assessment(s) required to demonstrate proficiency. Assessments must be offered in a proctored setting with appropriate technology. The district will approve the site(s) where the assessments are offered, which could include individual schools, district buildings, community colleges, universities, educational service districts, or other community settings.

E. Paying for Assessments

The district will set a fee for the assessments to cover administrative costs, test fees, and/or proctoring. Fees may vary depending on the assessment costs. The district will offer financial assistance to students who demonstrate need, such as qualifying for free or reduced price lunch. (*Insert language here if the district plans to pay the assessment fee or subsidize the student's cost.*)

Current fees and financial assistance information are available from (*insert specific district location here*).

(*Insert assessment fee schedule here.*)

F. Reporting Results

The district will receive official test results for each student participating in the assessment process. The district will provide a letter to the student with a copy of the test results and an indication of how many world language credits, if any, may be awarded. If requested by the student, the school counselors will record the world language credits earned on the official transcript. Credits will be awarded with a grade of "Pass."

Guiding Questions for the Competency-based Credit Panelists:

Questions for the student in the Open Doors Youth Reengagement Program, Next Generation Zone:

1. What led you to leave high school?
2. What could the school or district have done to help you stay in school?
3. What might have helped you earn the credits needed for graduation?

Questions for educators:

1. In 2011, the Washington State Board enacted competency-based crediting by removing the 150 hr. seat-time requirement for awarding of high school credit (WAC 180-51-050). In your role, what changes have you seen, if any, as a result of this regulatory change?
2. What best practices have emerged in this area? What schools or districts are utilizing competency-based models in innovative ways that improve student outcomes?
3. What potential does competency-based crediting have to strengthen pathways to the 24 credit high school diploma, in particular, for credit deficient students who are motivated to earn a diploma with their graduating class through out-of-class crediting options, rather than dropping out or earning a GED?
4. What improvements could be made to competency-based crediting to help the state achieve its student achievement goals? What role can the state board and other stakeholders play in making these improvements?



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Basic Education Waiver Requests	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<ol style="list-style-type: none"> Do the requests from Ridgefield and Sultan School Districts for Option 1 waivers from the minimum 180-day requirement of RCW 28A.150.220 merit approval by the Board, based on the criteria for evaluation of the need for the waivers in WAC 180-18-040? If not, are there deficiencies in the applications that can be corrected by the districts for re-submission of the applications for consideration by the Board at a subsequent meeting under WAC 180-18-050? 	
Possible Board Action:	<input type="checkbox"/> Review <input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The Board has before it applications for Option One waivers of the minimum 180-day requirement for basic education from Ridgefield and Sultan School Districts. Ridgefield requests waiver of one day for an Assurance Day to help incoming 7th and 9th grader students make successful transitions to their new schools. Sultan requests waiver of two days for professional development of certificated staff. In your packet you will find:</p> <ul style="list-style-type: none"> A memorandum summarizing the two waiver requests. The waiver applications and board resolutions from each of the two districts. Evaluation worksheets for each application. WAC 180-18-040 (Waivers from minimum one hundred eighty-day school year requirement) WAC 180-18-050 (Procedure to obtain waiver) 	



OPTION ONE BASIC EDUCATION PROGRAM WAIVERS: CURRENT REQUESTS

Policy Considerations

Do the requests by Ridgefield and Sultan school districts for Option One waivers of the minimum 180-day requirement merit approval by the Board, based on the criteria in WAC 180-18-040? If not, what are the reasons, with reference to the criteria, for denial of the request?

If the request is denied, what deficiencies in the application or documentation are there that the district might correct for consideration at a subsequent board meeting per WAC 180-18-050?

Background: Option One Waivers

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

WACs 180-18-040 and 180-18-050 implement this statute. **WAC 180-18-040** provides that “A district desiring to improve student achievement for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement ... while offering the equivalent in annual minimum instructional hours ... in such grades as are conducted by the school district.” A waiver request may be granted for up to three school years. There is no limit on the number of days that may be requested. Rules adopted in 2012 as WAC 180-18-040(2) and (3) establish criteria to evaluate the need for a new waiver and renewal of an existing one. **WAC 180-18-050** sets procedures for requesting a waiver. In addition to the waiver application, the district must submit an adopted resolution by its school board requesting the waiver, a proposed school calendar for each year to which the waiver would apply, and information about the collective bargaining agreement with the local education association.

Summary of Current Option One Waiver Requests

Ridgefield requests waiver of one day to implement a transition day for incoming seventh and ninth grade students. The purpose is to familiarize students in these grades with their new schools, learn about the school cultures, and connect with school staff. The Assurance Day would take place on the first scheduled day of school. Students in other grades would not be present on that day.

The district states that the Assurance Day for seventh graders at the middle school meets the school improvement goal of working toward a safe, healthy and respectful learning environment. Surveys have shown anxiety day about middle school to be a major concern, it says, and the day for transition to the new environment without students in higher grades present will help reduce this anxiety. At the high school, it is the expectation that the day for transition will build relationships that will help lower suspension rates, increases attendance, and improve graduation rates.

In item 4 of the application Ridgefield describes in some detail the activities that will be undertaken at the middle and high schools, all with the intent of reducing student anxiety in making the transition to

their new schools. Time will be taken to explain the district's Positive Behavior and Support (PBIS) system to students. Activities will be modified from year to year based on determination of what has been successful in meeting students' needs.

Ridgefield will measure the effectiveness of the Assurance Day by analyzing data on attendance rates, discipline referrals, individual student referrals, and suspensions or expulsions. The district will also use data from an yearly student climate survey, conducted in the fall and the spring, to measure the effects of Assurance Day on school climates.

The concept for Assurance Day was generated by the work of a Teacher/Superintendent Leadership Group. The idea was shared with parents through email, web sites, and parent meeting. The district says that parents were overwhelmingly in support of Assurance Day to help reduce anxiety about school transitions.

Sultan requests waiver of two days to devote to professional development of certificated staff. The waiver days would be September 1 and September 6 of the district calendar. The district says the waiver plan would enable it to avoid the use of four half days for the same purposes. In its resolution approving the waiver request, the Sultan Board of Directors states that:

1. Common collegial planning time is needed to meet the district's curricular goals, continue aligning curriculum to state reform efforts, and align the district's assessment program to the district's curriculum.
2. Parental and community input have indicated support for whole day planning and in-service rather than half days utilized in the past, and
3. Options involving additional early release days, late starts, or additional paid days for staff create a financial hardship on the district and inconvenience for parents and/or patrons.

The SBE granted Sultan an Option One waiver of six days in September 2012, two for professional development of staff and four for full-day parent-teacher conferences. The district has since obtained a waiver of four days solely for parent-teacher conferences under WAC 180-18-050(3.)

Sultan provides a detailed explanation of the purposes and goals of the plan in its waiver application. The waiver plan, it says, will facilitate the work of building leadership teams to achieve higher learning standards through research-based instructional practices. The emphasis will continue to be on reading, math and writing strategies, the district says, with new curriculums recently adopted that align to Common Core State Standards. Teams will work to establish new continuous curriculum strands from grades K through 12. Sultan utilizes the [5 Dimensions of Teaching and Learning](#) framework as a professional development tool to improve instructional practices. During the two waiver days, staff in each building will work toward integration of the 5 Dimensions into instructional practices. Each building will also strategize collaboratively to increase student performance on new SBAC assessments.

Sultan ties professional activities to be conducted on the waiver days to school improvement goals (SIPs) at its high school, middle school, two elementary schools, and alternative school. SIPs at Sultan Education Alternative School, for example, are to bring a minimum 82 percent of students to standard on the third, fourth and fifth grade Smarter Balanced Assessments, and to transition larger percentages of students out of Level Two math in all grades. Collaboration time on the waiver days will be used to increase understanding of Common Core standards and alignment to SBAC, with the anticipated result of raising student success in meeting standards.

Sultan names SBAC, EOC and HSPE as the highest indicators of student success, allowing them to measure individual student growth over time. Analysis of SBAC information will be combined with assessments to measure attainment of stated goals for student achievement. Sultan will also measure the impact of the 5 Dimensions of Teaching and Learning through a process headed by the principal as

instructional leader for each building. In item 5 of the application, Sultan describes its Cycle of Continuous Improvement, developed through participation in the Washington State Leadership Academy, in which data are collected at regular intervals and adjustments made to classroom instruction and support.

In item 4 Sultan describes the specific activities that will take place on the two waiver days. Teams of teachers, for example, will organize by content focus and build curriculum maps and pacing guides around the Common Core State Standards. Administrators will work in Professional Learning Communities (PLCs) to analyze student assessment data. Teachers will be trained on the 5 Dimensions of Teaching and Learning, observing lessons by video, and scoring them using the 5D rubrics.

In Part B, Sultan reports that the waiver days granted by the SBE in 2012 were used for professional development, as provided in the waiver plan. Each building, it says, designed collaboration days to align specifically with the SIP goals for that building. Teachers and administrators also worked on strategies to implement TPEP, Common Core State Standards, and SBAC assessments as proposed.

Sultan reports that progress and growth in student achievement was evident in almost every case during the period of the prior waiver. Reading scores improved at almost every grade level. Math scores were stagnant or only slightly improving at the elementary level. Consequently, professional development has been shifted to increasing student achievement in math in those grades.

While the goals of the proposed new waiver plan remain the same as before, strategic planning may shift over the term of the waiver to address specific needs for improved student achievement that come to light through its continuous cycle of data collection and analysis.

“Full-day collaboration days,” Sultan says, “are vital for the continued professional development and strategic planning [needed] if we are to reach our student achievement goals. Should those days not be approved, the district may not have ample periods for essential staff development and collaboration.”

Summary of Option One Waiver Requests

District	Number of Waiver Days Requested	Number of Years Requested	Purpose of Waiver Request	Student Days	Additional Work Days Without Students	New or Renewal
Ridgefield	1	3	School transition for 7 th and 9 th graders.	179	7	N
Sultan	2	3	Professional development of certificated staff	174	4*	R

*Sultan has a waiver of four days for parent-teacher conferences.

Action

The Board will consider whether to approve the requests for Option One waivers presented in the applications by Ridgefield and Sultan school districts and summarized in this memo.

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



Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from basic education program requirements is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the minimum 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

Form and Schedule

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documents must be received by the SBE at least **forty (40)** calendar days prior to the SBE meeting at which consideration of the waiver request will occur. The Board's meeting schedule is posted on its website at <http://www.sbe.wa.gov>. It may also be obtained by calling 360.725.6029.

Application Contents:

The application form must include, at a minimum, the following items:

1. A proposed school calendar for each of the years for which the waiver is requested.
2. A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).
3. A resolution adopted and signed by the district board of directors requesting the waiver. The resolution must identify:
 - The basic education program requirement for which the waiver is requested.
 - The school year(s) for which the waiver is requested.
 - The number of days in each school year for which the waiver is requested.
 - Information on how the waiver will support improving student achievement.
 - A statement attesting that if the waiver is granted, the district will meet the minimum instructional hour offerings for basic education in grades one through twelve per RCW 28A.150.220(2)(a).

Applications for new waivers require completion of Sections A and C of the application form.
Applications for renewal of current waivers require completion of Sections A, B, and C.

Submission Process:

Submit the completed application with the local board resolution and supporting documents (preferably via e-mail) to:

Jack Archer
Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035
jack.archer@k12.wa.us

The SBE will provide written confirmation (via e-mail) of receipt of the application materials.

RIDGEFIELD SCHOOL DISTRICT NO. 122
BOARD OF DIRECTORS

RESOLUTION NO. 2014-2015-011
Adopting 180-Day Waiver Request for School Years 2015-2016, 2016-2017, and 2017-2018

WHEREAS, the Washington State Board of Education has recognized the importance of educational improvements and has established waivers of the 180-day school year to enhance educational programs; and

WHEREAS, the Ridgefield School District has established goals for continuous improvement and is committed to enhancements that will support increased student learning and individual achievement; and

WHEREAS, research supports the needs to effectively support learners when transitioning to new schools; and

WHEREAS, the Ridgefield School District's goals include providing safe, inclusive, and positive learning environments that support high academic and behavior expectations for every student; and

WHEREAS, the Ridgefield School District will continue to meet the instructional hours offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested.

NOW, THEREFORE, BE IT RESOLVED that the District respectfully requests that the minimum 180-day school year requirement be waived for the Ridgefield School District to allow for up to one (1) waiver day in the school years 2015-2016, 2016-2017, and 2017-2018. During this time, students in grades 7, 8, 10, 11, and 12 would not attend school for one day in order to allow faculty and staff to focus on transitioning 7th graders to View Ridge Middle School and 9th graders to Ridgefield High School and celebrating student successes for 8th graders at View Ridge Middle School.

ADOPTED by the Board of Directors of Ridgefield School District No. 122, Clark County, Washington, at an open public meeting thereof held this 2nd day of July, 2015

Attest:



Dr. Nathan McCann, Secretary to the Board

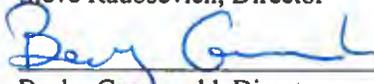
RIDGEFIELD SCHOOL DISTRICT NO. 122
BOARD OF DIRECTORS

Scott Gullickson, President

Jeff Vigue, Vice President

Joseph Vance, Director

Steve Radosevich, Director



Becky Greenwald, Director

Part A: For all new and renewal applications:

The spaces provided below each question for answers will expand as you enter or paste text.

School District Information	
District	Ridgefield School District
Superintendent	Dr. Nathan McCann
County	Clark
Phone	360-619-1302
Mailing Address	2724 South Hillhurst Road Ridgefield, WA 98642
Contact Person Information	
Name	Chris Griffith
Title	Assistant Superintendent
Phone	360-619-1302
Email	chris.griffith@ridge.k12wa.us
Application type:	
New Application or Renewal Application	New application
Is the request for all schools in the district?	
Yes or No	No
If no, then which schools or grades is the request for?	View Ridge Middle School – Grades 7 and 8 Ridgefield High School – Grades 10, 11 and 12
How many days are requested to be waived, and for which school years?	
Number of Days	1 – only for grades 7, 8 and 10, 11, and 12
School Years	2015-2016, 2016-2017, 2017-2018
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days reduced or avoided through the proposed waiver plan	No
Remaining number of half days in calendar	
Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?	
Yes or No	Yes

On the questions below please provide as much detail as you think will be helpful to the Board. Any attachments should be numbered to indicate the question(s) to which the documents apply.

The format for responses can vary to accommodate the information being provided (e.g., narrative, tabular, spreadsheet).

1. What are the purposes and goals of the proposed waiver plan?

The Ridgefield School District would like to implement a transition program for incoming 7th and 9th grader students. On the first day of the year, only 7th and 9th graders will be in their respective buildings (View Ridge Middle School and Ridgefield High School). Assurance Day will provide 7th and 9th grader students with the opportunity to familiarize themselves with their new school cultures, find their classes, manage their lockers, make new friends, connect with school staff, where to go for help, and much more.

The last day of school at View Ridge Middle School will be a day to celebrate 8th grader students graduation into high school and the closing of this chapter of their lives. Only the 8th graders will be present in school.

2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

View Ridge Middle School:

(<http://www.ridge.k12.wa.us/cms/lib01/WA01000666/Centricity/Domain/80/2014-2015%20SIP.pdf>)

SIP Goal #2 - All members of the View Ridge community will continue working toward enhancing a safe, healthy and respectful learning environment.

View Ridge Middle School recognizes that a positive environment is critical to ensure student learning. Through surveys and discussions with staff and students VRMS has identified anxiety surrounding starting middle school to be a big concern. Allowing all incoming 7th graders a day to get to know each other, school culture, schedules, classrooms, lockers, etc. without fear of upperclassman will aid in reducing this anxiety.

Ridgefield High School:

(http://www.ridge.k12.wa.us/cms/lib01/WA01000666/Centricity/Domain/194/2014-15_SchoolImprovement_RHS.pdf)

With an emphasis on continual improvement and accomplishing system wide activities, student performance will increase in the HSPE, AP, and SAT testing.

- The school and community work together to systematically anticipate and appropriately respond to change as the school improvement process is implemented.
- Goal statements for the school improvement process are properly aligned with the implementation plan and clearly identify measures of success.
- The school improvement effort is externally validated on a periodic basis.

As a staff, we continue to strive for a culture that is focused on student learning and reflective upon our teaching practices.

The mission of the **Ridgefield High School Counseling Department is to ensure a safe and caring environment** in which all students acquire the knowledge, skills, and attitudes needed for academic, career, and personal/social development.

Both buildings work with their feeder schools to help the transition process and to build relationships in order to help lower suspension rates while increase attendance and ultimately graduation rates.

Ridgefield School Board:

The Ridgefield School Board heard and approved “Assurance Day” for View Ridge Middle School and Ridgefield High School and “Celebration Day” for View Ridge Middle School on April, 14, 2015.

Excerpt from Ridgefield School Board Minutes 4/14/15

NEW BUSINESS – Action

Approve Assurance Day at Ridgefield High School and View Ridge Middle School and 8th Grade Celebration

Motion was made by Director Jeff Vigue Board approve Assurance Day at Ridgefield High School and View Ridge Middle School and 8th Grade Celebration, seconded by Director Joe Vance. There was brief discussion. View Ridge Middle School Principal Chris Griffith shared his comments. All members voted in favor of the motion. Motion carried.

- Name and explain specific, measurable and attainable goals of the waiver for student achievement. Please provide specific data, in table or narrative form, to support your response.

“Assurance Day” is designed to reduce student anxiety during transitions to middle school and high school. Effectiveness of the program will be measured through student and staff surveys. The survey will be created in Schoolwires and given to all students and staff.

Additionally, we will analyze using 2014-2015 as baseline data:

- Attendance Rates
- Discipline Referrals (non-truancy/tardies)
- Number of Individuals Who Receive Referrals (non-attendance)
- Suspension or Expulsions (non-attendance)

2014-2015 Baseline data

Grade	Absence Rate	Discipline Referrals (non-truancy/tardies)	Individual Student Referrals (non-attendance)	Suspensions or Expulsions (non-attendance)
7	6.0%	51	39	7
8	7.2%	186	59	12
9	7.0%	121	55	23

- Describe in detail the specific activities that will be undertaken on the proposed waiver days. Please provide explanation (and evidence if available) on how these activities are likely to result in attainment of the stated goals for student achievement.

View Ridge Middle School:

During the first day each department will focus on a different anxiety related issue. Listed below are the highest anxiety related issues as identified by incoming students.

1. Getting lost and to class on time. The staff will prepare a scavenger hunt that helps the students familiarize themselves with their new building, each room in the new building and where important core facilities such as restrooms, the library and cafeteria are at.
2. Sharing lockers and solving locker partner problems. The staff will teach a specific lesson related to locker sharing etiquette and resolving problems. Students will also role play possible locker conflicts.
3. Opening lockers. The staff will teach a lesson that explains and assists students on how to open a combination lock. Students will practice in their classroom prior to moving to their assigned locker. Once at their assigned locker students will practice opening their locker, as well as organize their materials and belongings to assist in locker partner etiquette.
4. How to use Skyward – student access. Skyward is an integral part of the communication system in place for secondary schools in the Ridgefield School District. Starting middle school, students are taught to check their grades through Skyward on a regular basis. Staff input grades regularly and sent monthly progress reports to parents. In addition to grades, Skyward tracks attendance. This is an area of focus at the middle school, as students learn to transition to 6 different classes every day. All students will be given their login and password information. Then specific lessons will be taught addressing how to login, where to check grades and attendance. Additional time will be spent teaching students how to find staff assignment calendars so they can track assignments.
5. How to make up assignments (What to do when a student is sick). Students will be taught how locate missing assignments and the process for completing and turning that work in.
6. REBS – View Ridge Middle School is a Positive Behavior Intervention and Support (PBIS) school. Our schoolwide expectations are Respectful, Excellence, Be responsible and Safe (REBS). Staff will use specific lessons to share our REBS expectations, explain our incentive program and PBIS in general.

RHS:

Frosh Camp

Quick opening to discuss schedule and purpose of the day

15min. classes on modified bell schedule to help students prepare for high school on a procedural level and to familiarize students with High School options for successful learning and student choice.

1st period -- ice breaker

2nd period—skyward and internet forms

3rd period—personality test

ASB assembly half hour—introduction to ASB and Leadership

4th period –study skills

5th period—class offerings and transcripts

6th period—extracurricular—athletics, drama--music,--art--clubs etc.

Auditorium—hog call for small groups---teacher squadron leaders will get their small groups together (around 15 students)

Teacher squadron Leaders (Teachers assigned to a group of students—will travel with them through afternoon rotations.) will escort groups to lunch—

Afternoon Rotations—about 20 min sessions

Amazing Race—Lead Teachers—Jeff Brink and Jill B.

There will be two sessions

The Goal of the Amazing Race is to familiarize students with campus and staff.

Activates will include:

Checking out a book from librarian in to find next clue

Finding clue in Amy's career and high school and beyond room

Opening a locker to find next clue

Asking for a clue from Mrs. Bentler

Going to stadium for clue

Getting clue from administration

Getting clue from secretaries

Etc.

Success Bound---Lead Teachers---Jill Uhatz and Brittany Thomas

There will be two sessions

The Goal of the Success bound sessions is to help students recognize school character traits. What are Responsibility, Resilience and Respect? What does the practice look like in different settings?

Session one a brain storming activity—session two is the poster-making project

Bullying and Drugs

Howard will give a one-session presentation to students

The Goal of this session is to let students know the ramifications of these activities and the policies around reporting.

Student Panel

Lead—Monica and Ray-- Goal is to let students ask questions about High School life to their peers.

The panels will consist of a diverse group of students. Each panel will have at least one student who has struggled in high school and persevered.

Leadership Team Building

Lead Teachers--Kim Alias and David Wear

Goal: Marshmallow activity to help develop leadership and team building.

Closing-

Administration

5. What state or local assessments or metrics will be used to collect evidence of the degree to which the goals of the waiver are attained?

The Ridgefield School district will use yearly student climate survey data to determine the success of "Assurance Day." The goal is to reduce student anxiety for students as they transition from elementary school to middle school and again when students transition to high school. Climate surveys will be given in the fall and again in the spring. Results will be analyzed both from fall to spring, but also across multiple years.

6. Waiver requests may be for up to three school years. If the request is for multiple years, how will activities conducted under the waiver in the subsequent years be connected to those in the first year?

In subsequent years, incoming students will be surveyed to identify anxieties related to their peer groups' transition. Each building will then design specific lessons to address and reduce those anxieties. Successful activities and events will continue from year to year if they address the needs of the students. Less successful activities may be tweaked or dropped and replaced with new activities.

7. Describe in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the waiver.

The idea of "Assurance Day" was initiated from discussion and work done through the Teacher/Superintendent Leadership Group. This group is composed of teacher leaders from each of the districts' four schools and the superintendent of the Ridgefield School District.

A major concern of the group was the transition between each level of the Ridgefield System. While a number of initiatives have been put in place student anxiety remained high. After much discussion and thought, the group proposed "Assurance Day."

Presentations were then made to Ridgefield High School and View Ridge Middle School staff to elicit their thoughts. Both buildings were in favor of the "Assurance Day" concept and committed to creating committee's to plan their respective programs.

The idea was shared with parents through emails, building websites and parent meetings. Overwhelmingly, parents were in support of "Assurance Day" to help reduce transition anxiety.

8. Provide information about the collective bargaining agreement (CBA) with the local education association, stating the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction days. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Section 8. EMPLOYEE WORK YEAR

A. The work year covered by this Agreement shall consist of 180 work days. Any extension of contracted days (other than those paid by the TRI stipend in F below) shall be compensated at full per diem (1/180 of the employee's contract). Any additional work day(s) shall be computed at the hourly curriculum rate of \$30.00. Additional days shall be scheduled prior to the ending of the school year for work to be completed during the summer months. All employees are expected to be available for extended work day(s). Those employees scheduled for extended day(s) shall mutually agree to their schedule of work day(s). Provision may be made under this paragraph for special projects (included but not limited to curriculum development, development of special program(s) at a specific school, etc.) for morning/evening work beyond the expected work day during the school year.

9. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	179
Waiver days (as requested in application)	1
Additional teacher work days without students	7
Total	187

10. If the district has teacher work days over and above the 180 school days (as identified in row three of the table), please provide the following information about the days: In columns 3 – 5, describe the specific activities being directed by checking those that apply.

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100%	(1) District kick-off		
2	100%		Teacher in-service	
3	100%		Teacher in-service	
4	100%		Teacher in-service	
5	100%			Teacher work day
6	100%		(1/2) Teacher in-service	(1/2) Teacher work day
7	100%		(1/2) Teacher in-service	(1/2) Teacher work day
Check those that apply				

11. If the district has teacher work days over and above the 180 school days (row three of table in item 9 above), please also explain the rationale for the additional need of waiver days.

New 180 Day Applications- Stop here and skip to Section C, "Last Steps".

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe in detail how the district used the waiver days and whether the days were used as planned and proposed in your prior request.

2. To what degree were the purposes and goals of the previous waiver met? Using the performance metrics for the prior waiver plan, describe how effective the activities implemented have been in achieving the goals of the plan for student achievement. If goals have not been met, please describe why the goals were not met, and any actions taken to date to increase success in meeting the goals.

3. Describe any proposed changes in the waiver plan going forward, including any changes to the stated goals or the means of achieving the stated goals, and explain the reasons for proposing the changes.

4. Explain why approval of the request for renewal of the waiver is likely to result in advancement of the goals of the waiver plan.

5. How were parents and the community informed on an ongoing basis about the use and impacts of the previous waiver? Provide evidence of support by administrators, teachers, other district staff, parents, and the community for renewal of the waiver.

C. Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page. (E-mail is preferable.)
- Ensure supplemental documents clearly identify the questions that the documents support.

Thank you for completing this application.

Option One Waiver Application Worksheet

District: Ridgefield
Date: September 10, 2015

Days requested: 1
Years requested: 3
New or Renewal: N

WAC 180-18-040 (2)	(a) Resolution attests that if waiver is approved, district will meet the instructional hour requirement in each year of waiver.	(b) Purpose and goals of waiver plan are closely aligned with school/district improvement plans.	(c) Explains goals of the waiver related to student achievement that are specific, measurable and attainable.	(d) States clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of stated goals.	(e) Specifies at least one state or local assessment or metric that will be used to show the degree to which the goals were attained.	(f) Describes in detail participation of teachers, other staff, parents and community in development of the plan.
Satisfies criterion Y/N						
Comments						

District: Ridgefield

Renewals: “In addition to the requirements of subsection (2), the state board of education shall evaluate requests for a waiver that would represent the continuation of an existing waiver for additional years based on the following:”

WAC 180-18-040 (3)	(a) The degree to which the prior waiver plan's goals were met, based on the assessments or metrics specified in the prior plan.	(b) The effectiveness of the implemented activities in achieving the goals of the plan for student achievement.	(c) Any proposed changes in the plan to meet the stated goals.	(d) The likelihood that approval of the request would result in advancement of the goals.	(e) Support by administrators, teachers, other staff, parents and community for continuation of the waiver.
Meets criterion Y/N					
Comments					



SULTAN SCHOOL DISTRICT No. 311

514 4th Street • Sultan, Washington 98294
(360) 793-9800 • Fax (360) 793-9890

RESOLUTION NO. 14-14 REQUEST OF WAIVER FOR GRADES 1-12 OF THE MINIMUM 180 DAY SCHOOL YEAR (WAC 180-18-040)

WHEREAS, a resolution of the Board of Directors of the Sultan School District #311, Snohomish County, Sultan, Washington, to request a waiver for grades 1-12 of the minimum 180-day school year (WAC 180-18-040) for the 2015-2016, 2016-2017, and 2017-2018 school years.

WHEREAS, the Sultan School District Board of Directors recognizes that:

1. Common collegial planning time is needed to meet the district's curricular goals, to continue aligning curriculum to the State reform efforts, and to align the district assessment program to the district's curriculum, and
2. Parental and Community input have indicated support for whole day planning and in-service rather than half-days utilized by the district in the past, and
3. Options involving additional early release days, late starts, or additional paid days for staff would create a financial hardship on the district and inconvenience for parents and/or patrons;

WHEREAS, this resolution attests to the fact that the Sultan School District will maintain a district-wide annual average instructional hours of 1,027 hours, even after the four conference days have been waived by the State Board of Education.

WHEREAS, the State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18);

NOW, THEREFORE, BE IT RESOLVED that the Sultan School District Board of Directors requests that the minimum 180-day school year requirement be waived for Sultan School District grades 1-12 so that two (2) days per year can be dedicated to common collegial planning, common collegial instructional planning and staff development; and that the dates for these days will be determined by the Sultan School Board and Sultan Education Association; and that students in grades 1-12 would not attend school on these days.

ADOPTED by the Board of Directors of Sultan School District No. 311, Snohomish County, Washington, in a special board meeting held on the 19th day of May 2015.

ATTEST:

Superintendent-Secretary to the Board

Board Chairman
Board Member
Board Member
Board Member
Board Member

Part A: For all new and renewal applications:

The spaces provided below each question for answers will expand as you enter or paste text.

School District Information	
District	Sultan School District
Superintendent	Dan Chaplik
County	Snohomish
Phone	360-793-9800
Mailing Address	Sultan School District #311 514 4 th Street Sultan, WA 98294
Contact Person Information	
Name	Dan Chaplik
Title	Superintendent
Phone	360-793-9800
Email	Dan.chaplik@sultan.k12.wa.us
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	2
School Years	2015-2016; 2015-2017; 2017-2018
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days reduced or avoided through the proposed waiver plan	4
Remaining number of half days in calendar	21
Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?	
Yes or No	Yes

On the questions below please provide as much detail as you think will be helpful to the Board. Any attachments should be numbered to indicate the question(s) to which the documents apply.

The format for responses can vary to accommodate the information being provided (e.g., narrative, tabular, spreadsheet).

1. What are the purposes and goals of the proposed waiver plan?

Each building has established leadership teams that continue to work to achieve higher learning standards through intentional, research-based instructional practices. The emphasis will continue to focus on reading, math and writing strategies. In addition, we have recently adopted math and reading curriculums that align to Common Core State Standards. Teams will also work to establish new continuous curriculum strands from K-12. Teams will work together in subject and strand teams both horizontally and vertically to develop seamless plans based on best practices, implementing those plans and analyzing the results of those efforts.

During the summer of 2015, staff will continue to train in AVID implementation and integration into our schools. Staff training will continue on understanding and implementing Common Core with the overall goal of implementing and developing a common language for teaching and learning that is understood by all. During the waiver days, each building will review data and collaborate with one another as we continue to work towards calibration and integration of the 5 Dimensions of Teaching and Learning. The foremost of our goals will be to analyze how the strategies we use impact student learning.

Each building is committed to understanding and implementing new SBAC expectations and will strategize collaboratively to use expectations to increase student achievement and performance on standardized testing.

2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

One SIP Goal for SHS is to increase on-time graduation rates. We will have department wide commitment to analyzing 2014 HSPE results-breaking the data into strands and information concerning HSPE expectations with SBAC expectations to understand changes and to boost student performance. A strategic goal for SHS is to use reflective professional development and collaboration time to revisit current curriculum and alignment.

Another SHS SIP goal for world language is to align curriculum to WA State Standards of Foreign Language Learning I the 21st Century. Collaboration time will be used to revise curriculum and align to those standards. These are two examples of how the School Improvement Plan goals align with the waiver plan for using collaboration days to evaluate new curriculum that align to new state standards to that we increase student opportunity for success.

The SIP goal of Sultan Middle School: By June 2015, at Sultan Middle School, the principal with leadership team will create an environment that promotes learning for all members and is focused on increasing student achievement in SMS, through frequent classroom observations and providing focused feedback for improvement, creating clear processes for effective PLC's in the building, monitoring data, creating academic and behavioral intervention supports, and engaging the community, as measured by student achievement data, PLC effectiveness

(through PLC agendas), and staff/student/parent perception data. Again, waiver days will be used to strategically and successfully examine the data and feedback to achieve this goal.

At Gold Bar Elementary, Staff will use strategies and practices outlined in 5D+ with a focus on student friendly learning targets, common formative assessment practices and all students should receive a minimum of 60 min. of core instruction. PLC meetings with a focus on assessment. Collaboration days will be use to focus on the conceptual understanding of Common Core State Standards –goals outlined in the purpose of the waiver in #1.

The SES School Improvement Goal: Improve students' knowledge and skills in mathematics as measured by a minimum of 82% of students meeting standard on the 3rd, 4th, and 5th grade State Math Smarter Balance Assessment in 2015. Transition a larger percentage of students out of the Level 2 Math category in all grade levels (K-5). Collaboration time will be used to increase understanding of common core standards and alignment to SBAC – with the anticipated result being to increase student success in meeting standards.

<http://esp.sultan.k12.wa.us/Board/Shared%20Documents/Forms/AllItems.aspx?RootFolder=%2fBoard%2fShared%20Documents%2f2014%2d2015%20School%20Improvement%20Plans&FolderCTID=&View=%7bF97A3EB2%2d33AF%2d4E6B%2d8DDD%2d22931630893B%7d>

3. Name and explain specific, measurable and attainable goals of the waiver for student achievement. Please provide specific data, in table or narrative form, to support your response.

The goal of increased success and student achievement will be measured by data from graduation rates, SBAC, EOC, HSPE test scores. These are the highest indicators of academic success. This data will allow us to better measure individual student growth over time. The individual, building and district results will be thoroughly analyzed to determine specific strand data that may continue to display areas of needed improvement for students and instructional strategies. The analysis of SBAC information will also be combined with district assessments such as DIBELS, Read Well, Read Fluently, STAR Math and Reading, and Accelerated Math as well as classroom based assessments to diagnose specific target areas. An additional focal point in our evaluation will be to measure what impact the 5 Dimensions of Teaching and Learning is having on student learning as can be observed by the continued implementation of this framework. Principals will be the instructional leaders for each building identifying areas of need within the building targets and goals for staff instructional strategies and materials. They will work collaboratively with their building leadership teams to make this happen.

4. Describe in detail the specific activities that will be undertaken on the proposed waiver days. Please provide explanation (and evidence if available) on how these activities are likely to result in attainment of the stated goals for student achievement.

Teams of teachers will be organized by content focus and will work together to build year-long curriculum maps and pacing guides around the common core state standards. This will help develop a K-12 program that is consistent both vertically and horizontally.

Administrators will work in PLC's to analyze student assessment data that is housed in what is called a homeroom database. In addition, they will work with teachers on their activities and continue their work calibrating the evaluation CEL evaluation instrument.

Also, teachers and principals will work together on these two days to better understand the 5 Dimensions of Teaching and Learning rubric. Specifically, the goal will be to watch teaching videos together and score the lessons observed using the rubric. The outcome of this activity would be increased clarity and understanding of what quality instruction looks like according to the rubric.

5. What state or local assessments or metrics will be used to collect evidence of the degree to which the goals of the waiver are attained?

SBAC, EOC HSPE and district assessments outlined in #3 above. In addition, as part of our Washington State Leadership Academy participation, we have developed a "Cycle of Continuous Instructional Improvement" (district, school and individual cycles of inquiry) which states that we will take process measurements every 45 days to capture progress being made toward our stated problem of practice and supporting theory of action. We will make adjustments as needed to demonstrate progress towards our intended goals. In addition, we are also utilizing district and building cycles of inquiry where we collect data incrementally and make adjustments to classroom instruction and support for instruction. This data is collected at the beginning of a cycle and periodically throughout the cycle. Each cycle culminates in the spring of the school year where plans for the upcoming summer and next school year are put into place.

6. Waiver requests may be for up to three school years. If the request is for multiple years, how will activities conducted under the waiver in the subsequent years be connected to those in the first year?

Subsequent years will be a continuation of refining the integration of the 5 Dimensions of Teaching and Learning, increasing the understanding of Common Core State Standards and SBAC testing as they are reflected and measured in increased student achievement. We will continue to create and sustain a continuous improvement, problem solving culture that works together to improve teaching and learning throughout the system.

7. Describe in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the waiver.

Input from administrators, teachers, classified staff and parents have solidified the importance and success of waiver days. The increased amounts of continuous time versus short timeframes has provided the necessary networking among staff, that leads to professional discussions and understanding, of issues that leads to enhanced student achievement. Individual professional community teams as well as cross-building teams can collaborate more successfully with longer periods of sustained time working together. Waiver days also allow for increased input and communication from classified staff. Sultan School District Board of Directors is increasingly aware and knowledgeable about the factors impacting the success of Sultan students. As a group, they have been taking an active role in researching successful teaching strategies and best practices, and have been working with administrators to problem-solve issues that are unique to Sultan. Board members have also been more responsive to staff and administrator needs. Included with this application is a letter of support from the certificated and classified groups in our district.

8. Provide information about the collective bargaining agreement (CBA) with the local education association, stating the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction

days. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Item number 4 below lists the exact non-student work dates in the SEA contract. Four are for parent student conferences. The additional two waiver days are the days designated for professional collaboration. There are 3 half days and 18 early release Fridays. The calendars for 2015-2016, 2016-2017 and 2017-2018 are attached.

<http://esp.sultan.k12.wa.us/sr/Contracts/Sultan%20Education%20Association/2012-2015%20SEA%20CBA.pdf>

7.1.2 Calendar

The employee work year calendar for 2012-13 is included herein as Appendix II-A and shall be exhibited in accordance with the following:

1. Student instruction and employee work hours will be reduced no less than three and one-half (3½) hours on the day prior to Thanksgiving break, the day prior to Winter break, and on the last instructional day.
2. Non-student days/unpaid holidays: September 3; November 12, 22, and 23; December 20 through January 1; January 21 and 28; February 15 and 18; April 1 through 5; May 27.
3. First instructional day: September 5. Final instructional day: June 12; provided that in the event of school closures due to inclement weather, all such instructional days will be added at the end of the school year.
4. Non-student work dates: August 30, September 4; October 18 and 19; March 7 and 8.

2015 was the final year of the current contract.

Section 7.1 Work Year

7.1.1 Regular Work Year

1. Length

The length of the employee regular work year shall be one hundred eighty (180) days and the work year will consist of one hundred seventy-four (174) student days and six (6) non-student days

9. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	180
Waiver days (as requested in application)	2
Additional teacher work days without students	4
Total	174

10. If the district has teacher work days over and above the 180 school days (as identified in row three of the table), please provide the following information about the days: In columns 3 – 5, describe the specific activities being directed by checking those that apply.

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional	X	X	X
2	Optional	X	X	X
3				
4				
5				
6				
7				
Check those that apply				

11. If the district has teacher work days over and above the 180 school days (row three of table in item 9 above), please also explain the rationale for the additional need of waiver days.

New 180 Day Applications- Stop here and skip to Section C, "Last Steps".

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe in detail how the district used the waiver days and whether the days were used as planned and proposed in your prior request.

The district used the two waiver days for the past three years for professional collaboration and development. Each building designed collaboration days to align specifically with the SIP goals for that building. Collaboratively teachers and administrators developed strategies for implementing the new teacher evaluation system, Common Core State Standards and the Smarter Balance State Testing.

2. To what degree were the purposes and goals of the previous waiver met? Using the performance metrics for the prior waiver plan, describe how effective the activities implemented have been in achieving the goals of the plan for student achievement. If goals have not been met, please describe why the goals were not met, and any actions taken to date to increase success in meeting the goals.

District Learning Communities captured data every 45 days in data walks. Progress and growth in student achievement was evident in almost every case. Our students continue to show growth as measured by state testing. Reading scores improved at almost every grade level. Math scores were stagnant at the elementary level, or only slightly above or below the previous year's scores. Recognizing this, professional development for those schools shifted to strategically address how to increase student achievement in the area of math. Science and math scores at the secondary level showed improvement at all grade levels.

3. Describe any proposed changes in the waiver plan going forward, including any changes to the stated goals or the means of achieving the stated goals, and explain the reasons for proposing the changes.

At this time the Sultan School district does not anticipate changes to the goals; however changes might occur that address specific areas of student achievement that come to light as measured by the data we collected through "Cycles of Continuous Improvement", SBAC, EOC and district assessments.

4. Explain why approval of the request for renewal of the waiver is likely to result in advancement of the goals of the waiver plan.

Full day collaboration days are vital for the continued professional development and strategic planning if we are to reach our student achievement goals. Should those days not be approved, the district may not have ample periods for essential staff development and collaboration.

5. How were parents and the community informed on an ongoing basis about the use and impacts of the previous waiver? Provide evidence of support by administrators, teachers, other district staff, parents, and the community for renewal of the waiver.

Parents and the community are kept apprised of student achievement and success of the previous waiver through a variety of ways including board meetings, newsletters, district

calendar, Facebook, our website that links directly to Sultan School District's annual report card on the OSPI website:

<http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&schoolId=226&reportLevel=District&year=2013-14>

C. Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page. (E-mail is preferable.)
- Ensure supplemental documents clearly identify the questions that the documents support.

Thank you for completing this application.

Sultan Education Association

May 19, 2015

Dan Chaplik, Superintendent
Sultan School District #311

Dear Mr. Chaplik,

This is a letter of support for the district in seeking a waiver to the minimum 180-day school year for the 2015-2016, 2016-2017 and 2017-2018 school years.

This time will allow for greater opportunities for staff to work cooperatively in improving the opportunities and program delivery for our students. The full days will be greatly appreciated, as we will be able to utilize larger blocks of time to focus on tasks at hand, while not taking away any significant contact hours from our students.

I appreciate the district's willingness to pursue this waiver, as I believe we will have invaluable staff development time until we can gain community support for early release/late arrival staff development days.

Sincerely,



Andrea Fuller
President
Sultan Education Association



Sultan Public School Employees Union

PO Box 891 Sultan, WA 98294

May 19, 2015

Dan Chaplik – Superintendent
Sultan School District #311
514 4th St
Sultan, WA 98294

Dear Mr. Chaplik,

This is a letter of support for the district in seeking a waiver to the minimum 180-day school year for 2015-2016, 2016-2017 and 2017-2018 school years.

This time will allow for greater opportunities for staff to work cooperatively in improving the opportunities and program delivery for our students. The full day versus half day will be greatly appreciated, as we will be able to utilize larger blocks of time to really focus on the tasks at hand.

PSE appreciates the district's willingness to pursue this waiver, as we believe it will produce good results in the area of staff development and student achievement.

Thank you for your consideration.

Sincerely,

Marianne Naslund
President 2015/2016 & 2016/2017
O (360) 793-9820 x141
F (360) 793-8607
C (425) 508-6171
E marianne.naslund@sultan.k12.wa.us

Option One Waiver Application Worksheet

District: Sultan
Date: September 10, 2015

Days requested: 2
Years requested: 3
New or Renewal: R

WAC 180-18-040 (2)	(a) Resolution attests that if waiver is approved, district will meet the instructional hour requirement in each year of waiver.	(b) Purpose and goals of waiver plan are closely aligned with school/district improvement plans.	(c) Explains goals of the waiver related to student achievement that are specific, measurable and attainable.	(d) States clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of stated goals.	(e) Specifies at least one state or local assessment or metric that will be used to show the degree to which the goals were attained.	(f) Describes in detail participation of teachers, other staff, parents and community in development of the plan.
Satisfies criterion Y/N						
Comments						

District: Sultan

Renewals: “In addition to the requirements of subsection (2), the state board of education shall evaluate requests for a waiver that would represent the continuation of an existing waiver for additional years based on the following:”

WAC 180-18-040 (3)	(a) The degree to which the prior waiver plan's goals were met, based on the assessments or metrics specified in the prior plan.	(b) The effectiveness of the implemented activities in achieving the goals of the plan for student achievement.	(c) Any proposed changes in the plan to meet the stated goals.	(d) The likelihood that approval of the request would result in advancement of the goals.	(e) Support by administrators, teachers, other staff, parents and community for continuation of the waiver.
Meets criterion Y/N					
Comments					

WAC 180-18-040

Waivers from minimum one hundred eighty-day school year requirement.

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

(2) The state board of education, pursuant to RCW [28A.305.140\(2\)](#), shall evaluate the need for a waiver based on whether:

(a) The resolution by the board of directors of the requesting district attests that if the waiver is approved, the district will meet the required annual instructional hour offerings under RCW [28A.150.220\(2\)](#) in each of the school years for which the waiver is requested;

(b) The purpose and goals of the district's waiver plan are closely aligned with school improvement plans under WAC [180-16-220](#) and any district improvement plan;

(c) The plan explains goals of the waiver related to student achievement that are specific, measurable, and attainable;

(d) The plan states clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of the stated goals;

(e) The plan specifies at least one state or locally determined assessment or metric that will be used to collect evidence to show the degree to which the goals were attained;

(f) The plan describes in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the plan.

(3) In addition to the requirements of subsection (2) of this section, the state board of education shall evaluate requests for a waiver that would represent the continuation of an existing waiver for additional years based on the following:

(a) The degree to which the prior waiver plan's goals were met, based on the assessments or metrics specified in the prior plan;

(b) The effectiveness of the implemented activities in achieving the goals of the plan for student achievement;

(c) Any proposed changes in the plan to achieve the stated goals;

(d) The likelihood that approval of the request would result in advancement of the goals;

(e) Support by administrators, teachers, other district staff, parents, and the community for continuation of the waiver.

[Statutory Authority: RCW [28A.305.140\(2\)](#) and [28A.305.141\(3\)](#). WSR 12-24-049, § 180-18-040, filed 11/30/12, effective 12/31/12. Statutory Authority: Chapter [28A.305](#) RCW, RCW [28A.150.220](#), [28A.230.090](#), [28A.310.020](#), [28A.210.160](#), and [28A.195.040](#). WSR 10-23-104, § 180-18-040, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW [28A.305.140](#) and [28A.655.180](#). WSR 10-10-007, § 180-18-040, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW [28A.150.220\(4\)](#), [28A.305.140](#), [28A.305.130\(6\)](#), [28A.655.180](#). WSR 07-20-030, § 180-18-040, filed 9/24/07, effective 10/25/07. Statutory Authority: Chapter [28A.630](#) RCW and 1995 c 208. WSR 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]

WAC 180-18-050

Procedure to obtain waiver.

(1) State board of education approval of district waiver requests pursuant to WAC [180-18-030](#) and [180-18-040](#) shall occur at a state board meeting prior to implementation. A district's waiver application shall include, at a minimum, a resolution adopted by the district board of directors, an application form, a proposed school calendar, and a summary of the collective bargaining agreement with the local education association stating the number of professional development days, full instruction days, late-start and early-release days, and the amount of other noninstruction time. The resolution shall identify the basic education requirement for which the waiver is requested and include information on how the waiver will support improving student achievement. The resolution must include a statement attesting that the district will meet the minimum instructional hours requirement of RCW [28A.150.220\(2\)](#) under the waiver plan. The resolution shall be accompanied by information detailed in the guidelines and application form available on the state board of education's web site.

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

(3) Under this section, a district seeking to obtain a waiver of no more than five days from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW [28A.305.140](#) solely for the purpose of conducting parent-teacher conferences shall provide notification of the district request to the state board of education at least thirty days prior to implementation of the plan. A request for more than five days must be presented to the state board under subsection (1) of this section for approval. The notice shall provide information and documentation as directed by the state board. The information and documentation shall include, at a minimum:

(a) An adopted resolution by the school district board of directors which shall state, at a minimum, the number of school days and school years for which the waiver is requested, and attest that the district will meet the minimum instructional hours requirement of RCW [28A.150.220\(2\)](#) under the waiver plan.

(b) A detailed explanation of how the parent-teacher conferences to be conducted under the waiver plan will be used to improve student achievement;

(c) The district's reasons for electing to conduct parent-teacher conferences through full days rather than partial days;

(d) The number of partial days that will be reduced as a result of implementing the waiver plan;

(e) A description of participation by administrators, teachers, other staff and parents in the development of the waiver request;

(f) An electronic link to the collective bargaining agreement with the local education association.

Within thirty days of receipt of the notification, the state board will, on a determination that the required information and documentation have been submitted, notify the requesting district that the requirements of this section have been met and a waiver has been granted.

[Statutory Authority: RCW [28A.305.140](#)(2) and 28A.305.141(3). WSR 12-24-049, § 180-18-050, filed 11/30/12, effective 12/31/12. Statutory Authority: Chapter [28A.305](#) RCW, RCW [28A.150.220](#), 28A.230.090, 28A.310.020, 28A.210.160, and 28A.195.040. WSR 10-23-104, § 180-18-050, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW [28A.305.140](#) and 28A.655.180. WSR 10-10-007, § 180-18-050, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW [28A.150.220](#)(4), 28A.305.140, 28A.305.130(6), 28A.655.180. WSR 07-20-030, § 180-18-050, filed 9/24/07, effective 10/25/07. Statutory Authority: RCW [28A.150.220](#)(4), 28A.305.140, and 28A.305.130(6). WSR 04-04-093, § 180-18-050, filed 2/3/04, effective 3/5/04. Statutory Authority: Chapter [28A.630](#) RCW and 1995 c 208. WSR 95-20-054, § 180-18-050, filed 10/2/95, effective 11/2/95.]



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title: Panel on the Student Experience with Smarter Balanced Assessment

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

- Relevant To Board Roles:**
- | | |
|--|--|
| <input type="checkbox"/> Policy Leadership | <input type="checkbox"/> Communication |
| <input checked="" type="checkbox"/> System Oversight | <input checked="" type="checkbox"/> Convening and Facilitating |
| <input type="checkbox"/> Advocacy | |

Policy Considerations / Key Questions: What was the student experience with the Smarter Balanced assessment?

- Possible Board Action:**
- | | |
|----------------------------------|--------------------------------|
| <input type="checkbox"/> Review | <input type="checkbox"/> Adopt |
| <input type="checkbox"/> Approve | <input type="checkbox"/> Other |

- Materials Included in Packet:**
- Memo
 - Graphs / Graphics
 - Third-Party Materials
 - PowerPoint

Synopsis: Student panelists will present on their experience with the Smarter Balanced assessment. This information will help the Board to understand issues and concerns with the implementation of the Smarter Balanced assessment.

- Student panelists were invited to respond to the following:
1. Did you take the Smarter Balanced assessment this spring?
 2. What did you think about it before you took it?
 3. How did it go?
 - What went well?
 - What didn't go well?
 4. Did any of your classmates choose not to take the SBAC?
 - Why?
 5. What do your friends say about the SBAC?
 6. What are your parents feelings about the SBAC?



THE WASHINGTON STATE BOARD OF EDUCATION

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Title:	<u>Smarter Balanced Assessment Results Discussion</u>	
As Related To:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	What insights can be gathered from data on Smarter Balanced assessment results? What conclusions do these insights yield about Smarter Balanced implementation?	
Possible Board Action:	<input type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>This section of the packet includes a data spotlight on Smarter Balanced assessment results. The spotlight addresses the following five takeaways:</p> <ul style="list-style-type: none"> • What does the participation rate look like across the state? • How does the academic performance of Washington students compare to students from other states on the Smarter Balanced assessment (SBA)? • How many 11th grade students who tested in Level 1 or 2 on the HSPE were eligible to meet graduation requirements by passing the SBA? • How does the performance by students on the 5th and 8th grade science MSPs in 2015 compare to previous years? • Even though the Smarter Balanced assessments are very different from the MSPs, you probably want to know how the 2014 MSP proficiency data compare to the 2015 Smarter Balanced data for grades 3 to 8. 	



DATA SPOTLIGHT ON SMARTER BALANCED ASSESSMENT RESULTS

What does the participation rate look like across the state?

The participation rates on the 11th grade Smarter Balanced assessment were about 50 percent statewide but varied considerably by district. Participation was especially low in the Puget Sound area, King and Pierce counties, and along I-5 and I-90. The map below shows the districts with the lowest participation highlighted in red. Federal and state accountability systems require that at least 95 percent of students participate in the statewide assessments.

Participation Rate on the 11th Grade Mathematics Smarter Balanced Assessment by District

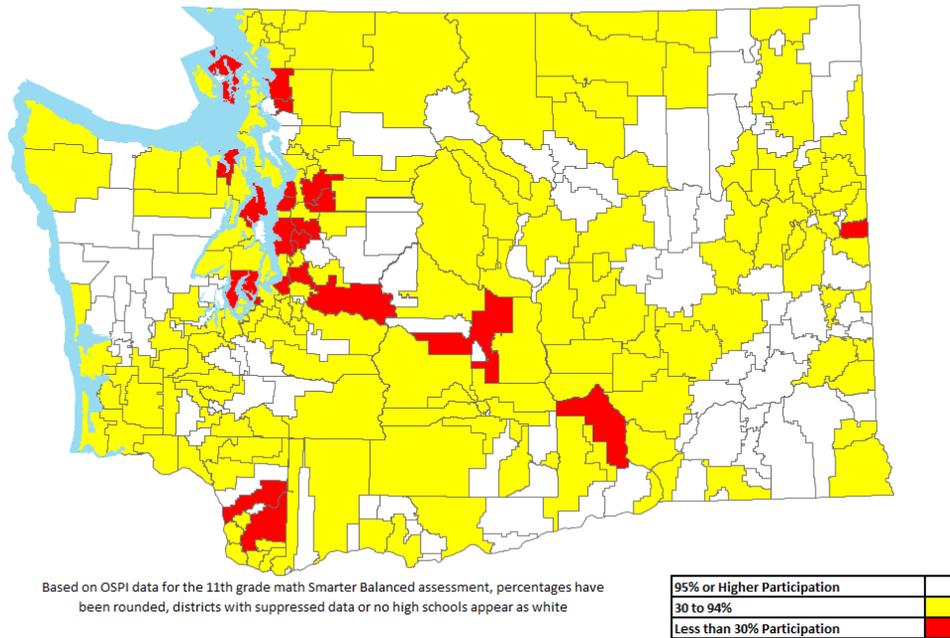


Table 1: Districts with the lowest reported AYP participation rates in math in Washington.

School District	AYP Math Participation Rates
Lopez SD	13.3 %
Snohomish SD	13.5 %
Stanwood-Camano SD	14.6 %
Orcas Island SD	16.6 %
Enumclaw SD	17.0 %
Mercer Island SD	17.5 %
Edmonds SD	18.4 %
Federal Way SD	18.4 %
Bellevue SD	18.7 %
La Conner SD	18.8 %

The student participation rates on the statewide assessments differ for ELA and math, with the ELA rate typically being a little higher than the math participation rate. Table 1 shows the school districts with the lowest participation rates on the Smarter Balanced math assessment as reported by the OSPI. Districts with very low participation rates are not reported per OSPI suppression rules.

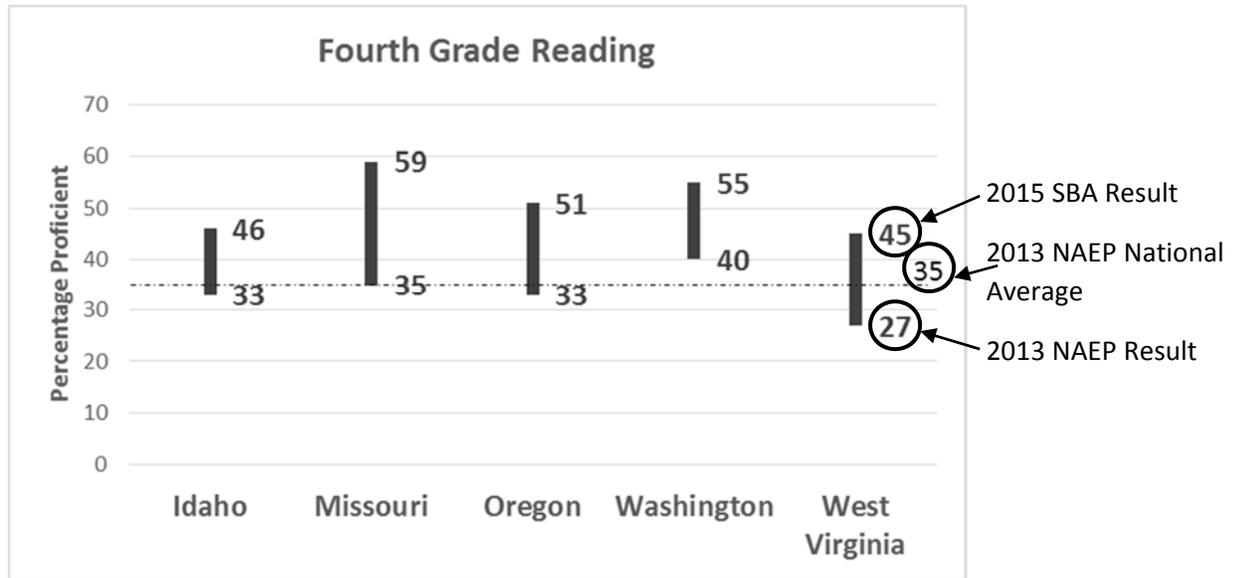
How does the academic performance of Washington students compare to students from other states on the Smarter Balanced assessment (SBA)?

Washington students generally score higher on the NAEP and SBA than the other states that have released SBA results. Washington’s math results are particularly high as compared to the other states. More students meet proficiency standards on the SBA than the NAEP. Why might this be?

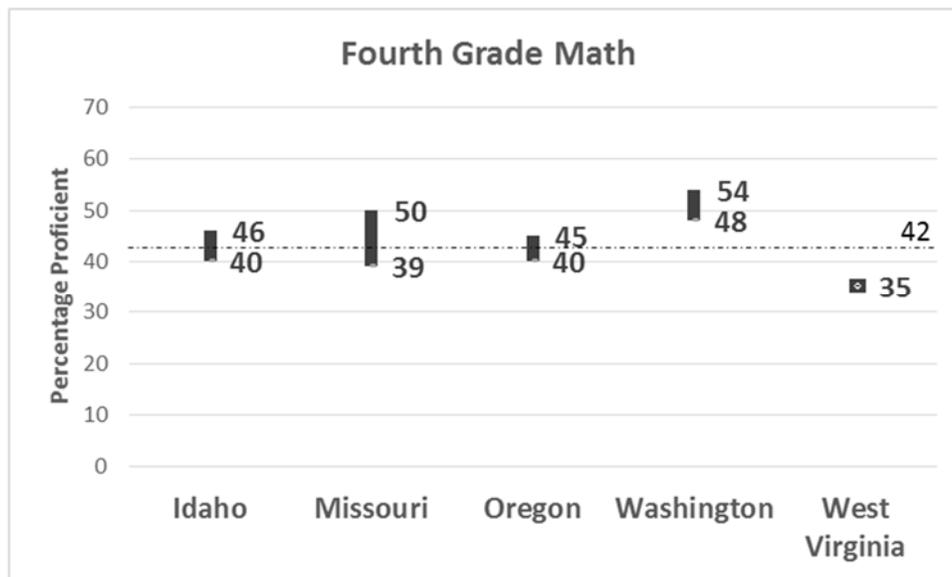
- For all state data examined here, a higher percentage of students meet standards on the SBA than on the NAEP and of the two content areas, the results for the math assessments are the most alike. This suggests that the level of rigor needed to reach proficiency is lower for the Smarter Balanced than for the NAEP.
- One cannot say for certainty that there is a difference in the level of rigor required to reach proficiency because the NAEP is reading only and the SBA combines reading and writing into an ELA assessment. Also, the NAEP is administered to a representative sample of students while the SBA is administered to all students. Students who took the NAEP in 2013 are a different cohort than the students who took the Smarter Balanced in 2015.
- State to state comparisons are complicated by assessments that are designed in partnership with the consortium but are tailored to be unique to a given state. Missouri and Idaho are administering customized SBA tests that share some elements of the SBA but may be different in meaningful ways. This is an early state comparison and, in the future, differences among state-specific assessments by SBAC and differences in demographics or economics will need to be considered in state-to-state comparisons. In this analysis, Oregon is the closest comparison to Washington in demographics, economics, location, and use of the same assessment.

Table 2: Comparison of Smarter Balanced assessment results to the latest NAEP results.

		2013 NAEP	2015 SBA	Difference	
*Missouri uses the Missouri Assessment Program (MAP), a state-administered assessment developed in partnership with the Smarter Balanced Assessment Consortium.	Fourth Grade English	Average	33.6	51.2	+17.6
		Idaho**	33	46	+13
		Missouri*	35	59	+24
		Oregon	33	51	+18
		Washington	40	55	+15
		West Virginia	27	45	+18
**Only preliminary results are available from Idaho, full results will be released in October 2015. Idaho uses the Idaho Standard Achievement Tests (ISAT) by Smarter Balanced.	Eighth Grade English	Average	35.6	53.6	+18
		Idaho**	38	52	+14
		Missouri*	36	58	+22
		Oregon	37	58	+21
		Washington	42	57	+15
		West Virginia	25	43	+18
Values are based on percentage proficient. The average is based on the mean of the five states. Difference is 2015 SBA minus 2013 NAEP.	Fourth Grade Math	Average	40.4	46	+5.6
		Idaho**	40	46	+6
		Missouri*	39	50	+11
		Oregon	40	45	+5
		Washington	48	54	+6
		West Virginia	35	35	0
These data are a WA SBE follow-up to the Hechinger Report: The surprising initial results from a new Common Core exam article that highlighted the difference between new assessment results and 2013 NAEP results.	Eighth Grade Math	Average	33.8	36	+2.2
		Idaho**	36	37	+1
		Missouri*	33	28	-5
		Oregon	34	44	+10
		Washington	42	46	+4
		West Virginia	24	25	+1



These two charts visually demonstrate that each of the five states had a greater deviation between SBA results and NAEP results in reading than in math. The deviation is even greater at the eighth grade level.



How many 11th grade students who tested in Level 1 or 2 on the HSPE were eligible to meet graduation requirements by passing the SBA?

Of the 11th grade students not having met the HSPE Reading or Writing or the EOC Math graduation requirements as 10th graders,

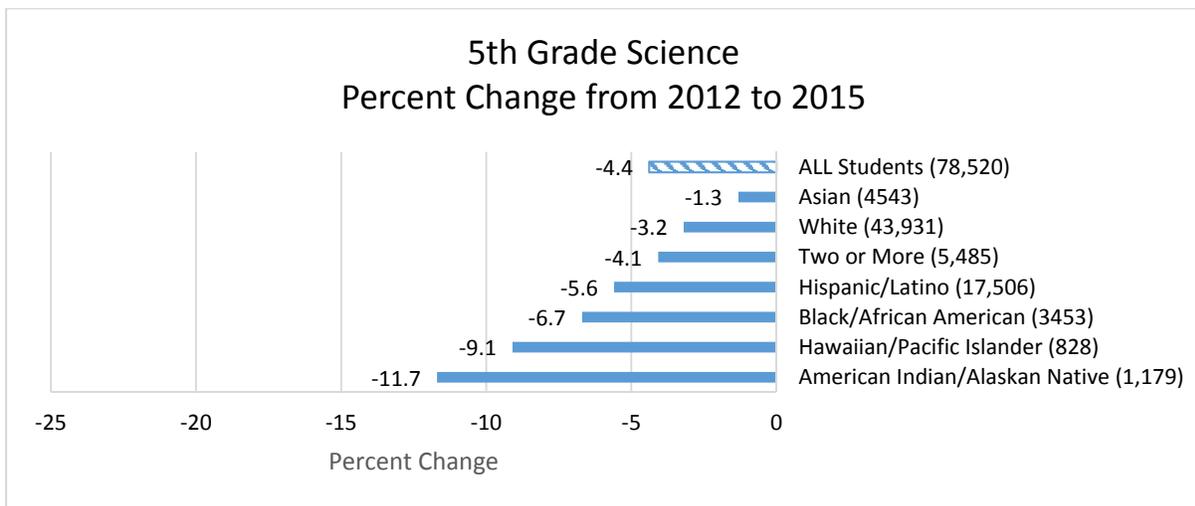
- 1384 met or exceeded the SBAC ELA scaled score of 2548 meaning that these students can use the SBAC result as an approved alternative for meeting the ELA graduation requirement.
- 135 met or exceeded the SBAC Math scaled score of 2595 and will be able to use the SBAC result as an approved alternative for meeting Math graduation requirement.

How does the performance by students on the 5th and 8th Grade Science MSPs in 2015 compare to previous years?

The percentage of students meeting standards in science was lower in 2015 for all (except for one) student groups on both the 5th and 8th Grade MSPs after remaining relatively stable for the previous three years. On the two charts below, the number of students comprising each group is included in the parentheses to the right of the bar chart label. The charts show that the achievement gaps in science for the Targeted Subgroup members increased because the decline in 2015 was greater for the Targeted Subgroup members than for the Non-Targeted Subgroup members.

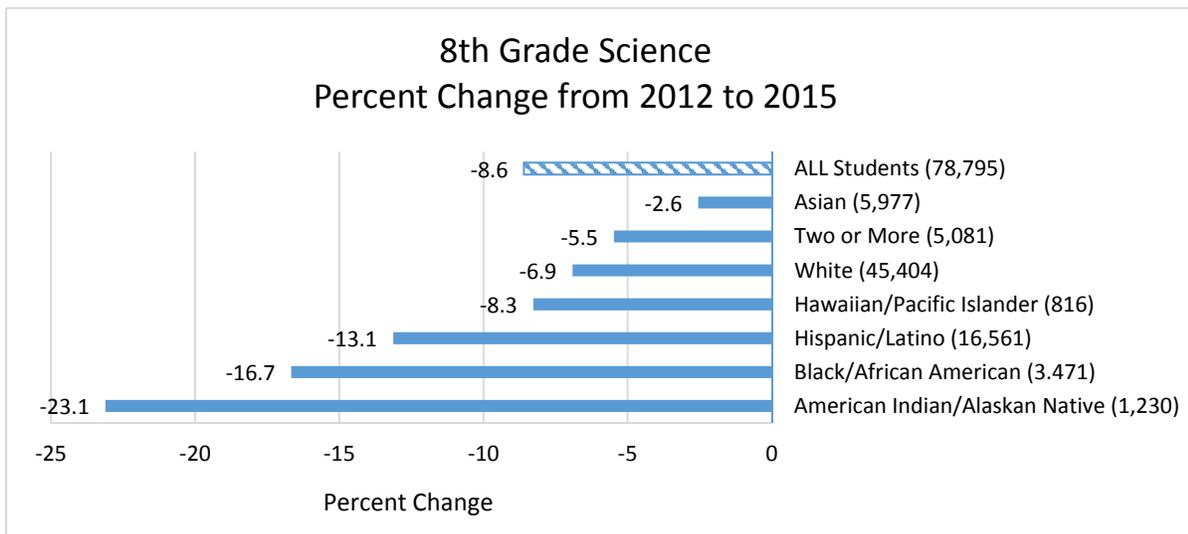
The percentage of students meeting standard on the 5th Grade MSP in Science

- Fell three percentage points (4.4 percent) in 2015 from 2012 for the All Students group.
- Fell more than 4.4 percent for the Hispanic, Black, Pacific Islander, and American Indian groups.

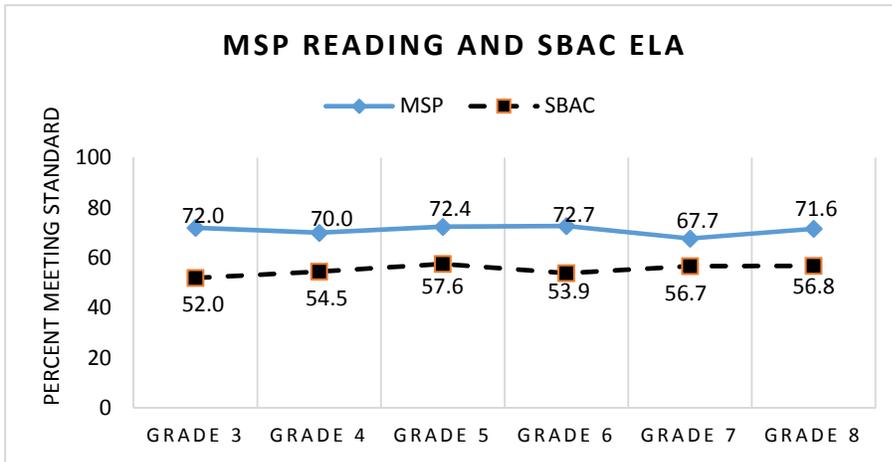


The percentage of students meeting standard on the 8th Grade MSP in Science

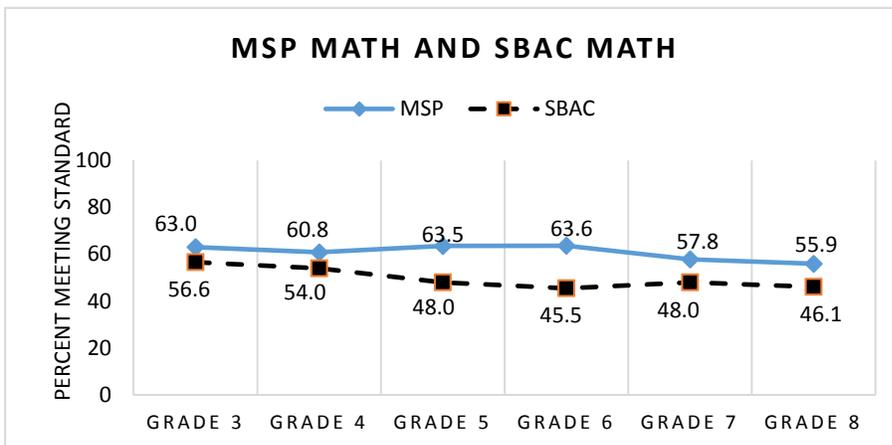
- Fell 6.6 percentage points (8.6 percent) in 2015 from 2012 for the All Students group.
- Fell more than 8.6 percent for the Hispanic, Black, and American Indian student groups.



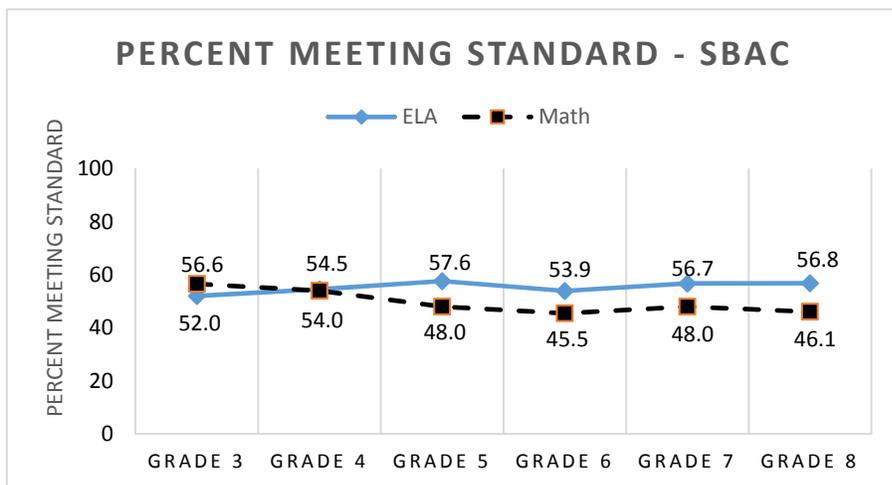
Even though the Smarter Balanced assessments are very different from the MSPs, you probably want to know how the 2014 MSP proficiency data compare relative to the 2015 Smarter Balanced data for grades three to eight.



The percentages of students meeting standard on the 2015 SBAC ELA are 10 to 20 percentage points lower than 2014 MSP Reading percentages.



The percentages of students meeting standard on the 2015 SBAC Math are 7 to 18 percentage points lower than the corresponding 2014 MSP Math percentages.



See that the percentage of students meeting standard on the SBAC ELA **increases** from the lower grades to the upper grades (52.0 to 56.7 percent), while the percentage of students meeting standard on the SBAC math **decreases** from the lower grades to the upper grades (56.6 to 46.1 percent).



THE WASHINGTON STATE BOARD OF EDUCATION

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Title:	<u>Position Statement with Achievement Index Weighting</u>	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	The Washington Achievement Index was originally designed to include a measure of Dual Credit as part of the College and Career Readiness indicator. The anticipated Board action will specify the weighting of the Dual Credit measure in the Index.	
Possible Board Action:	<input type="checkbox"/> Review <input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The Board is expected to take action on whether to approve changes to the Achievement Index made necessary by the inclusion of Dual Credit Participation. The SBE staff proposes that the high school Index indicator weightings be changed as follows:</p> <ol style="list-style-type: none"> 1. Proficiency (32 percent) equally weighted between ELA, math, and science. 2. Growth (32 percent) equally weighted between ELA and math. 3. College and Career Readiness (36 percent), weighted at 32 percent Graduation measure and 4 percent Dual Credit Participation measure. 	



ACHIEVEMENT INDEX WEIGHTING AND THE POSITION STATEMENT ON THE ACCOUNTABILITY SYSTEM DURING THE TRANSITION TO THE SMARTER BALANCED ASSESMENTS

Policy Considerations

In RCW 28A.657.110, the Washington State Board of Education (SBE) is authorized to redesign the Achievement Index for the purpose of meeting state and federal accountability requirements. The SBE staff recommends that the Index indicator weighting be changed to accommodate an additional measure of College and Career Readiness. The Board will consider whether to adopt the Position Statement that includes recommended changes to the Achievement Index indicator weightings.

Summary

The SBE staff 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 1: Proficiency (30%), Growth (30%), CCR (35% graduation and 5% Dual Credit Part.)
- Model 2: Proficiency (32%), Growth (32%), CCR (32% graduation and 4% Dual Credit Part.)

The SBE Index Workgroup is recommending that the Board approve the Position Statement (attached) that includes the Model 2 indicator weightings because the model:

- Results in a smaller overall impact to the school Index ratings
- Equally weights proficiency, growth, and graduation measures.

Background

At the July 2015 State Board of Education SBE meeting, the SBE staff proposed new high school Index indicator weightings to accommodate the addition of Dual Credit Participation in the winter 2016 Index version as part of the Position Statement on the Accountability System during the Transition to the Smarter Balanced Assessment. The Board opted to approve a Provisional Position Statement on the Accountability System during the Transition to the Smarter Balanced Assessment that excluded the SBE staff-recommended high school Index indicator weightings. The SBE staff was directed to explore high school indicator weighting options and a methodology in which the high school Index indicator weightings might be modified to accommodate other new measures (gap reduction for example). As directed, the SBE staff worked with three Board members (Board Member Maxie, Board Member Maier, and Board Member Bailey) to explore Index indicator weighting for high schools for the purpose of making a recommendation to the full Board at the September 2015 meeting.

The SBE staff proposal at the July board meeting weighted the Proficiency indicator at 30 percent, the Growth indicator at 30 percent, and the College and Career-Readiness (CCR) indicator at 40 percent. The proposal followed the current methodology of equally weighting the performance of the All Students group and the Targeted Subgroup for any given indicator (described above as Model 1). The Index methodology that is currently used is aligned with recommendations from the Achievement and Accountability Workgroup (AAW) in 2013, and was approved by the Board at the March 2014 meeting.

The SBE staff recommended changes were presented to the AAW on August 26, 2015. The Feedback Report is included with the online board meeting materials.

Simulations and Impact Analyses

After conducting brief descriptive analyses (included at the end of this memo) to better understand the Dual Credit Participation measure, the SBE staff conducted two simulations to examine the impact of Dual Credit Participation on the high school Index ratings under different weighting factors.

1. Model 1: Proficiency (30 percent), Growth (30 percent), CCR (35 percent graduation and 5 percent Dual Credit Participation).
2. Model 2: Proficiency (32 percent), Growth (32 percent), CCR (32 percent graduation and 4 percent Dual Credit Participation).

Model 1

Proficiency (30%), Growth (30%), CCR (35% graduation and 5% Dual Credit Participation)

When the 2014 Dual Credit Participation data were included in the 2014 Index ratings computations, three groups of schools emerged from the analysis:

- Group 1: 319 schools serving 12th graders were impacted by the change. This group of schools had reportable proficiency, growth, graduation, and dual credit measures and a 2014 Index rating. As anticipated, the Index ratings for most schools (75 percent) with reportable Dual Credit Participation data declined by a small amount. Only about 25 percent of the impacted high schools saw Index ratings increase with the inclusion of the Dual Credit data.
- Group 2: The Index ratings for 62 high schools were unchanged because the CCR components (Graduation rate and Dual Credit Participation rate) were not reportable meaning that the Index rating was based only on Proficiency and Growth. Because the CCR indicator did not factor into the simulation analysis, there was no change to the 2014 Index rating.
- Group 3: The Index ratings for 275 schools were not calculable because reportable data were present for only one of the three indicators. Per Index business rules, two of the three indicators must be reportable for an Index rating to be computed. Because only one indicator was present, no Index calculation was made.

Table 1: Impact data for the simulation described as Model 1.

Group		Schools	Change to Index Ratings	
1	High schools with reportable Dual Credit Participation data	319*	239 ratings decreased up to -0.413 rating points	79 ratings increased up to 0.217 rating points
2	High schools lacking reportable CCR data elements	62	None	
3	High schools lacking a 2014 Index rating because of insufficient data	275	None	

*Note: The rating for one school was unchanged

The median Index rating decline for the 239 schools was -0.120 rating points while the median Index rating increase for the 79 schools was 0.058 rating points. As would be predicted, the application of the weighting model results in more schools with a lower Index rating, but the Index rating is most often only slightly lower. This is the impact stakeholders would expect and hope to see.

Model 2 (SBE Staff Recommended)

Proficiency (32%), Growth (32%), CCR (32% graduation and 4% Dual Credit Participation)

The median Index rating decline for the 253 schools was -0.099 rating points while the median Index rating increase for the 66 schools was 0.028 rating points. As we would predict, the application of the weighting model results in more schools with a lower Index rating, but the Index rating is most often only slightly lower. Like that for Model 1, Model 2 results in the low impact stakeholders would expect and hope to see.

This weighting scheme may be attractive to the Board because Model 2 equally weights proficiency, growth, and graduation, while maintaining a low weighting factor for the Dual Credit Participation. Even though a few additional schools are negatively impacted, the model is attractive and recommended by staff because the Index rating changes are smaller for Model 2 as compared to Model 1. Model 2 is also recommended because it is more closely aligned with the current weighting scheme that equally weights the Proficiency, Growth, and CCR indicators. This means that the year-to-year comparability would be greater for Model 2 (recommended) than for Model 1.

Table 2: Impact data for the simulation described as Model 2.

Group		Schools	Change to Index Ratings	
1	High schools with reportable Dual Credit Participation data	319	253 ratings decreased up to -0.272 rating points	66 ratings increased up to 0.146 rating points
2	High schools lacking reportable CCR data elements	62	None	
3	High schools lacking a 2014 Index rating because of insufficient data	275	None	

Action

The Board is expected to vote on whether to approve the Position Statement on the Accountability System during the Transition to the Smarter Balanced Assessment.

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

Attachment A

Descriptive Analyses – Dual Credit Participation

As would be expected, a near perfect correlation (Pearson R = 0.996) exists between the high school Index ratings computed with and without the Dual Credit Participation data for Model 1. The correlation reported here is only for the 319 Group 1 schools that had reportable Dual Credit data, and remember that a perfect correlation is 1.000. A near perfect correlation (Pearson R = 0.998) exists between the high school Index ratings computed with and without the Dual Credit Participation data for Model 2. As was the case above, the correlation coefficient reported here is for the 319 Group 1 schools that had reportable Dual Credit data. In this scenario, a very high correlation would be expected.

Table 1 summarizes the descriptive statistics the 2014 Dual Credit Participation data for high schools included in the Index. The ranges of Dual Credit Participation rates by student group are very similar. Even without further incentivizing, any given student group has the potential ability to be among the highest performers on this measure.

The median values are lower than the graduation rates, which means that the inclusion of the Dual Credit data will drive down the Index ratings by a small amount. This phenomena should incentivize schools to increase or promote Dual Credit Participation for the purposes of supporting student learning and increasing Index rating score.

Table 1: Descriptive statistics for schools with reportable Dual Credit Participation data.

	Percent of Students Participating in Dual Credit Programs			
	Low	High	Median	Schools
All Students	0.4	90.8	37.8	487
Targeted Subgroup				
Native American/Alaskan	2.4	80.0	31.4	71
Black/African American	1.8	89.3	46.4	151
Hispanic/Latino	0.8	92.2	42.2	320
Pacific Islander/Hawaiian	11.1	84.2	52.2	53
Former Bilingual	1.3	96.8	50.8	255
Bilingual	0.9	87.5	36.9	151
Students with a Disability	0.9	89.8	31.6	298
Low Income	0.4	91.2	35.6	442
Non-Targeted Subgroups				
Asian	3.2	93.9	63.6	181
White	0.4	90.1	39.6	463
Two or More Races	1.9	88.7	51.5	239

Correlation coefficients were computed to examine the relationship between characteristics of the assessed population at high schools and the Dual Credit Participation rates (Table 2). This analysis would address the question, “What is the nature of the relationship between school characteristics and Dual Credit Participation rates?” As a reminder, correlations can be positive or negative and are represented as a value between 0.000 (no correlation) and 1.000 (perfect correlation). The correlation coefficient numerically describes the relationship between two measures but does not imply causality. In a general sense, any subgroup has the potential to have high or low Dual Credit Participation rates. While most of the correlations are weak, none are well developed and that is what would be expected and desirable. Each of the analyses specified in Table 2 are described below.

1. A moderately strong correlation coefficient ($R = 0.595$, $N = 487$) means that as school enrollment increases the Dual Credit Participation rate would be predicted to increase. Generally speaking, larger high schools would be expected to have higher Dual Credit participation rates and correspondingly higher rating values. Remember, a larger enrollment does not cause the Dual Credit Participation rates to be higher. Schools with larger enrollments may offer more Dual Credit options or more classes, or a wider variety of Dual Credit options, or be more proximal to an institute of higher learning where Dual Credit options are available.
2. A weak negative correlation coefficient ($R = -0.312$, $N = 175$) between the percentage of students with a disability (SWD) who tested and Dual Credit Participation rate means that schools with a high percentage of SWDs would be expected to have lower Dual Credit rating values. However, the relationship is not well developed.
3. A weak negative correlation coefficient ($R = -0.292$, $N = 326$) between the percentage of students qualifying for Free and Reduced Price Lunch (FRL) who tested and Dual Credit Participation rate means that schools with a high percentage of assessed FRL students would be expected to have lower Dual Credit rating values.
4. A moderate and negative correlation coefficient ($R = -0.427$, $N = 40$) between the percentage of assessed English Language Learners (ELL) and the Dual Credit Participation rate means that schools with a high percentage of ELLs would be expected to have lower Dual Credit rating values.
5. A weak negative correlation coefficient ($R = -0.288$, $N = 144$) between the percentage of assessed Former English Language Learners and the Dual Credit Participation rate means that schools with a high percentage of Former ELLs would be expected to have lower Dual Credit rating values.

Table 2: Correlation coefficients between Dual Credit Participation rates and characteristics of the assessed population at high schools.

Analysis	Student Group	Dual Credit Participation Rate Pearson R*
1	Students enrolled in the high school	0.595
2	Percentage of tested students who were SWD	-0.312
3	Percentage of tested students who were FRL	-0.292
4	Percentage of tested students who were ELL	-0.427
5	Percentage of tested students who were Former ELL	-0.288

*Note: all correlations are significant at the 0.05 level.

Position Statement on the Accountability System

During the Transition to the Smarter Balanced Assessment

The Washington State Achievement Index incorporates three consecutive years of assessment data to generate ratings for all public schools in the state. Washington's transition to new learning standards and assessments in Math, English Language Arts, and Science poses challenges in maintaining comparable data and making school identifications consistent with state and federal requirements.

During the 2013-14 school year, OSPI offered an opportunity for schools to field test the new Smarter Balanced Assessments based on the Common Core standards. During this year, roughly 35 percent of schools participated in the SBAC Field Test, in lieu of administering the Measurements of Student Progress. Schools that participated in the field test did not receive scores from the Smarter Balanced assessments.

As a result, two sets of schools were created – schools taking the old assessments (MSP, HSPE, and EOCs), which continued to generate three years of comparable assessment data, and those that field tested the SBAC assessments. Because the field test participants were not provided with results, each field test school's prior year's proficiency rates were carried over for 2013-14 accountability decisions (i.e., AYP and Achievement Index). In essence, one year counted for two in the ratings.

During this transition year, consistent with U.S. Department of Education guidance, schools were held harmless to the impact of this "carry over" year of data if it was significant to their identification as a Priority or Focus School. Newly identified Priority or Focus schools who participated in the field test, were removed from these lists. Beginning in the 2014-15 school year, all schools moved to the Smarter Balanced assessment system, measuring the new state learning standards in English language arts and math. Beginning with the Index using 2014-15 Smarter Balanced assessment results, schools will no longer have three years of assessment data measuring the same learning standards; however, comparability across schools within the year will be preserved, since everyone will be taking the same assessment in 2014-15.

Accordingly, the State Board and OSPI plan to make the following adjustments pertaining to the use of the Achievement Index and its use in the identification of Persistently Lowest Achieving (PLA) schools, Priority schools, and Focus schools during the next several years.

- **The Achievement Index will be published each year following the Board approved methodology.** Content area assessments used for the Proficiency indicator will continue to be equally weighted. The underlying data used for the Index will be made available public as is the current practice, subject to OSPI data suppression rules to protect student privacy.
- **The Achievement Index will continue to utilize norm-referenced tier ratings, until several years of data allows an appropriate determination of a criterion reference.** The tier ratings will continue to reflect normative scaling. This means that while all scores are expected to be lower during the transition, approximately the same number of schools will be placed in the 'underachieving' or 'priority' school categories. The same is true for the 'exemplary' and 'very good' categories.
- **The Index will continue to utilize the 'carry forward' provision for the field test year to make sure all schools continue to be represented in the Index.** This is a continuation of current policy – schools that field tested in 2014 will continue to have their data (proficiency and growth) 'carried forward' from 2013 to maintain an index score.

- **Adjust the Proficiency, Growth, and College- and Career-Readiness (CCR) Indicator weightings for high schools to accommodate the inclusion of Dual Credit Participation beginning with the winter 2016 Index version.** The OSPI will compute the high school Index ratings based on indicator weighting factors of Proficiency (32 percent), Growth (32 percent), and CCR (32 percent Graduation and 4 percent Dual Credit Participation).
- **Student growth model data will continue to be an indicator of student achievement in the Index.** In the event that growth model SGPs are not publicly released by the OSPI for the winter 2016 Index version and for one or more additional years, the Index will utilize a three-year rolling average SGP for all reportable student groups in the place where annual SGP data would normally populate until the growth model SGPs are endorsed and released by the OSPI. The Board is committed to making student academic growth as measured by the Student Growth Percentiles Growth Model a major component of the Index. The SBE will adjust the Growth indicator as needed to align with the public reporting of SGPs by the OSPI.
- **Priority and Focus School identifications will be suspended for two years while the schools newly identified in 2015 are served for 2015-16, 2016-17, and 2017-18. For this three-year period, the total number of served schools will remain roughly constant. Priority or Focus schools identified in previous years would be removed from the PLA list if exit criteria are met.** Following the most recent (March 2015) school identifications, OSPI now is serving approximately 121 Priority Schools and 133 Focus Schools. The service period for these schools is three years. The intent of the Board is to not significantly add to this list until a new group of Priority and Focus schools are identified in spring of 2018, given that the list already maximizes OSPI current service capacity.
- **Three-year Priority and Focus Schools service cycles will be established beginning with the Winter 2018 Index version.** New Priority and Focus Schools will be identified every three years beginning with the 2018 Index version (then again based on the 2021, 2024, 2027 Index versions) and served continuously by the OSPI until the schools meet exit criteria. Since the PLA list will be identified each year as required by law, the OSPI will annually monitor the progress of all schools and may, on a case-by-case basis, require supports for schools failing to progress as expected.
- **OSPI may add schools to the Priority & Focus list in 2015-16 on a limited basis.** While it is the intent of OSPI to not significantly add to the size of the Priority and Focus schools list during this year, some schools may be added if unusual circumstances require intervention.
- **Resumption of the full school identification process for Priority & Focus list restarts in 2018 for service in the 2018-19 school year. The Achievement Awards will continue to be given each year.** Adjustments will be made each year to ensure fairness in the criteria during the transition to new assessments.
- **The annual list of Persistently Lowest Achieving Schools will be published in accordance with state law.** This list will be published, even though it may not result in new Priority or Focus school identifications each year. The Index will be used in each year to establish this list as is the current practice.
- **This policy will adjust as our status under ESEA federal regulations evolves.** Changes to our ESEA flexibility waiver status, or ESEA reauthorization, may necessitate changes to this policy.



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 2014 (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 is 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



COLLEGE PLACE SCHOOL DISTRICT NO. 250

RESOLUTION #02-2014-2015

Temporary Waiver of Implementation of the 24 Credit Framework

WHEREAS, the Washington State Legislature codified into law the passage of E2SSB 6552 increasing graduation requirements to Core 24 college and career ready; and

WHEREAS, under RCW 28A.230.090(1)(d)(ii) the State Board of Education has been authorized to grant school districts an opportunity to apply for a temporary waiver from the Core 24 career and college ready graduation requirements beginning with the graduating classes of 2019 and 2020; and

WHEREAS, the College Place School District will continue to maintain the Board adopted credit requirements of 20.5 for the graduating classes of 2019 & 2020; and

WHEREAS, the district is seeking additional time to plan and communicate the changes in requirements; and

WHEREAS, by building a deeper understanding of options and requirements students will experience greater success; and

WHEREAS, College Place School District is seeking more time to ensure systems are in place to best support students in meeting new requirements; and

WHEREAS, it is fitting that we support the application of a State Board of Education Core 24 career and college ready graduation requirement waiver;

THEREFORE, BE IT RESOLVED the Board of Directors of College Place School District #250, Walla Walla County, Washington, hereby authorizes its Superintendent to request a waiver of the Temporary Waiver from Core 24 college and career ready graduation requirements.

APPROVED by the Board of Directors of College Place School District #250, Walla Walla County, Washington, in a regular meeting thereof held on the 16th day of July, 2015.

Board of Directors:

Chairperson

Director

Director

Director

Director

ATTEST: _____

Secretary to the Board

Application

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

1. Name of district: **College Place SD #250**

2. Contact information

Name and title: **Tim Payne, Superintendent**

Telephone: **509-525-4827**

E-mail address: **tpayne@cpps.org**

3. Date of application: **8/25/2015**

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 starting the first ever high school in College Place – one grade level at a time**
- **This will give us additional time to plan, communicate, adapt, plan, communicate, and adapt.**
- **Time to get facilities and teachers (staff) fully onboard, and make adjustments**

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

- **Starting the first and only high school in College Place one grade at time – it will take 4 years before we will have all 4 grades, and 5 years before we’ve completely experienced a full building.**
- **Finding teachers has been challenging!**
- **Our facilities are not completed.**

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

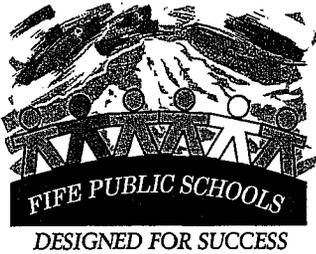
 Class of 2020

 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.

- **As indicated above we are planning and moving in the right direction.**
- **We continue to seek out the right, and qualified, teachers – this is very difficult given the current climate and our region.**
- **This year we have freshmen and sophomores; adding grades and staffing will increase our ability to meet the new requirements.**
- **Completing the facilities**
- **As a District team, in partnership with our community, we are committed to learning, improving, failing forward, growing, and adapting.**

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.



FIFE PUBLIC SCHOOLS

5802 20 Street E Tacoma WA 98424-2000 253-517-1000 FAX 253-517-1055

website: www.fifeschools.com

"A Standard Bearer School District"

RESOLUTION NO. 15-12 GRADUATION REQUIREMENTS WAIVER REQUEST

A resolution of the Board of Directors of Fife School District to submit an application to the State Board of Education (SBE) for temporary waiver from high school graduation requirements under Chapter 217, Law of 2014, as allowed under WAC 180-51-068 (11).

WHEREAS, RCW 28A.230.090 (1)(d)(ii) authorizes school districts to apply to the SBE for a temporary waiver from college ready graduation requirements directed by Chapter 217, Law of 2014 (E2SSB) beginning with the class of 2020 or 2021 instead of the graduating class of 2019;

WHEREAS, a temporary waiver will allow district staff and students to more adequately prepare for the graduation requirements;

WHEREAS, a temporary waiver will also allow more time for the district to address facility and staffing needs to accommodate the added graduation requirements;

THEREFORE BE IT RESOLVED that the Board of Directors of Fife School District No. 417 request a two-year waiver from the college ready graduation requirements to begin with the class of 2021 instead of the class of 2019.

ADOPTED this 27 day of July, 2015.

Board President

Vice President

Member

Member

Member

ATTEST:

Superintendent/Secretary to the Board

Application

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

1. Name of district

Fife School District

2. Contact information

Name and title Ben Ramirez, Assistant Superintendent

Telephone 253-517-1000

E-mail address bramirez@fifeschools.com

3. Date of application.

7/28/2015

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.

Columbia Junior High School and Fife High School currently have a six period school days. Most students take six classes per year for four years. Students would need to pass all classes within the 4 years to reach 24 credits needed for graduation. We have implemented a credit retrieval program during the school day, provided more opportunities for 8th grades students to earn credit, and developed additional CTE equivalencies. However, we continue to struggle with students who become credit deficient early in their high school careers since there is little flexibility in a six period to retrieve lost credits and/or improve skill deficiencies to stay on track for on-time graduation.

In January of 2015, Fife School District hired a new superintendent, Mr. Kevin Alfano. During his six months, he has worked with consultants, school staff, community members and parents to record and gain insight to our communities' values of our educational system. Career and college readiness was clearly defined by almost all focus groups as one the top priorities for our students. With a transition in leadership, we anticipate reviewing our credit retrieval program, support services such as AVID, integrating STEM as a district initiative, and the six period days at both the high school and junior high.

In addition, we do not have the physical capacity to add additional programs or teachers. We are operating at full capacity. Mr. Alfano has begun the process of facilities study, in anticipation of a construction bond. Our stakeholders have also identified facilities as a concern. We anticipate that our facilities study will not only confirm our need for additional capacity but provide us with information to make decisions on classroom space for the short term.

Extra time would provide us the opportunity to examine our programs, implement our new leadership structure, study an alternate seven period day, plan for classroom expansion, re-examine our credit retrieval opportunities. It would also allow us to include all these components into our district strategic goals and planning.

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

Fife School District believes that time and funding is needed to develop additional credit opportunities for student and to find appropriate program to implement for students to avoid credit loss. Our current plan does not extensively include the 9th grade class which is part of the junior high school. Time is needed to bridge the gap between staff, counseling services, and implementation of Personal Pathway Plan. Time and resources is also needed to develop appropriate practices, examination of six period day and credit retrieval program outside the school day.

Other obstacles Fife School District is facing is staffing, space, aligned curriculum and appropriate materials. A new principal is transitioning into the high school who will examine the master schedule and appropriate programming for our students to meet the 24 credit 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.

Administrative work has begun in the following areas:

- Informing our school board and community to insure an awareness of the new graduation requirements.
- Hiring new staff and re-organizing current staff to begin the transition to align to the new graduation standards.
- Addressing facility and space issues to address the increase of staff and increased class offerings related to the new requirements.
- Researching and developing scheduling opportunities that would allow students the chance to earn more credits during the school year.
- Continuing to develop CTE courses to meet the Pathway requirements and developing equivalency credits.

This work will continue in the future as part of educating our school community.

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.



WHITE SALMON VALLEY SCHOOLS
KEY TO THE FUTURE

Dr. Jerry Lewis, Superintendent
District Office
P.O. Box 157
White Salmon, WA 98672
(509) 493-1500
FAX No. (509) 493-2275

July 23, 2015

Resolution 14/15-04

Be it hereby noted that the Board of Directors of the White Salmon Valley School District 405-17, Klickitat County, White Salmon, WA, is submitting an application "**Temporary Waiver from High School Graduation Requirements Under Chapter 217, Laws of 2014**" to the Washington State Board of Education for their approval for the graduating classes of 2019 and 2020.

White Salmon Valley Schools Board of Directors

Board Chair: *Karin O'Krusen*

Date: *7/27/15*

Attest, Secretary to the Board: *Jaylen*

Date: *7-23-15*

Application

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

1. Name of district: White Salmon Valley School District 407-17

2. Contact information
Name and title: Dr. Jerry Lewis, Superintendent
Telephone: 509-493-1500
E-mail address: jerry.lewis@whitesalmonschools.org

3. Date of application: 7/14/2015

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.
Our district needs the additional time to prepare for planning, staffing, course offerings, and scheduling to meet full implementation of the new graduation requirements

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.
Our high school has a new administrator, has moved to a new 5 period day master schedule, we need additional time to plan and work out the details for course and credit offerings and staffing requirements.

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.
We will work out the challenges from implementing a new 5 period day master schedule, required changes in course offerings and credits, and staffing requirements. We would notify the Washington State Board of Education if we could implement sooner for the class of 2020.

Final step

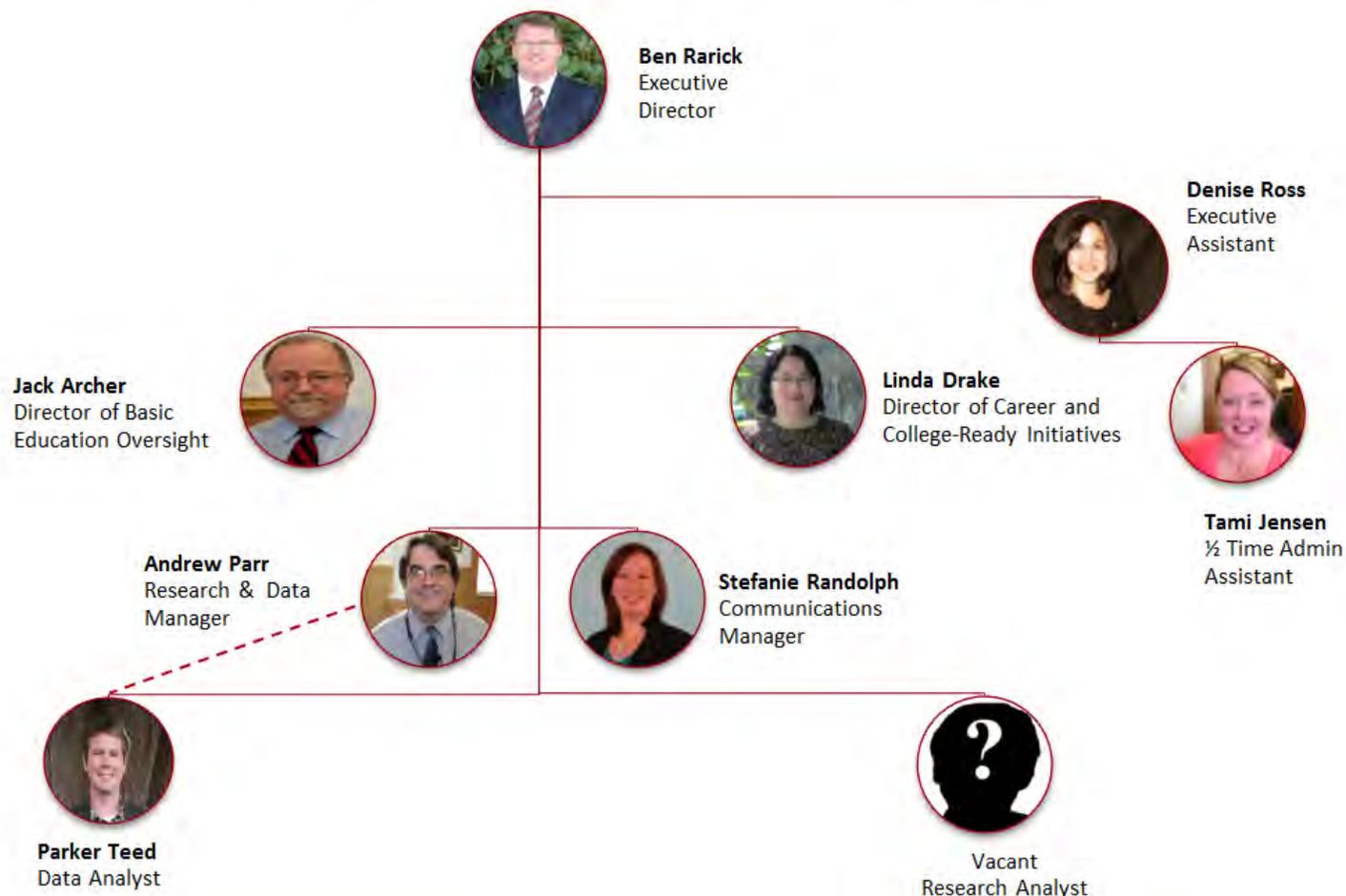
Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

FY15 Proposed Core Budget

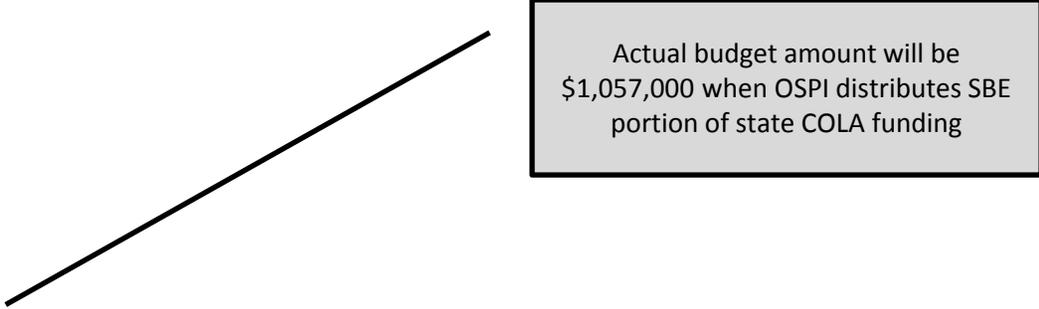
Note: Only change in legislative appropriation is amount for employee COLAs

STATE BOARD OF EDUCATION - PROPOSED 2015-17 CORE BUDGET					
		<i>Budgeted</i>	<i>Spent</i>	<i>% spent to date</i>	<i>Balance</i>
Total Budgeted State Proviso 071, RK1,011*		\$ 1,057,000	\$ -	\$ -	\$ 1,057,000
Core office functions 3000 11068 001 071 & 3000 11068 001 RK1					
Object A/C	SBE Salary costs & consultant costs*	\$613,240	-	-	\$613,240
Object B	SBE Benefit costs	\$184,894	-	-	\$184,894
Object E	SBE Goods and services costs	\$25,000	-	-	\$25,000
Object G	SBE office transportation, and per diem costs	\$9,000	-	-	\$9,000
Object J	SBE Equipment costs	\$5,000	-	-	\$5,000
X	OSPI Indirect Charge	\$95,784	-	-	\$95,784
Subtotal		\$932,918	-	-	\$932,918
Board Meetings 3000 11069 001 071					
Object A	SBE Board Member Stipend costs	\$16,411	-	-	\$16,411
Object B	SBE Board Member Benefit costs	\$1,500	-	-	\$1,500
Object C	Meeting Contracts (A/V recording, facilitators, other)	\$3,500	-	-	\$3,500
Object E	Board Member Goods and services costs	\$6,000	-	-	\$6,000
Object G	Board Member transportation, and per diem costs	\$65,000	-	-	\$65,000
X	Board Member Professional Development & Other	\$25,000	-	-	\$25,000
XX	Unanticipated/reserve (2%)	\$6,671	-	-	\$6,671
Subtotal		\$124,082	-	-	\$124,082
Subtotal		\$1,057,000	-	-	\$1,057,000
*Includes salary increase amount from OSPI associated with state employee COLAs					
		(0)	-	-	(0)

SBE Organizational Chart



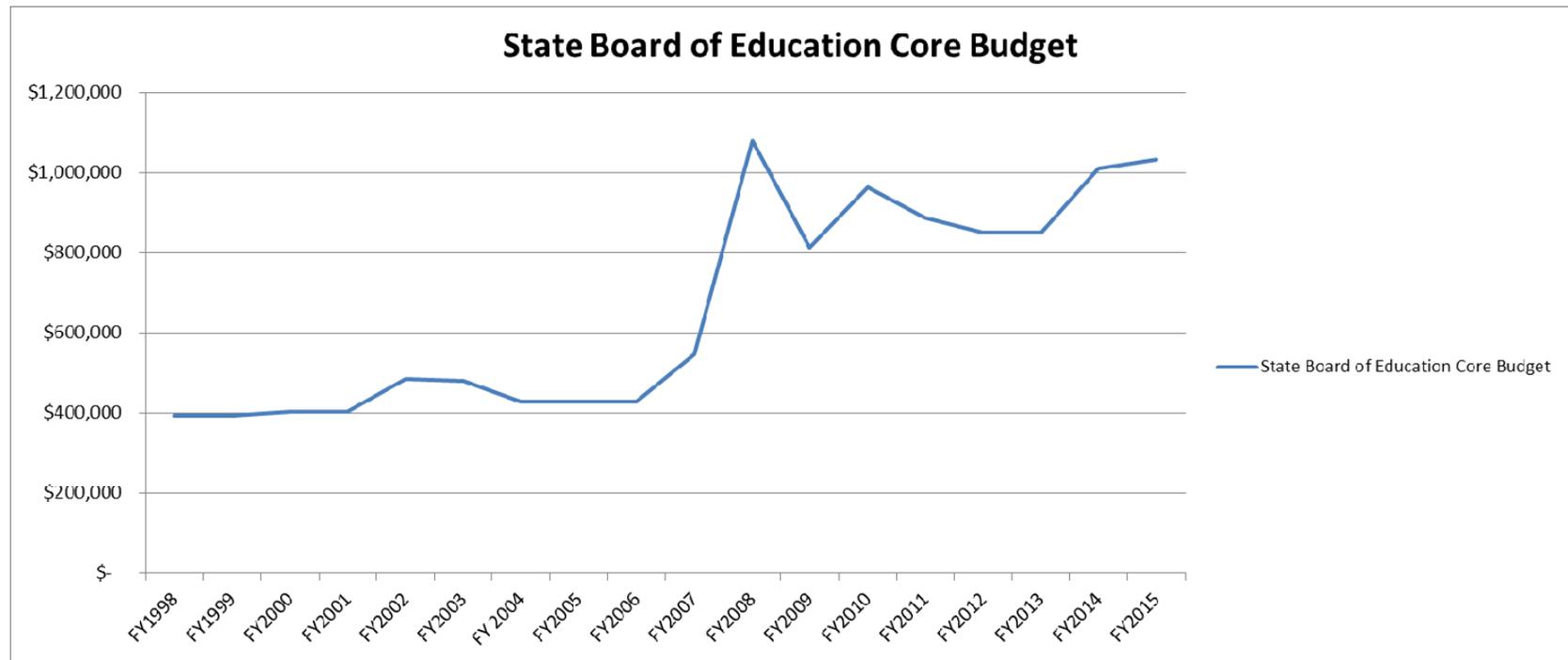
SBE Core Budget Appropriation



Actual budget amount will be \$1,057,000 when OSPI distributes SBE portion of state COLA funding

3 (3) \$1,012,000 of the general fund—state appropriation for fiscal
4 year 2016 and \$1,012,000 of the general fund—state appropriation for
5 fiscal year 2017 are provided solely for the operation and expenses
6 of the state board of education, including basic education assistance
7 activities. Of these amounts, \$161,000 of the general fund—state
8 appropriation for fiscal year 2016 and \$161,000 of the general fund—
9 state appropriation for fiscal year 2017 are provided for
10 implementation of Initiative Measure No. 1240 (charter schools).

SBE Core Budget Appropriation Over Time



Key Budget Issues

- **Changing cost structures**
 - Consultant costs have reduced
 - Changing mix of board membership has cost implications
 - Costs associated with community engagement have increased
 - NASBE
- **Organizational changes**
 - Andrew Parr – Research & Data Manager
 - Linda Drake – Director of Career and College-Ready Initiatives
 - Parker Teed – Data Analyst
- **Timeline for replacing Research Analyst position**
 - Finding the right person
 - Planning for the future (retirements, changing initiatives/needs)