

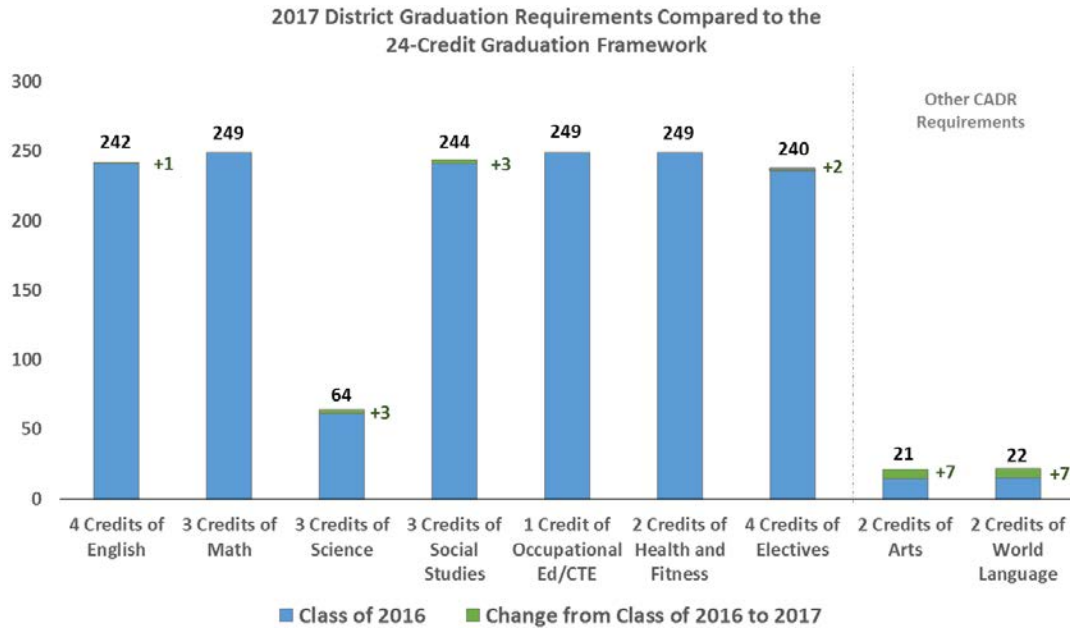


THE WASHINGTON STATE BOARD OF EDUCATION

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

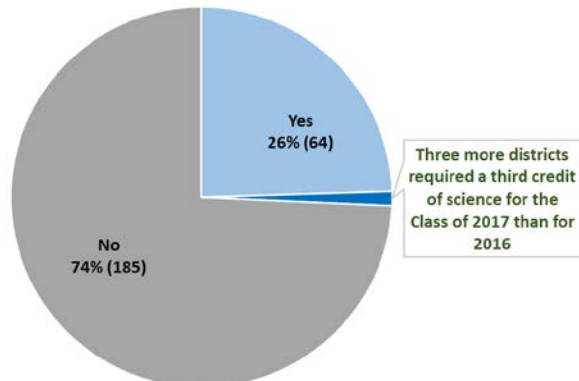
CLASS OF 2017 GRADUATION REQUIREMENTS DATA FROM BASIC EDUCATION COMPLIANCE

Every year, the Board reviews data on graduation requirements from all school districts in the state that offer high school. The data come from data that is reported to SBE from each district during the certification of compliance with the program of Basic Education. The analysis focuses on changes from the previous year and is meant to inform the state on implementation of 24-credit graduation requirements.

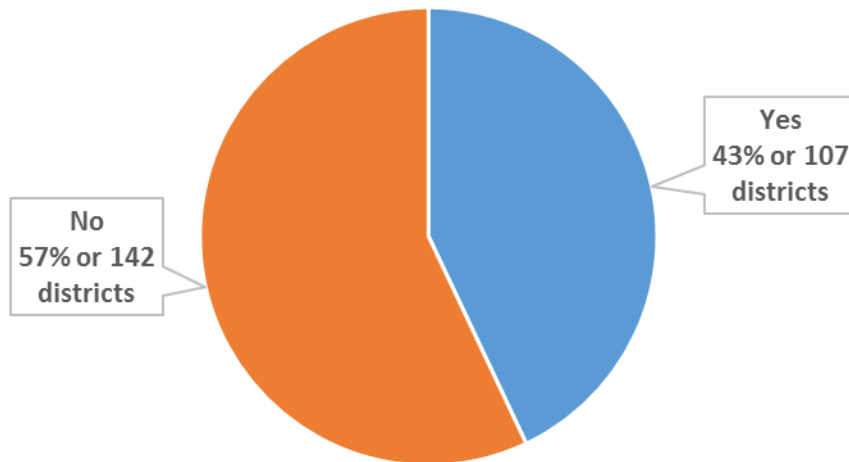


An increasing number of districts are meeting the subject area credit components of the 24-credit graduation requirements early. The number of districts requiring a third credit or more of science has increased by three districts to 64. The number of districts requiring two or more credits of laboratory science has remained the same for the last two years at 72. Of 21 districts that had waivers to delay implementation of the fourth credit of English and the third credit of social studies until the Class of 2018, only seven continue to use their waiver for English and only five continue to use their waiver for social studies. The number of districts requiring the arts and world language components of the College Academic Distribution Requirements went up by seven.

High School Districts Already Requiring a Third Credit of Science for the Class of 2017

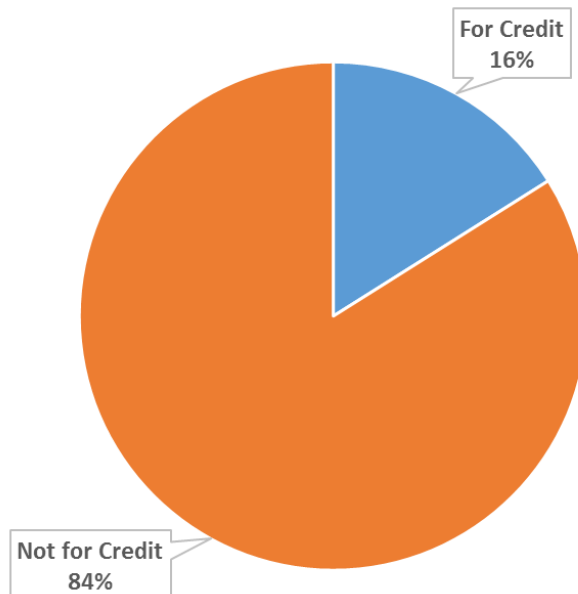


Districts reporting that they require 24 or more credits for the Class of 2017

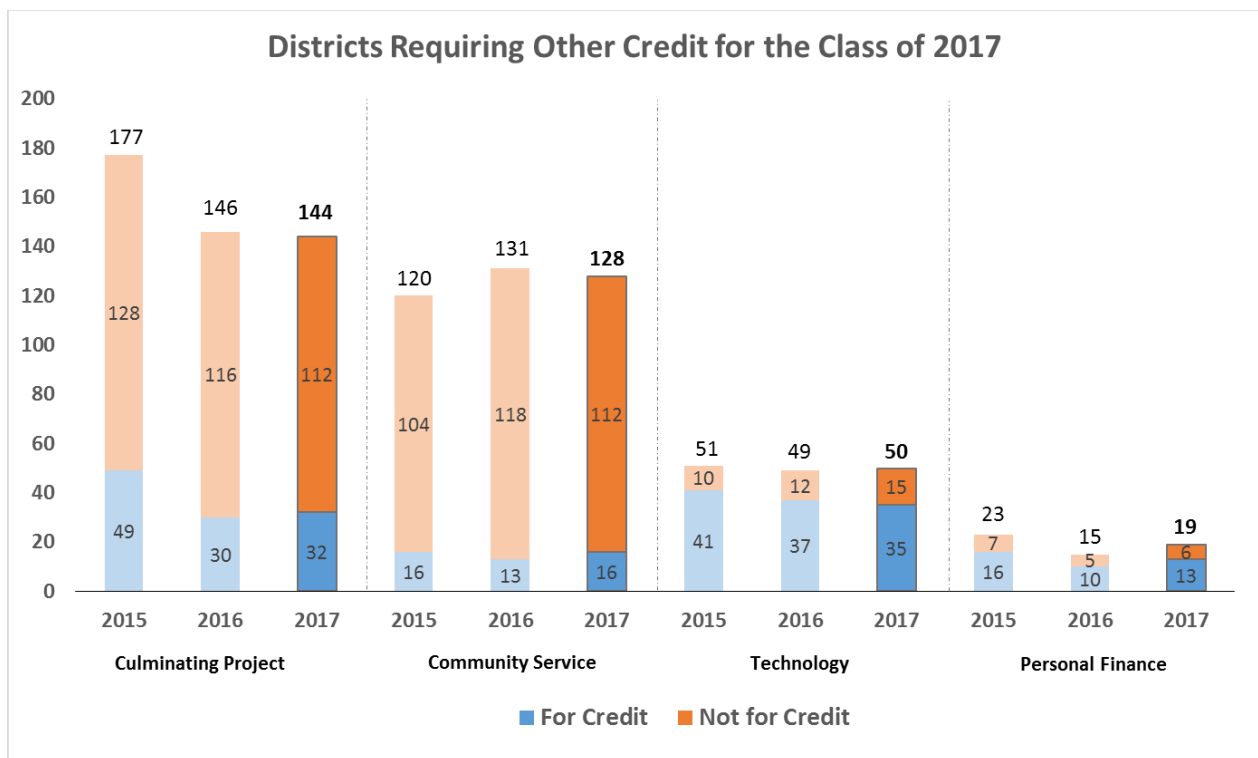


The number of districts requiring 24 or more credits did not increase for the Class of 2017 from the Class of 2016. Based on requests for waivers delaying the implementation of 24-credit graduation requirements, 2018 and 2019 will have a moderate increase of approximately 30 districts requiring 24 or more credits. For the Class of 2020, there will be a small increase of three or more districts as per waiver requests that have been approved and, potentially, districts that received waivers to implement for the Class of 2021 but decided to increase credit requirements early. In 2021, the number of districts are likely to sharply increase by approximately 70 districts to 100%.

What Proportion of Districts Require the High School and Beyond Plan for Credit for the Class of 2017?



The number of districts requiring the High School and Beyond Plan for credit increased by five percentage points to 84% from the Class of 2016 to the Class of 2017.



Many districts that offer high school continue to go above and beyond the minimum state graduation requirements.

- **58% of districts still require the culminating project** even though it is no longer a state-mandated graduation requirement. The total number of districts requiring a culminating project went down slightly, while, the number requiring the project for credit went up.
- **51% of districts require community service** as a graduation requirement. Similarly to the culminating project, the number requiring it for credit went up while the overall number went down slightly.
- **20% of districts require technology** as a graduation requirement. The number of districts requiring technology has stayed relatively constant, but the number requiring technology for credit has continued to drop over the last three years.
- **8% of districts require personal finance** as a graduation requirement. The number of districts requiring personal finance rebounded for the Class of 2017 after having dipped considerably from the Class of 2015 to the Class of 2016.

Action

No action is expected on this information.

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

DRAFT REVISIONS TO THE 2015- 2018 STRATEGIC PLAN



DECEMBER 12, 2016
WASHINGTON STATE BOARD OF EDUCATION

Goal 1: Develop and support policies to close the achievement and opportunity gaps.**Outreach and Engagement****Strategy 1.A: Engage diverse stakeholders to advance our understanding of achievement and opportunity gaps.**

Action Step	Timeline	Measure	Member Feedback
1.A.1 Engage with racially, ethnically, and economically diverse communities to gather input, build relationships and develop policies related to closing the opportunity and achievement gaps.	Ongoing	Focused Forums and Requests for Input in Addition to General Forums-Track Plan Completion	<ul style="list-style-type: none"> Received feedback
1.A.2 Integrate Create a policy decision-making framework rooted in equity in opportunity for all students.	2017	Equity Tool for policy decisions	<ul style="list-style-type: none"> Received feedback
1.A.3 Participate in training and other experiences to deepen cultural competence.	2017	Personal Growth of Board and Staff	<ul style="list-style-type: none">
1.A.4 Utilize the perspective and experiences of our high school student representatives to shape board policymaking to to identify and address opportunity gaps.	Ongoing	Presentation and Outreach Student Input	<ul style="list-style-type: none"> Received feedback Moved from what was 1.B.3

Analysis and Promotion of ~~Practices~~Policies**Strategy 1.B Analyze data and promote ~~practices~~ [policies](#) for closing achievement and opportunity gaps.**

1.B.1 Analyze achievement and opportunity gaps through deeper disaggregation of student demographic data with intentional connection to policy opportunities.	Annual - March	Achievement Index Results	<ul style="list-style-type: none"> Feedback received above on Strategy 1.B
1.B.2 Research and promote policy to reduce the loss of instructional time resulting from exclusionary discipline, absenteeism, and disengagement.	Annual - September	5491 Additional Indicators	<ul style="list-style-type: none">

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 by promoting coherent state-wide transition policies.	Annual - December	5491 Report	<ul style="list-style-type: none">
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 Policy Proposal	<ul style="list-style-type: none"> Received feedback

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 to understand trends and underlying causes in students successfully completing a high school diploma.	Annual - January	Data Analysis and OSPI Report on Practices	<ul style="list-style-type: none"> Received feedback
1.D.2 Analyze and address non-normative school transitions for traditionally underserved student populations and students with special educational needs through analysis of data and identification of gaps in policy.	2017	Completion of Analysis and Policy Proposal	<ul style="list-style-type: none"> Received feedback

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
2.A.1 Publicly report the Achievement Index results through a website that enables summary and disaggregated data.	Annual – On or before March	Enhanced Website	•
2.A.2 Revise and implement ambitious yet achievable school improvement goals to ensure alignment with state and federal law.	July 2017	Rule Adoption	•
2.A.3 Establish Adequate Growth targets to be incorporated into the Achievement Index and the state accountability framework.	March 2018	Inclusion of Adequate Growth in Achievement Index	•
2.A.4 In partnership with OSPI, implement additional measures and indicators in the state Achievement Index in order to meet the federal requirements for a school quality and student success indicator.	2017	ESSA Consolidated Plan Approval	•

Development and Implementation of State Accountability**Framework Strategy 2.B: Develop and implement an aligned statewide system of school recognition and support.**

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.	Annual – On or before March	Identification of Challenged Schools in Need of Improvement	•
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 consideration of approval of Required Action Plans.	Annual - Spring	Adherence to Rule	•
2.B.3 Publicly recognize schools through the Washington Achievement Awards.	Annual - May	Washington Achievement Awards	•

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

2.C.1 Collaborate with stakeholders and peer agencies in identifying reforms for Washington's unique context.	Biennial - October	Convene Achievement and Accountability Workgroup	•
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.	Annual – December, Biennial Report to Legislature	5491 Report	•
<u>2.C.3 Engage in a process of inquiry on the capacity to connect the use of data on inputs, score-setting, and opportunities to changes to outcomes.</u>			• Received feedback

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 graduation requirements.**

Action Step	Timeline	Measure	Notes
3.A.1 <u>With OSPI, p</u> Partner with stakeholders to examine and address implementation issues of the 24 credit career- and college-ready graduation requirements.	Ongoing	<u>Guidance for Counselors on Website</u> <u>School Counselor Conferences and ESD Outreach</u>	<ul style="list-style-type: none"> Received feedback
3.A.2 <u>With OSPI, D</u> Develop guidance on competency-based crediting for use by guidance counselors and administrators.	2017	Guidance on Website	<ul style="list-style-type: none"> Received feedback

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	<ul style="list-style-type: none">
3.B.2 In partnership with OSPI and the Workforce Training Board, explore definitions of career readiness and adopting and implementing career readiness learning standards in accordance with the NASBE Deeper Learning grant.	2017	Definition of Career Readiness, Career readiness Learning Standards	<ul style="list-style-type: none">
3.B.3 In partnership with OSPI, explore the development of a model High School and Beyond course.	2017	Model High School and Beyond Course	<ul style="list-style-type: none">

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	<ul style="list-style-type: none">
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	<ul style="list-style-type: none">

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 Provide quality review and approval of 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 Assist in ensuring a quality charter school system by fulfilling statutory duties.

4.C.1 Serve as a primary resource for school districts for information on charter authorizing and the state's charter school law.	Ongoing	Materials on Website, Public Presentations	•
4.C.2 Implement quality review and approval process for charter authorizer applications based on appropriate criteria.	Annual – February	Reviewed Applications	•
4.C.3 Perform ongoing oversight, including representing SBE Chair on the WA Charter Schools Commission, as well as issuing annual reports and special authorizer performance reviews.	Annually (12/1) Ongoing and as needed	Annual reports (to Governor, Legislature) Special Performance Reviews if Necessary	•

Strategic Plan Terms

In response to challenges in using diverse strategic planning terms, staff have developed a set of definitions so that members and staff have a common understanding.

**Broader scope, higher-level,
visionary, strategic on a system-
wide level**



Vision: An aspiration of where you want the educational system or Board to be at the end of the Strategic Plan; what success would look like.

Mission: The work that the Board is charged with doing; the means of reaching the vision.

Goal: The result of the effort of the Board that advances the educational system towards the vision; an aim; an outcome. The goal falls within the means described in the mission statement.

Strategy: How the goal will be reached; an intentional method for reaching the goal.

Action Step: An accomplishment that is done in furtherance of the strategy; an achievable step in the strategic direction towards achieving the goal.

**Narrow scope, project-level,
detailed, tactical on a SBE
action-level**

Measure: The product or data point by which the SBE will assess progress towards completing the action step.

Educational Terms

Opportunity Gap: Inputs – the unequal or inequitable distribution of resources and opportunities.¹

Achievement Gap: Outputs – the unequal or inequitable distribution of educational results or benefits.¹

¹The Glossary of Education Reform. (2013). *For journalists, parents, and community members*. Retrieved from: <http://edglossary.org/>



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THEORY OF ACTION UPDATE

As part of the strategic planning of the Board, members to create a Theory of Action (TOA) for each of the four goals in the Strategic Plan. This work will engage members to consider and then express:

1. “If the policy work happens like this...”
In other words, if this policy work is operationalized with regards to certain values or characteristics....
2. “Then this intended outcome will occur...”
In other words, this outcome is the Board’s expectation due to the values stated in part one...
3. “And that intended outcome will be noticeable or measurable as this.”
In other words, the intended outcome will be observed when this happens.

During the discussion of whether one or more TOAs should be used. The group discussed the following options:

- Using only one TOA for the entire Strategic Plan.
 - The downside of using one TOA is that it would be very broad and would be more similar to a vision statement than an exercise in figuring out the values and assumptions that underlie particular policy goals.
- Using a TOA for each of the four goals in the plan.
 - This was the most favorable option. The Board would not have to work with too many TOAs but would still delve into the values, intentions, and assumptions that go into work on closing the achievement and opportunity gap, accountability, college and career readiness, and strategic oversight. The downside of only using four TOAs is that certain strategies within goals one and three are varied in nature and harder to fit into a specific TOA for their respective goals.
- Using a TOA for each of the dozen strategies.
 - Developing a dozen TOAs would be time-consuming and could lose momentum during a public meeting. Although it would be good to consider what should happen to arrive at an intended outcome for each of the strategies, this level did not seem feasible.
- Using a TOA for dozens of action steps.
 - This seemed to be far too many TOAs and would not be a sustainable strategic planning exercise.

After this deliberation, participants felt that four TOAs focused on each goal was the right number. You will hear more about the Theory of Action exercise at the board meeting.

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



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Title: Approval of Private Schools Saddle Mountain School and Alger Learning Center	
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:	The Board will consider approval of two private schools for the remainder of the 2016-2017 school year. These schools were provisionally approved at the July 2016 meeting.
Relevant to business item:	Approval of Private Schools Saddle Mountain School and Alger Learning Center for the remainder of the 2016-2017 School Year.
Materials included in packet:	Memo from OSPI to the Board concerning monitoring of the schools and August 2016 letters from Executive Director Rarick to each of the schools.
Synopsis:	At the July 2016 meeting, the State Board of Education heard from the Office of the Superintendent of Public Instruction (OSPI) concerning two private schools with major deviations. The SBE provisionally approved the schools and requested that OSPI monitor the two schools to ensure compliance with school policies that addressed the deviations. Included in the packet is a memo to SBE from OSPI that describes the results of monitoring. Based on monitoring, both schools appear to be complying with policies that address the major deviations.



SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

December 13, 2016

To: Washington State Board of Education Members and Staff

From: Dan Newell, Assistant Superintendent, Secondary Education & Student Support
Laura Moore, Program Specialist, Private Education

Re: Report on Alger Learning Center and Saddle Mountain School as Requested by
the Washington State Board of Education

In August 2016, the State Board of Education (Board) requested the Office of Superintendent of Public Instruction (OSPI) to monitor two provisionally approved Washington State private schools, Alger Learning Center (Alger Learning) and Saddle Mountain School (Saddle Mountain), to assist the Board in determining whether to approve the schools for remainder of the 2016-17 school year.

OSPI has concluded its monitoring of the schools. This memorandum provides the update the Board requested.

Alger Learning

The Board asked OSPI to monitor Alger Learning's compliance with new school policies designed to mitigate the major deviations OSPI identified in April 2016. Accordingly, OSPI requested the school to report the number of students attending the school, the number of credits the students attempted, the number of credits earned, and information regarding student attendance.

Alger Learning responded to the requests by providing OSPI a list of students and their fall 2016 courses, copies of course lists and daily attendance records. In this submission, Alger Learning reported that it has three students attending the school full time. The remainder of the school's students are reported to be in home-based extension program as authorized in WAC 180-90-160.

Alger Learning also confirmed by letter that it is complying with its new school policies.

Saddle Mountain

The Board asked OSPI to monitor (1) Saddle Mountain's compliance with its new school attendance policy, and (2) student engagement in a program of educational activity planned by and under the direction of the school for a total of at least 1,000 instructional hours.

Saddle Mountain responded to the requests by, among other things, providing OSPI copies of course lists and daily attendance records. In its submission, Saddle Mountain reported that it has three students attending the school full time, under the direction of the school for a total of at least 1,000 instruction hours.

Attachments

- ✓ Attendance Records Requests 1 & 2—Saddle Mountain
- ✓ Courses being attempted—Saddle Mountain
- ✓ Attendance Records Request 2—Alger Learning Center
- ✓ Courses being attempted—Alger Learning Center
- ✓ Letter of Confirmation—Alger Learning Center
- ✓ Course list—Alger Learning Center
- ✓ Course list—Saddle Mountain



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August 2, 2016

John Lackey
Alger Learning Center
121 Alder Drive
Sedro Woolley, Washington 98284-8862

Dear Mr. Lackey,

At the July 13-14, 2016, State Board of Education meeting, the Board provisionally approved Alger Learning Center for the 2016-2017 school year, through the January 2017 Board meeting. At that time, the Board will consider approval for the rest of the 2016-2017 school year.

In a letter to you from the Office of the Superintendent of Public Instruction (OSPI) dated April 29, 2016, OSPI identified major deviations from RCW 28A.195 and WAC 180-90. The letter noted that students at the school did not appear to be in attendance full time as required under WAC 180-90-160(1)(b), and it did not appear that Alger Learning Center was offering a full curriculum of instruction to all students to meet graduation requirements established by the State Board of Education. Following identification of major deviations, Alger Learning Center provided OSPI copies of school policies which, if followed, will mitigate the major deviations identified. The State Board of Education has asked OSPI to monitor the school's compliance with the mitigating school policies and provide an update to the Board prior to its January 11-12, 2017 meeting. OSPI's monitoring will focus on confirming that the mitigating school policies are being implemented. Depending on the information the Board receives, the Board will decide whether to approve Alger Learning Center for the rest of the 2016-2017 school year at the January 2017 meeting.

Sincerely,

Ben Rarick
Executive Director

cc: Dan Newell, OSPI
Laura Moore, OSPI

Isabel Muñoz-Colón, Chair • Ben Rarick, Executive Director

*Janis Avery • Mona Bailey • MJ Bolt • Jeff Estes • Connie Fletcher • Baxter Hershman • Bob Hughes • Judy Jennings • Holly Koon
Kevin Laverty • Peter Maier • Dr. Daniel Plung • Lindsey Salinas • Randy Dorn, Superintendent of Public Instruction*

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August 2, 2016

Phyllis Magden
Saddle Mountain School
2451 West Bench Road
Othello, WA 99344-8901

Dear Ms. Magden,

At the July 13-14, 2016, State Board of Education meeting, the Board provisionally approved Saddle Mountain School for the 2016-2017 school year, through the January 2017 Board meeting. At that time, the Board will consider approval for the rest of the 2016-2017 school year.

In a letter to you from the Office of the Superintendent of Public Instruction (OSPI) dated May 6, 2016, OSPI identified major deviations from RCW 28A.195 and WAC 180-90. The letter noted that students enrolled at the school were not required to be in attendance at the school's physical facilities. In addition, students were not required to be engaged in a program of educational activity planned by and under the direction of the school for a total of at least 1,000 instructional hours. Following identification of major deviations, Saddle Mountain School provided OSPI with documentation indicating adoption of a new attendance policy. The State Board of Education has asked OSPI to monitor the school's compliance with the mitigating school attendance policy and student engagement in a program of educational activity planned by and under the direction of the school for a total of at least 1,000 instructional hours. The Board has asked OSPI to provide an update prior to the Board's January 11-12, 2017 meeting. Depending on the information the Board receives, the Board will decide whether to approve Saddle Mountain School for the rest of the 2016-2017 school year at the January 2017 meeting.

In addition to identifying deviations, OSPI's letter expressed the view that State Board of Education approval of a private school does not grant the school legal authority to issue high school diplomas to adults. The State Board of Education's counsel concurs with this interpretation of law, and Board staff will work on developing guidance for private schools clarifying this issue.

Sincerely,

Ben Rarick
Executive Director

cc: Dan Newell, OSPI
Laura Moore, OSPI

Isabel Muñoz-Colón, Chair • Ben Rarick, Executive Director

*Janis Avery • Mona Bailey • MJ Bolt • Jeff Estes • Connie Fletcher • Baxter Hershman • Bob Hughes • Judy Jennings • Holly Koon
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