



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Executive Director Update	
As related to:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.
	<input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system.
		<input type="checkbox"/> Other
Relevant to Board roles:	<input type="checkbox"/> Policy leadership	<input type="checkbox"/> Communication
	<input checked="" type="checkbox"/> System oversight	<input type="checkbox"/> Convening and facilitating
	<input type="checkbox"/> Advocacy	
Policy considerations / Key questions:	Strategic Plan and Theory of Action Does the revised Strategic Plan represent the strategic direction that the Board intends? Do the changes reflect what board members want to work on? What preparatory materials would board members want for developing theories of action at the January 2017 board meeting?	
	Rule-Writing – Alternative High School Graduation Requirements Should the draft amendment to WAC 180-18-055 be approved for publication in the State Register with a CR-103? What changes, if any, should be made to the proposed amendment for approval for filing a CR-103?	
	Rule Writing – Special Education Should the draft amendment to WAC 180-51-115 be approved for publication in the State Register with a CR-103? What changes, if any, should be made to the proposed amendment for approval for filing a CR-103?	
	Rule Writing – 180-Day Waivers Does the Board have input on draft amendments to WAC 180-18-040, 180-18-050, and 180-18-060? What changes, if any, should be made to the proposed amendment? Does the Board have input on the process for further developing the amendments or receiving comment on the amendments?	
Relevant to business item:	Basic Education Compliance The Board will consider approval of the 2016-17 minimum basic education requirements compliance report on November 10, 2016 during business items.	
	Rule-Writing – Alternative High School Graduation Requirements The Board will consider adoption of amendments to WAC 180-18-055 during business item for filing of a CR-103. Draft amendments to WAC 180-18-055 specify authorized waiver requestor for alternative high school graduation requirements, criteria and timelines for waiver and waiver renewal requests, as well as criteria SBE must use to evaluate waivers and waiver renewals.	
	Rule Writing – Special Education At the last board meeting, there was a public hearing on amendments to WAC 180-51-115 (procedures for granting high school graduation credits for students with special educational needs). No public comment has been received on this proposed	



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amendment. The Board is asked to approve filing a CR-103 on this WAC. The purpose of amending the existing rule is to clarify that students in a program for special education services are not exempted from participating in the state assessment system.

Rule Writing – 180-Day Waivers

Draft amendments to WAC 180-18-40, 180-18-050 and 180-18-060 (requirements for waivers of the 180-day school year requirement) and are included here for the Board's review. This is not an action item for November. At its January, 2017 meeting, the Board may consider approving filing a CR 102 for these WACs.

Strategic Plan

The revised 2015-18 Strategic Plan may be considered for approval at the January 2017 board meeting. It is not under consideration for approval at this November 2016 board meeting.

Materials included in packet:

The following documents are included in this section of the board packet:

- Original copy of the 2015-18 Strategic Plan
- Overview of Revisions to the 2015-2018 Strategic Plan
- Revised 2015-18 Strategic Plan
- Theory of Action Primer
- WAC 180-18-055 Proposed Amendments and Summary of Proposed Amendments
- WAC 180-51-115 Proposed Amendments
- WAC 180-18-040 and WAC 180-18-050 Draft Amendments and Summary of Draft Amendments

Synopsis:

Strategic Plan

Staff have revised the Strategic Plan to reflect the Board's guidance at the September 2016 board retreat and staff ideas on how to move forward with the Board's expressed interests. The Strategic Plan documents include the current Strategic Plan, a high-level overview of the suggested changes, and the revised Strategic Plan for approval at the January 2017 board meeting. The Board will have time to provide feedback on this version between the November 2016 and January 2017 board meeting but will not have time allocated for that during this November 2016 meeting. Staff have provided the Board with a primer on developing Theories of Action on topics of policy work so that the Board may have a high-level discussion on the intended effects on the agency's policy actions and how the work must be done in order to achieve those intended effects.

Rule-Writing

Amendments to WAC 180-51-115 and 180-18-055 are being considered for filing of a CR-103. Draft amendments to WAC 180-18-040, 180-18-050, and 180-18-060 are included for the Board's review but are not being acted on during business items.

**Original Version
of the
2015-2018 Strategic Plan**

Goal 1: Gap Closure

Develop and support policies to close the achievement and opportunity gaps.



1.A: Achievement and Opportunity Gap Research and Promising Practices

Research and communicate information and tools on promising practices for closing achievement and opportunity gaps.

1.A.1 Analyze achievement and opportunity gaps through deeper disaggregation of student demographic data.

Annual - March
Achievement Index Results

1.A.2 Research and promote policies to close opportunity gaps in advanced course-taking.

Annual - September
Spotlight Report on Advanced Course-Taking Data

1.A.3 Research and promote policy to reduce the loss of instructional time resulting from disciplinary actions, absenteeism, disengagement and promote interventions grounded in an understanding of diverse cultures.

Annual - September
5491 Additional Indicators

1.A.4 Advocate increased access to early learning opportunities.

Annual - December
Legislative Priorities, 5491 Report

1.A.5 Advocate expanded learning opportunities.

Annual – Legislative Session
Final ELO Council Report

1.A.6 Study English Language Learner student performance data to inform policymaking for ELL accountability and goals-setting regulations.

January 2016
Commissioned Research, Revised AMAOs

1.A.7 Identify strategies and develop a plan for effective outreach to diverse communities in order to gather input, build partnerships and develop policies around specific issues related to closing the opportunity and achievement gaps.

Ongoing
Have a Plan, Track Plan Completion

1.B: Postsecondary Readiness and Access

Develop policies to promote equity in postsecondary readiness and access.

1.B.1 Advocate expanded programs that provide career and college experiences for underrepresented students.

Annual, March 2015
Achievement Index Dual Credit and
Industry Certification Data

1.B.2 Work with partner agencies and stakeholders to expand access for all students to postsecondary transitions.

Annual - December
5491 Report

1.B.3 Partner with other education agencies to use the high school Smarter Balanced assessment to improve college placement, admissions, and course-taking outcomes.

September 2015
Legislative Priority

1.B.4 Collect and analyze data on waivers of career- and college-ready graduation requirements and student course-taking.

March through July 2015
Briefing

1.C: P-13 Transition Points

Promote strategies to strengthen key transition points in a student's education.

1.C.1 With OSPI, analyze data on graduation rates and students who drop out to understand trends and underlying causes in students successfully completing a high school diploma.

Annual - January starting in 2016
Data Analysis Report

1.C.2 Research data capacity to inform student transitions at key points in the P-13 pipeline.

July 2015
Briefing on P-13 Pipeline and 5491 Report

Goal 2: Accountability

Develop comprehensive accountability, recognition, and supports for students, schools, and districts.



2.A: K-12 System Goals

Establish, monitor, and report on ambitious student achievement goals for the K-12 system.

2.A.1 Establish Indicators of Educational System Health including measures of student outcomes and measures of equity and access in the system.

Annual – December
Biennial Report to Legislature, 5491 Report

2.A.2 Publicly report on the Indicators of Educational System Health through an enhanced website.

Annual – December
Enhanced Website

2.A.3 Publicly report the Achievement Index results through a website that enables summary and disaggregated profiles.

Annual – On or before March
Enhanced Website

2.A.4 Update the school improvement goal rules established in WAC 180-105-020 to ensure consistency with Washington’s federal ESEA flexibility application and other goals established in state law.

July 2016
Rule Adoption

2.A.5 Establish Adequate Growth targets in the accountability system as an enhancement to year-to-year proficiency level targets.

March 2017
Inclusion of Adequate Growth in Achievement Index

2.B: Aligned Accountability System

Develop and implement an aligned statewide system of school recognition and accountability.

2.B.1 Expand performance indicators in the Achievement Index to include Dual Credit, Industry Certification, and the high school Smarter Balanced assessment results.

March 2017
Inclusion in the Achievement Index

2.B.2 Partner with the Office of Superintendent of Public Instruction to ensure alignment of the Achievement Index for the identification of Challenged Schools in Need of Improvement in the state’s aligned accountability framework.

Annual – On or before March
Identification of Challenged Schools in Need of Improvement

2.B.3 Monitor and evaluate Required Action District schools for entry to or exit from Required Action status, assignment to Required Action level II status, and consider approval of Required Action Plans.

Annual - Spring
Adherence to Rule

2.B.4 Seek necessary flexibility from federal No Child Left Behind requirements to align state and federal goals-setting and accountability systems.

2015 Legislative Session
ESEA Flexibility Waiver

2.B.5 Explore the inclusion of additional indicators into the state’s accountability framework that reflect student social and emotional well-being and readiness for academic success.

Annual – December 5491
5491 Report

2.B.6 Partner with OSPI to advocate the provision of adequate supports for Challenged Schools in Need of Improvement.

Ongoing
Budget

2.B.7 Publicly report school recognition through the Washington Achievement Awards as required by RCW 28A.657.110.

Annual - May
Washington Achievement Awards

Goal 3: Career- and College-Readiness

Ensure that every student has the opportunity to meet career and college ready standards.



3.A: 24-Credit Diploma

Support district implementation of the 24-credit high school diploma framework.

3.A.1 Partner with stakeholders to examine and address implementation issues of the 24 credit career- and college-ready graduation requirements.

Ongoing
Guidance for Counselors on Website

3.A.2 Develop a variety of communication tools to provide guidance on implementation of the 24 credit requirements.

July 2015
Video and Summary Materials

3.C: Academic Planning

Strengthen student academic planning processes and enhance access to planning experiences.

3.C.1 In partnership with OSPI, develop tools and resources for use by students, families, schools, and districts to engage in the High School and Beyond Plan process.

Summer 2015
HSBP Web Page

3.C.2 Promote research-based practices in student personalized learning plans to encourage expanded student planning experiences.

September 2015
Guidance on Web Page, 5491 Report

3.C.3 Create guidance for and provide examples around Washington state of successful student planning processes to encourage meaningful, high-quality High School and Beyond Plan processes for every student.

Summer 2015
Video, Sample Plans, and District Highlights on Website

3.C.4 Utilize the perspective and experiences of our high school student representatives to inform board policymaking and guidance on High School and Beyond plan Implementation.

January to September 2015
Interview with Student Board Members

3.B: Flexible Crediting and Course-Taking

Promote expansion and use of flexible crediting and course-taking options.

3.B.1 Partner with the Office of Superintendent of Public Instruction to develop criteria for approval of math and science equivalency courses.

May 2015
Approved State Equivalencies

3.B.2 Provide guidance to districts on implementing equivalency credit and meeting two graduation requirements with one credit.

July 2015
Guidance on Web Page

3.B.3 Provide guidance to districts on implementing personalized pathway requirements as part of the 24-credit high school diploma framework.

July 2015
Guidance on Web Page

3.D: Aligned Assessment System

Support the implementation of career and college ready standards and an aligned assessment system.

3.D.1 Develop the high school graduation proficiency standard for the high school Smarter Balanced assessment and transition assessments.

August 2015
Scores Established; NGSS as Required

3.D.2 Collaborate with the Office of Superintendent of Public Instruction on streamlining and refining the assessment system, including alternative assessments, to support an effective system of accountability.

Annual - December
Annual Report, Legislative Priority

3.D.3 Support the full implementation of Common Core State Standards and assessments for English language arts and math and Next Generation Science Standards and assessment for science.

Ongoing
Guidance on Web Page

3.D.4 Establish the scores needed for students to demonstrate proficiency on state assessments.

January 2015
Scores Established

Goal 4: Strategic Oversight

Provide effective oversight of the K-12 system.



4.A: Basic Education Compliance

Ensure compliance with all requirements for the instructional program of basic education.

4.A.1 Implement timely and full reporting of compliance by school districts with basic education requirements.

Annual – July to November
100% Compliance

4.A.2 Provide updated guidance to districts on compliance with instructional hour requirements.

September 2015
Rule Adoption, Revised FAQ

4.A.3 Compile and disseminate data on district high school graduation requirements in a form that is useful to school districts, policy-makers, and the public.

Annual – January
Summary Documents and Data File

4.A.4 Review and revise rules for private schools on the private school approval process.

January 2016
Feedback from Private School Advisory Council

4.B: BEA Waivers

Conduct thorough evaluations of requests for waivers of BEA requirements.

4.B.1 Review board rules and procedures for evaluation of 180-day waiver requests, and revise as found needed.

Spring 2016
Revised Board Procedures and Review of Rules

4.C: Charter Authorizer Application Review

Implement a high-quality process for review and approval of charter authorizer applications and execution of authorizing contracts with approved districts.

4.C.1 Disseminate information through SBE website and make public presentations on the authorizer application process.

Annual - Summer
Materials on Website, Public Presentations

4.C.2 Serve as a primary resource for school districts and the public for information on charter authorizing and the state's charter school law.

Ongoing
Website Resources

4.C.3 Review and refine authorizer application and rubrics for evaluation of applications against criteria for approval.

Annual - May
Revised Application and Rubrics as Needed

4.C.4 Make decisions on authorizer applications that ensure fidelity to the law, transparency for applicants, and high but attainable standards for approval.

Annual – February
Reviewed Applications

4.D: Oversight of Charter District Authorizer

Perform ongoing oversight of the performance of school districts approved by SBE as authorizers of public charter schools.

4.D.1 Ensure access to school performance data and other documentation necessary for effective oversight of district authorizers.

Summer 2015
Working Agreement with Spokane Public Schools

4.D.2 Establish board procedures for special reviews of the performance of district authorizers and their portfolios of charter schools.

Fall 2015
Plan for Board Review

4.D.3 Establish procedures for ongoing communication with district authorizers that ensure the effective discharge of the Board's oversight duties while respecting the lead role of the authorizer and the autonomy of the charter school board.

Fall 2015
Procedures

4.E: Charter Annual Reports

Issue high-quality annual reports on the state's charter schools.

4.E.1 Collaborate with the Washington State Charter School Commission, district authorizers, and OSPI to ensure timely and accurate data collection and reporting.

Ongoing
Data Quality and Presentation in Annual Reports

4.E.2 Collaborate with the Washington Charter Schools Commission to develop annual reports on the state's charter schools for the preceding school year.

Annual – December 1
Submission of Report to the Governor, Legislature and Public

4.E.3 Analyze authorizer annual reports and research best practices to identify areas for improvement in meeting the purposes of the state's charter school laws.

Ongoing
Findings and Recommendations in Annual Reports

4.F: Statewide System Health Reports

Recommend evidence-based reforms in the report to improve performance on the Indicators of Educational System Health.

4.F.1 Research practices and reforms that address indicators where the state is not meeting targets.

Annual, December
5491 Report

4.F.2 Collaborate with stakeholders and peer agencies in identifying potential reforms for Washington's unique context.

Summer of 2015
Convene Achievement and Accountability Workgroup

4.F.3 Review and revise Indicators of Educational System Health to provide a richer understanding of the performance outcomes of the educational system and the challenges it faces.

Annual - December
5491 Report, Convene Achievement and Accountability Workgroup



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SUGGESTED REVISIONS TO THE 2015-2018 STRATEGIC PLAN

Staff used the guidance provided by the Board to revise the Strategic Plan. This document is a high-level walk-through of the changes that staff propose for the plan. Following this document, the packet includes the revised Strategic Plan. Staff collaborated as a team to make the Strategic Plan a shorter, less dense document and respond to members' interests in the Board's strategy for 2017 and beyond.

Staff reviewed and focused on the internal document of guiding principles for the Strategic Plan that board members developed at the September 2016 retreat. The guiding principles focused on stakeholder engagement, accountability system improvements, ESSA and community outreach for ESSA, and student transitions. Staff also reflected on the Strategic Plan submissions from five members, discussions in the "bucket" groups (student transitions, system transitions, and ESSA) during the September retreat, guidance from the Chair and Executive Committee, and board discussion.

Summary of High-Level Changes

- Same four goals, reduced number of strategies from 16 to 13, reduced number of action steps from 56 to 36, thereby reducing the size of the plan by approximately 36 percent
- Summary of the top five key changes to the Strategic Plan
 - Added an action step for the board member engagement portfolio
 - Added an action step on developing an equity toolkit and participating in cultural competence training; strengthened outreach and engagement action steps
 - Revised goal one to include a postsecondary transitions strategy to address suggestions by Member Maier and a separate transitions within K-12 strategy
 - Created a strategy on career readiness; included reference to the NASBE stipend and the Workforce Training Board
 - Added a strategy to goal four on ample provision of state funding

For greater detail, please read the following itemization of changes.

Changes to Goal One (Develop and support policies to close the achievement and opportunity gaps)

- Split strategy 1.A into a strategy focused on analysis and a separate strategy focused on outreach and engagement
- Consolidated action items focused on data analysis
- Added action items to raise the prominence of engagement and outreach, including an item focused on the engagement portfolio
- Added action item to focus on an equity tool and cultural competency training
- Added action item focusing on the leadership of student board members
- Revised a "postsecondary transitions" strategy to focus on the policy framework for postsecondary transitions as proposed by Peter Maier

- Revised a “transitions within K-12” strategy to focus on graduation rates and dropouts and to address non-normative school transitions as proposed by Janis Avery

Changes to Goal Two (Develop comprehensive accountability, recognition, and supports for students, schools, and districts)

- Revised the following strategies to clearly delineate the action steps among:
 - Index and School Improvement
 - Identification of Schools for Accountability
 - Indicators of Educational System Health
- Moved action steps to make the goal more clear by placing them among the strategies listed above
- Moved the Indicators of Educational System Health strategy from goal four to goal two
- Consolidated the Indicators of Educational System Health action steps
- Revised action steps to align with the current ESSA work

Changes to Goal Three (Ensure that every student has the opportunity to meet career and college ready standards)

- Revised Strategy 3.B to focus on career readiness and the High School and Beyond Plan
- Removed completed, obsolete action steps
- Replaced obsolete action steps with current work on career readiness
 - Included an action step focused on the NASBE Deeper Learning Grant
 - Included an action step focused on the collaboration with the Workforce Training Board
 - Included an action step focused on partnering with OSPI to develop a model High School and Beyond course

Changes to Goal Four (Provide effective oversight of the K-12 system)

- Added a Strategy focused on ample provision of state funding
 - Listed it as the first strategy in the goal of “effective oversight of the K-12 system”
- Consolidated three charter school strategies into one
 - The new charter school strategy includes fewer details in the action steps but retains all of the important information for the Strategic Plan
 - Consolidated action steps
- Consolidated the BEA waivers and Basic Education Compliance into one strategy

Action

There is no action on the Strategic Plan for consideration at the November board meeting. The Board will consider revising the 2015-2018 Strategic Plan at the January 2017 board meeting. The Board may also engage in discussion of theories of action at the January 2017 board meeting.

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

Goal 1: Develop and support policies to close the achievement and opportunity gaps.

Outreach and Engagement

Strategy 1.A: Engage diverse stakeholders in a culturally competent way.

Action Step	Timeline	Measure	Notes
1.A.1 Engage in person and through working relationships with racially, ethnically, and economically diverse communities in order to gather input, build relationships and develop policies related to closing the opportunity and achievement gaps.	Ongoing	Track Plan Completion	•
1.A.2 Engage members with stakeholder groups, other education agencies and the public through systematic planning and communication.	Ongoing	Track Plan Completion	•
1.A.3 Create a policy decision-making framework rooted in equity in opportunity for all students; participate in training and other experiences to deepen cultural competence.	2017	Equity Toolkit Personal Growth of Board and Staff	•

Analysis and Promotion of Practices

Strategy 1.B Analyze data and promote practices for closing achievement and opportunity gaps.

1.B.1 Utilize the perspective and experiences of our high school student representatives to shape board policymaking, providing leadership and engagement opportunities to student board members.	Ongoing	Presentations and/or Engagement Outside SBE	•
1.B.2 Analyze achievement and opportunity gaps through deeper disaggregation of student demographic data with intentional connection to policy opportunities.	Annual - March	Achievement Index Results	•
1.B.3 Research and promote policy to reduce the loss of instructional time resulting from exclusionary discipline, absenteeism, and disengagement; promote practices grounded in an understanding of diverse cultures.	Annual - September	5491 Additional Indicators	•
1.B.4 Analyze Special Education performance data to inform policymaking.	2017	Commissioned Research	•

Postsecondary Transitions

Strategy 1.C: Develop policies to promote equity in postsecondary readiness, access, and transitions.

1.C.1 Work with partner agencies and stakeholders to strengthen the transition from high school to college and career with a set of overarching, coherent state-wide policies.	Annual - December	5491 Report	•
1.C.2 Partner with other education agencies to use the high school Smarter Balanced assessment to improve college placement, admissions, and course-taking outcomes.	Ongoing	Legislative Priority	•

Transitions within K-12

Strategy 1.D: Promote strategies to strengthen key transition points within a student's K-12 experience.

1.D.1 With OSPI, analyze data on graduation rates and students who drop out to understand trends and underlying causes in students successfully completing a high school diploma.	Annual - January	Data Analysis Report	•
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Draft Revisions to the 2015-2018 Strategic Plan

<p>1.D.2 Address non-normative school transitions through analysis of data and identification of policy leverage.</p>	<p>2017</p>	<p>Completion of Analysis</p>	<ul style="list-style-type: none"> •
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Goal 2: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

Index and School Improvement

Strategy 2.A: Establish, monitor, and report on ambitious student achievement goals for the K-12 system.

Action Step	Timeline	Measure	Notes
<p>2.A.1 Publicly report the Achievement Index results through a website that enables summary and disaggregated data.</p>	<p>Annual – On or before March</p>	<p>Enhanced Website</p>	<ul style="list-style-type: none"> •
<p>2.A.2 Revise and implement school improvement goal rules established in WAC 180-105-020 to ensure consistency with Washington’s federal ESSA consolidated plan and other goals established in state law.</p>	<p>July 2017</p>	<p>Rule Adoption</p>	<ul style="list-style-type: none"> •
<p>2.A.3 Establish Adequate Growth targets in the accountability system as an enhancement to year-to-year proficiency level targets.</p>	<p>March 2018</p>	<p>Inclusion of Adequate Growth in Achievement Index</p>	<ul style="list-style-type: none"> •
<p>2.A.4 In partnership with OSPI, include additional measures and indicators in a new school Index in order to meet the ESSA requirements of a school quality and student success indicator.</p>	<p>2017</p>	<p>ESSA Consolidated Plan Approval</p>	<ul style="list-style-type: none"> •

Identification of Schools for Accountability

Strategy 2.B: Develop and implement an aligned statewide system of school recognition and accountability.

<p>2.B.1 Partner with the Office of Superintendent of Public Instruction to ensure alignment of the Achievement Index for the identification of Challenged Schools in Need of Improvement in the state’s aligned accountability framework.</p>	<p>Annual – On or before March</p>	<p>Identification of Challenged Schools in Need of Improvement</p>	<ul style="list-style-type: none"> •
<p>2.B.2 Monitor and evaluate Required Action District schools for entry to or exit from Required Action status, assignment to Required Action level II status, and considerable approval of Required Action Plans.</p>	<p>Annual - Spring</p>	<p>Adherence to Rule</p>	<ul style="list-style-type: none"> •
<p>2.B.3 Publicly report school recognition through the Washington Achievement Awards as required by RCW 28A.657.110.</p>	<p>Annual - May</p>	<p>Washington Achievement Awards</p>	<ul style="list-style-type: none"> •

Indicators of Educational System Health

Strategy 2.C: Recommend evidence-based reforms to the Legislature in the report to improve performance on the Indicators of Educational System Health.

<p>2.C.1 Collaborate with stakeholders and peer agencies in identifying potential reforms for Washington’s unique context.</p>	<p>Biennial - October</p>	<p>Convene Achievement and Accountability Workgroup</p>	<ul style="list-style-type: none"> •
<p>2.C.2 Review and revise Indicators of Educational System Health to include measures of student outcomes and measures of equity and access in the system.</p>	<p>Annual – December, Biennial Report to Legislature</p>	<p>5491 Report</p>	<ul style="list-style-type: none"> •

Goal 3: Ensure that every student has the opportunity to meet career and college ready standards.**Graduation Requirements****Strategy 3.A: Support district implementation of the 24-credit high school diploma framework.**

Action Step	Timeline	Measure	Notes
3.A.1 Partner with stakeholders to examine and address implementation issues of the 24 credit career- and college-ready graduation requirements.	Ongoing	Guidance for Counselors on Website	•
3.A.2 Update guidance on competency-based crediting in communication with counselors and administrators.	2017	Guidance on Website	•

Career Readiness**Strategy 3.B: Strengthen career readiness through effective High School and Beyond Planning.**

3.B.1 In partnership with OSPI, promote research-based practices in student personalized planning experiences.	Ongoing	Guidance on Web Page, 5491 Report	•
3.B.2 Conduct NASBE Deeper Learning grant activities in support of career readiness.	2017	Completion of Activities in NASBE Grant	•
3.B.3 In partnership with OSPI and the Workforce Training Board, explore definitions of career readiness and adopting and implementing career readiness learning standards.	2017	Definition of Career Readiness, Career readiness Learning Standards	•
3.B.4 In partnership with OSPI, explore the development of a model High School and Beyond course.	2017	Model High School and Beyond Course	•

Aligned Assessment System**Strategy 3.C: Support the implementation of career and college ready standards and an aligned assessment system.**

3.C.1 Establish the scores needed for students to demonstrate proficiency on state assessments, including the graduation score for the high school Smarter Balanced Assessment.	As needed	Scores Established; NGSS as Required	•
3.C.2 Collaborate with the Office of Superintendent of Public Instruction on supporting an effective assessment system that includes alternative assessments and assessment developed for Next Generation Science Standards.	Annual - December	Annual Report, Legislative Priority	•

Goal 4: Provide effective oversight of the K-12 system.**Ample Provision**

Strategy 4.A Advocate for ample state funding for a high quality education system that prepares all students for career, college, and life.

Action Step	Timeline	Measure	Notes
4.A.1 Work closely with the Legislature, agencies, and other partners to ensure ample provision of resources for the program of basic education	2017 session	Ample Provision	•

Basic Education Compliance and Waivers

Strategy 4.B Ensure compliance with all requirements for the instructional program of basic education.

4.B.1 Implement timely and full reporting of compliance by school districts with basic education requirements.	Annual – July to November	100% Compliance	•
4.B.2 Approve private schools as recommended by the Superintendent of Public Instruction.	Annual – Spring	Private Schools Approval List	•
4.B.3 Conduct thorough evaluations of requests for waivers of Basic Education Act requirements.	As needed	Waiver Request Summaries	•

Charter Schools

Strategy 4.C Review and approve charter authorizer applications, perform ongoing oversight duties for districts approved by SBE as public charter school authorizers, and issue annual reports on charter schools.

4.C.1 Serve as a primary resource for school districts and the public for information on charter authorizing and the state's charter school law.	Ongoing	Materials on Website, Public Presentations	•
4.C.2 Evaluate authorizer applications to determine whether to approve to ensure fidelity to the law, transparency for applicants, and high but attainable standards for approval.	Annual – February	Reviewed Applications	•
4.C.3 Perform ongoing oversight, including annual authorizer reports and special reviews of the performance of SBE-approved authorizer districts and their charter public schools ..	Ongoing and as needed	Special Reviews of Performance if Necessary	•
4.C.4 Develop annual reports on the state's charter schools for the preceding school year, with assistance from the Washington Charter Schools Commission	Annual/December 1	Submission of Report to the Governor, Legislature and Public	•



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THEORY OF ACTION PRIMER

Over the last year, board members have discussed developing a theory of action for the Strategic Plan. The benefit of developing a theory of action or multiple theories of action is that it would allow the Board to engage in high-level, strategic thinking about what the Board's vision is and how to get there.

What is a theory of action?

"It is a set of underlying assumptions about how we will move our organization from its current state to its desired future." – Dr. Judy Skupa, Assistant Superintendent, Performance Improvement, Cherry Creek Schools, Colorado

Essentially, a theory of action challenges the Board to consider, in detail:

If we do X...

Then Y will happen...

Then Y will be evident in Z result.

The Board will be focusing on theory of action as it relates to strategic planning, leadership studies, and managerial studies. However, its origin is in sociology. In the early 1900s, German sociologist Max Weber studied how human behaviors and assumptions relate to cause and effect in social action. More specifically, he observed the assumptions that people develop around that causal relationship. Since then, social action theory concepts have been used by for-profit, non-profit, and governmental organizations to challenge the assumptions about how their actions create change. In the case of SBE's policy work, the Board's actions have far-reaching effects on students throughout the state. Thoughtful consideration of the assumptions and beliefs about how those actions create change is a meaningful and strategic endeavor that can improve the Board's planning processes and decision-making.

In advance of the January 2017 board meeting, staff will provide more material about theory of action to prepare the Board to develop its own theories of action about its major areas of policy work.

What happens next?

Staff propose that the Board discuss and develop theories of action around each major area of its policy work (i.e. the strategies or the sub-goals in the Strategic Plan, not the detailed action steps) in the Strategic Plan during the January 2017 board meeting.

This document serves as an introduction to the planning for that discussion. Staff will follow up with additional resources that provide board members with more information on what a theory of action is, what are the characteristics of a well-developed theory of action, and how to prepare for the January meeting.

The 2015-18 Strategic Plan provides detail on what activities the Board and staff will do. Staff envision the theories of action as a document that is integrated with the Strategic Plan. Theories of action will build on the existing Strategic Plan by challenging the Board to consider how specific policy work results in change to the system. The underlying values and assumptions behind the Board's vision will become clearer to staff through the theory of action process. The guidance provided by theories of action will be helpful as staff consider how to best act upon the Board's strategic direction.

If you have any questions about this document, please contact Parker Teed at parker.teed@k12.wa.us

AMENDATORY SECTION (Amending WSR 04-23-006, filed 11/04/04, effective 12/05/04)

WAC 180-18-055 Alternative high school graduation requirements.

~~(1) The shift from a time and credit based system of education to a standards and performance based education system will be a multiyear transition. In order to facilitate the transition and encourage local innovation, the state board of education finds that current credit based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition with the least amount of difficulty. Therefore, the state board will provide districts and high schools the opportunity to create and implement alternative graduation requirements.))~~

~~(2)(1) A school district((, or high school with permission of the district board of directors,)) or approved private high school desiring to implement~~

~~(a) a local restructuring plan, pursuant to RCW 28A.305.140, to provide an effective educational system to enhance the educational program for high school students,~~

~~(b) or an innovation school or zone designated under RCW.28A.630.081, or~~

(c) an approved collaborative school for innovation and success pilot project;
may apply to the state board of education for a waiver for a high school from one or more of the requirements of ~~((chapter 180-51))~~ WAC 180-51-067 or WAC 180-51-068.

~~(3)~~(2) The state board of education may grant the waiver for a period up to four school years.

~~(4)~~(3) ~~The waiver application shall be in the form of a resolution adopted by the district or private school board of directors which includes a request for the waiver and a plan for restructuring the educational program of one or more high schools which consists of at least the following information:~~

~~(a) Identification of the requirements of chapter 180-51 WAC to be waived;~~

~~(b) Specific standards for increased student learning that the district or school expects to achieve;~~

~~(c) How the district or school plans to achieve the higher standards, including timelines for implementation;~~

~~(d) How the district or school plans to determine if the higher standards are met;~~

~~(e) Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan;~~

~~(f) Evidence that students, families, parents, and citizens were involved in developing the plan; and~~

~~(g) Identification of the school years subject to the waiver.~~ request for a waiver under this section must include a completed application, a resolution adopted by the district board of directors and signed by the board chair or president and the district superintendent, and any supplemental information and documentation as may be required by the state board of education. The resolution must identify the provisions of WAC 180-51-067 or WAC 189-51-068 requested to be waived, identify the high school and the school years for which the provisions would be waived, and state the educational purposes for requesting that they be waived.

~~(5) (4) The plan for restructuring the educational program of one or more high schools may consist of the school improvement plans required under WAC 180-16-220, along with the requirements of subsection (4)(a) through (d) of this section.)~~ state board of education will develop and post on its public web site an application form for use in requesting a waiver or renewal of a waiver under this section. A completed application must provide at a minimum the following information:

(a) Identification of the specific provisions of WAC 180-51-067 or WAC 180-51-068 proposed to be waived;

(b) Identification of the high school and the school years for which the provisions would be waived;

(c) Identification of the indicators of student performance at the high school that motivate the request for the waiver;

(d) Identification and discussion of the educational purposes to be pursued under the waiver plan;

(e) Identification of the measurable goals for improved student achievement proposed to be attained under the waiver plan, disaggregated by major student subgroup;

(f) An explanation of why waiver of the provisions named in (a) would increase the likelihood of reaching or making significant progress toward the goals over the term of the waiver plan;

(g) A description of the instructional plan to be used to reach the goals for improved student achievement;

(h) An explanation of why successful implementation of the proposed instructional plan requires waiver of the provisions named in subsection (a).

(i) Identification of the measures and metrics that will be used to determine the degree to which the goals of the waiver for student achievement are being met and identify needs for any changes in the waiver plan;

(j) Evidence of support for the waiver plan by families and the community;

(k) A description of how the district will keep families and the community informed of any changes in implementation of the waiver plan and of progress toward meeting the goals of the waiver for student achievement.

(5) The board resolution, completed application, and any supplemental materials must be submitted to the state board of education in electronic form no later than forty (40) days prior to the meeting of the state board of education at which the request for the waiver will be considered and no later than ninety days before the start of the school year for which the waiver would apply.

~~((6) The application also shall include documentation that the school is successful as demonstrated by indicators such as, but not limited to, the following:~~

~~(a) The school has clear expectations for student learning;~~

~~(b) The graduation rate of the high school for the last three school years;~~

~~(c) Any follow-up employment data for the high school's graduate for the last three years;~~

~~(d) The college admission rate of the school's graduates the last three school years;~~

~~(e) Use of student portfolios to document student learning;~~

~~(f) Student scores on the high school Washington assessments of student learning;~~

~~(g) The level and types of family and parent involvement at the school;~~

~~(h) The school's annual performance report the last three school years; and~~

~~(i) The level of student, family, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school the last three school years.))~~

(6) A waiver granted under this section may be renewed on a request of the school district board of directors to the state board of education, using the application form on the state board of education's website. Before submitting the renewal request, the school district must conduct at least one public meeting to evaluate and provide opportunity for public comment on the educational program that was implemented as a result of the original waiver. The renewal request to the state board shall include a description of the programs and activities implemented under the waiver plan, a description of any changes made in or proposed to the original waiver plan and the reasons for such changes, evidence that students in advanced placement or other postsecondary options programs have not been disadvantaged by the waiver, and a summary of the comments received at the public meeting or meetings. In addition to the requirements set forth in subsections (3) and (4) of this section, an application for renewal of a waiver shall include

documentation that the school is making significant progress toward the goals for student achievement enumerated in the prior application, as demonstrated by indicators, disaggregated by major student subgroup, such as:

(a) Student performance on statewide assessments and any district- or school-based assessments of student learning;

(b) Adjusted five-year cohort graduation rate for the last three school years;

(c) Follow-up employment data for the students in the school's last three graduating classes as may be collected by the school or district;

(d) Participation in postsecondary education and training by students in the school's graduates last three graduating classes; and

(e) Any other documentation or data that indicates significant progress in student achievement, especially if data described in (a) through (d) of this section are not available at the time of application.

(7) A waiver from one or more of the requirements of WAC(~~180-51-060~~) 180-51-067 or WAC 180-51-068 may be granted only if the district (~~or school~~) provides documentation (~~and rationale~~) that any ~~noncredit-based~~ graduation requirements developed under the waiver that will replace the requirements of WAC 180-51-067 or WAC 180-51-068 in whole or in part (~~180-51-060~~) will

support the state's ~~((performance based education system being implemented pursuant to RCW 28A.630.885))~~ essential academic learning requirements as developed and periodically revised by the superintendent of public instruction and ((the noncredit based requirements)) meet the ~~((minimum college core admissions standards))~~ college academic distribution requirements as ~~((accepted))~~ approved by the ~~((higher education coordinating board))~~ Washington student achievement council for students planning to attend a baccalaureate institution.

~~(7)(())~~ In the event that the superintendent of public instruction shall determine that the required action plan developed and submitted to the state board of education under RCW 28A.657.050 for a school identified as a persistently lowest achieving school requires compliance with WAC 180 51 067 or WAC 180 51 068, any waiver granted under this section to a district for such a school shall be terminated by the state board of education upon notification of the state board and the district by the superintendent.

~~((8))~~ A waiver granted under this section may be renewed upon the state board of education receiving a renewal request from the school district board of directors. Before filing the request, the school district shall conduct at least one public meeting to evaluate the educational requirements that were implemented as a result of the waiver. The request to the state

~~board shall include information regarding the activities and programs implemented as a result of the waiver, whether higher standards for students are being achieved, assurances that students in advanced placement or other postsecondary options programs, such as but not limited to: College in the high school, running start, and tech-prep, shall not be disadvantaged, and a summary of the comments received at the public meeting or meetings.))~~

(7 8) The state board of education shall evaluate a request for a waiver under this section based on whether:

(a) The district has clearly set specific, quantifiable goals for improved student achievement to be attained through implementation of the waiver plan;

(b) The district has described in detail the instructional plan to be implemented to reach the goals for student achievement;

(c) The district has detailed the measures and metrics through which it will determine the extent to which the goals of the waiver are being attained;

(d) The district has provided a clear explanation, supported by research evidence or best practice, of why the proposed instructional plan is likely to be effective in achieving the specified goals for student achievement;

(e) The district has clearly explained why waiver of the specific provisions of WAC 180-51-067 and WAC 180-51-068 named in subsection 5(a) of this section is necessary for the successful implementation of the instructional plan;

(f) The district has submitted evidence to show that the instruction to be provided to students under the waiver plan is aligned with Washington state learning standards under RCW 28A.655.070; and

(g) The district has presented evidence of support for the waiver plan by families and the community; and

(h) The district has submitted any other documentation or data that indicates progress in student achievement, especially if data described in (a) through (d) of this subsection are not available at the time of the application.

(§ 9) In addition to the requirements of subsection (8) of this section, the state board of education shall evaluate a request for a renewal of a waiver under this section for additional years based on the following:

(a) The progress of the school to which the waiver applies in reaching the goals for student achievement set forth in the prior application, as measured by the indicators identified in subsection 4(i) of this section;

(b) The five-year adjusted cohort graduation rate of the school for the last three years;

(c) Any available data on postsecondary employment and participation in postsecondary education by students who graduated or will graduate during the term of the current waiver;

(d) Performance by the school during the term of the current waiver on indicators in the Washington achievement index developed by the state board of education under RCW 28A.657.110; and

(e) The level and types of family and parent involvement at the school; and

~~(e)~~(f) Evidence of support from families, teachers, district and school administrators, and the community for continuation of the waiver of the specified provisions of WAC 180-51-067 or WAC 180-51-068 for the additional years requested.

~~(9~~ 10) The state board of education shall notify the state board for community and technical colleges, the ~~((higher education coordinating board))~~ Washington state achievement council and the council of presidents of any waiver granted under this section.

~~((10) Any waiver requested under this section will be granted with the understanding that the state board of education will affirm that students who graduate under alternative graduation requirements have in fact completed state requirements for high school graduation in a nontraditional program.))~~

(~~10~~ 11) (~~(Any)~~) A (~~(school or)~~) district granted a waiver under this chapter shall report (~~(annually)~~) to the state board of education, in a form and manner to be determined by the board, no later than July 31 of each year, on the progress and effects of implementing the waiver.

(~~11~~ 12) Students who graduate under alternative graduation requirements pursuant to a waiver granted under this section have in fact completed state requirements for a high school diploma.



THE WASHINGTON STATE BOARD OF EDUCATION

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

Proposed Amendment to WAC 180-18-055

Summary of Changes

- Strikes section (1); findings and intent of the WAC.
- Subsection (1) -- Authorizes a school district only, for a high school, to apply for a waiver under this section. Strikes "or high school with permission of the district board of directors" and strikes "or approved private high school." Specifies the three reasons outlined in RCW 28A.305.140(1) for which a district may request a waiver.
- (3) Amends to authorize waiver of WACs 180-51-067 and 180-51-068, which specify the graduation requirements applicable to currently enrolled students, rather than of all of Chapter 180-51 WAC (High school graduation requirements). Excludes, therefore, from eligibility for waiver sections of this chapter concerning, for example:
 - The authority for additional local standards for a high school diploma
 - The application of this chapter to private schools
 - Local district application of state standards
 - Standards for graduation for students age 21 or older
 - Notice to students, parents and guardians of graduation requirements
 - The definition of a high school credit
 - High school diploma programs in community colleges
- (3) Strikes and replaces language on the requirements for a waiver application. Requires the applicant district to submit an adopted resolution by the school board, signed by the chair or president and the superintendent, requesting the waiver. Specifies required content of the resolution.
- (4) Requires the SBE to post an application form for the waiver on its public web site. Strikes and replaces provisions on the required content of the waiver application.
- (5) Requires the board resolution, completed application, and any supplemental materials to be submitted to the SBE at least 40 days before the board meeting at which the request will be considered, and at least 90 days before the start of the school year for which the waiver would apply.
- (6) Strikes and replaces provisions on requirements for renewal of a waiver granted under this section. Lists the additional required content of an application for renewal of an existing waiver:
 - District board must hold at least one public hearing to evaluate – and provide the opportunity for public comment on – the educational program implemented due to original waiver
 - Summary of comments received at public meeting(s)
 - Description of programs and activities implemented under the waiver
 - Explanation of, and rationale for, any proposed changes to the original waiver plan
 - Evidence that the waiver has not disadvantaged students in AP or other post-secondary options programs

- Documentation that the school is making significant progress toward the goals for student achievement enumerated in the prior application, as demonstrated by indicators, disaggregated by major student subgroup, such as:
 - Student performance on statewide and local assessments of student learning;
 - Graduation rate;
 - Post-secondary education and employment data
 - Achievement per RCW 28A.305.130(4)a.
- (7) Amends current language to provide that a waiver may be granted only if any graduation requirements that will replace current credit-based requirements support the state's essential academic learning requirements as developed by the superintendent of public instruction under current law, rather than "the state's performance-based education system being implemented" under a statute repealed in 2003.
- (7) Strikes and replaces obsolete references to the Higher Education Coordinating Board and minimum college core admissions standards.
- Strikes language providing that a district that has been designated for Required Action by the SBE under RCW 28A.657.030 may not apply for a waiver under this section for a school that has been identified as a persistently lowest-achieving school.
- (8) Establishes criteria for board evaluation of waiver request under this section.
- (9) Establishes criteria for board evaluation of a request for renewal of a waiver.
- (11) Sets a July 31 date for the report that must be made annually by the district on the progress and effects of the waiver.
- (12) Explicitly assures students who graduate under alternative graduation requirements pursuant to a waiver granted under this WAC have in fact fulfilled state requirements for a high school diploma.

WSR 16-16-126
PROPOSED RULES
STATE BOARD OF EDUCATION
[Filed August 3, 2016, 11:48 a.m.]

Original Notice.

Preproposal statement of inquiry was filed as WSR 13-17-077.

Title of Rule and Other Identifying Information: WAC 180-51-115 Procedures for granting high school graduation credits for students with special educational needs.

Hearing Location(s): Brouillet Room, Old Capitol Building, 600 Washington Street S.E., Olympia, WA 98504, on September 7, 2016, at 4:20 p.m.; and at the Skamania Lodge, Jefferson Room, 1131 S.W. Skamania Lodge Way, Stevenson, WA 98648, on September 15, 2016, at 9:00 a.m.

Date of Intended Adoption: November 10, 2016.

Submit Written Comments to: Linda Drake, P.O. Box 47206, Olympia, WA 98504-7206, e-mail linda.drake@k12.wa.us, fax (360) 664-3631, by September 8, 2016.

Assistance for Persons with Disabilities: Contact Denise Ross by September 8, 2016, TTY (360) 644-3631 or (360) 725-6025.

Purpose of the Proposal and Its Anticipated Effects, Including Any Changes in Existing Rules: The purpose of amending the existing rule is to clarify that students in a program for special education services are not exempted from participating in the state assessment system.

Reasons Supporting Proposal: The state board of education (SBE) office receives multiple telephone inquiries per year regarding this rule suggesting that educators around the state are confused by the current language of the rule.

Statutory Authority for Adoption: RCW [28A.230.090](#).

Statute Being Implemented: RCW [28A.230.090](#).

Rule is not necessitated by federal law, federal or state court decision.

Name of Proponent: SBE, governmental.

Name of Agency Personnel Responsible for Drafting, Implementation, and Enforcement: Ben Rarick, Old Capitol Building, 600 Washington Street S.E., Olympia, WA, (360) 725-6025.

A school district fiscal impact statement has been prepared under section 1, chapter 210, Laws of 2012.

SCHOOL DISTRICT FISCAL IMPACT STATEMENT

WSR:	Title of Rule: Procedures for granting high school credits for special education students.	Agency: SDF - School District Fiscal Impact - SPI.
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Part I: Estimates: No fiscal impact, WAC 180-51-115 changes a reference from the phrase "from the certificate of academic

achievement graduation requirement under RCW [28A.655.060](#)(3)" to "from a student's participation in the statewide academic system." This change of reference does not create additional costs for school districts.

Estimated Cash Receipts to: No estimated cash receipts.

Estimated Expenditures From: No estimated expenditures.

Estimated Capital Impact: No estimated capital impact.

A copy of the statement may be obtained by contacting Thomas J. Kelly, Old Capitol Building, 600 Washington Street S.E., Olympia, WA, phone (360) 725-6031, e-mail Thomas.kelly@k12.wa.us.

A cost-benefit analysis is not required under RCW [34.05.328](#).

August 3, 2016

Ben Rarick

Executive Director

AMENDATORY SECTION (Amending WSR 07-07-051, filed 3/14/07, effective 4/14/07)

WAC 180-51-115 Procedures for granting high school graduation credits for students with special educational needs.

(1) No student shall be denied the opportunity to earn a high school diploma solely because of limitations on the student's ability. The board of directors of districts granting high school diplomas shall adopt written policies, including procedures, for meeting the unique limitations of each student. Such procedures may provide for:

(a) The extension of time the student remains in school up to and including the school year in which such student reaches twenty-one years of age;

(b) A special education program in accordance with chapter [28A.155](#) RCW if the student is eligible; and

(c) Special accommodations for individual students, or in lieu thereof, exemption from any requirement in this chapter, if such requirement impedes the student's progress toward graduation and there is a direct relationship between the failure to meet the requirement and the student's limitation.

(2) (~~Unless otherwise prohibited by federal or state special education laws, such procedures may not provide for exemption from the certificate of academic achievement graduation requirement under RCW [28A.655.060](#) (3)(c).~~) Such procedures may not provide an exemption from a student's participation in the statewide assessment system.

DRAFT AMENDMENTS (PRE-CR 102 FILING): WAC 180-18-040

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~~ request 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, as well as state and federal accountability frameworks;

(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~~ supported by research evidence cited by the district ~~and as~~ likely to lead to attainment of the stated goals for student achievement;

(e) The plan specifies at least one state or locally determined assessment or metric that will be used to collect evidence ~~to show~~ of 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;i

(g) All proposed professional development activities outlined in

(d) above align with RCW 28A.300.604.

(3) In addition to the requirements of subsection (2) of this section, the state board of education shall ~~evaluate~~ grant a request~~s by~~ a district for a waiver that would ~~represent the continuation of~~ renew an existing waiver of the same number of school days from the minimum one hundred-eighty day school year requirement for additional years based on ~~the following~~ whether the request meets each of the following criteria:

(a) ~~The degree to which the~~ Demonstration that the district has made significant progress in meeting the prior (existing) waiver plan's goals were met for student achievement, 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~~ Clear and detailed articulation of ~~(e) A~~ any proposed changes in the plan, supported by research evidence, to achieve the stated goals for student achievement;

(c) Presentation of evidence ~~(d) The likelihood~~ that approval of the request ~~would~~ is likely to result in advancement of the goals;

~~(e)~~ (d) § Demonstrated support by administrators, teachers, other district staff, parents, and the community for continuation of the waiver.

(4) In the event that the board denies a request for a waiver under subsections (3) or (4) of this section, it shall provide written

notice to the applicant district of the reasons for the denial of the request, with specific reference to the criteria for approval set forth in this section. In the event that a request is denied, the district shall have the opportunity to correct any deficiencies in the application identified by the board under this subsection and seek approval of the request at a subsequent board meeting.

DRAFT AMENDMENTS (PRE-CR 102 FILING): WAC 180-18-050

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, and 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~~ must 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 that all required information has been submitted. ~~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.~~

CREATE NEW WAC 180-18-060: Waivers from minimum one hundred eight-day school year requirement for the purpose of parent-teacher conferences.