



THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Washington State Board of Education Meeting Dates and Locations for 2017-2018

Dates for 2017	Dates for 2018
January 11-12 Olympia	January 10-11 Olympia
March 8-9 Gig Harbor	March 14-15 Mount Vernon
May 10-11 Walla Walla	May 9-10 Yakima
July 12-13 Spokane	July 11-12 Spokane
September 12-14 Anacortes	September 11-13 Kennewick
November 8-9 Vancouver	November 7-8 Vancouver



DRAFT State Board of Education Position Statement:

Cut Score for Graduation on the High School Smarter Balanced Assessment

Having discussed the issue at its November 2014 meeting, the State Board of Education hereby adopts the following position on the identification of a second cut score for graduation on the high school assessment developed by the Smarter Balanced Consortium.

Chapter 22, Laws of 2013 establishes legislative intent with regards to the application of two scores on the high school Smarter Balanced assessment: a score associated with 'career and college readiness' and a lower, minimum proficiency score initially required for high school graduation.

State law gives the state board of education the responsibility of establishing the minimum scores necessary on the high school assessment developed by the Smarter-balanced consortium. The law reads as follows:

(iii) By the end of the 2014-15 school year, establish the scores students must achieve to meet the standard and earn a certificate of academic achievement on the high school English language arts assessment and the comprehensive mathematics assessment developed with a multistate consortium in accordance with RCW 28A.655.070. To determine the appropriate score, the state board shall review the transition experience of Washington students to the consortium-developed assessments, examine the student scores used in other states that are administering the consortium-developed assessments, and review the scores in other states that require passage of an eleventh grade assessment as a high school graduation requirement. The scores established by the state board of education for the purposes of earning a certificate of academic achievement and graduation from high school may be different from the scores used for the purpose of determining a student's career and college readiness.

A separate section of law addresses the same topic and reads:

"The legislature further intends that the eleventh grade consortium-developed assessments have two different student performance standards: One for the purposes of high school graduation that will be established by the state board of education and one that is intended to demonstrate a student's career and college readiness." [\[2013 2nd sp.s. c 22 § 1.\]](#)

The State Board of Education recognizes that our education system is in a state of transition in implementing college- and career-ready standards. While the Board remains committed to college and career readiness as a goal for all students, we also recognize that Washington's educators and students are each acclimating to the new standards. Indeed, there are no students in our system today who have experienced instruction under the new standards for the full duration of their education, leading up to graduation.

Accordingly, the Board hereby affirms that for an interim period it is appropriate to establish a performance level required for graduation on the state's high school Smarter Balanced Consortium assessment that is different than what we would ultimately expect for cohorts of students who have had exposure to consistent college- and career-ready standards throughout their educational career, beginning in kindergarten.

As directed by the Legislature, with the assistance of the Superintendent of Public Instruction, the Board hereby intends to adopt a performance level requirement for high school graduation that is statistically equivalent to the current high school minimum proficiency standard, and intends to periodically review this standard over time. The Board's ultimate vision is that the high school diploma will eventually discontinue the use of two cut scores, in favor of one score requirement that merges the concepts high school graduation and career and college-readiness.



DRAFT State Board of Education Position Statement: Educator Professional Development

Having discussed the issue at its November 2014 meeting, the Washington State Board of Education adopted the following position statement concerning the need for state-funded professional learning programs for educators in Washington State.

A primary goal of the State Board of Education is to prepare all students for career and college.

Achieving this objective requires a portfolio of bold reforms. One essential component of that portfolio is a statewide program of educator professional learning, which supports job-embedded professional development activities as an essential, built-in component of the school year calendar.

Rather than increasing state support for educator professional development as the demands on educator learning have increased, the opposite has happened. Dedicated state support for Learning Improvement Days (LIDs) was eliminated at precisely the time they became most critical to the implementation of new standards, assessments, and systems of evaluation. Educator development needs will only intensify as the system goes through the transition to fully implementing the Common Core standards, Next Generational Science standards, and aligned assessments.

Currently, systematic professional development for teachers is treated by our funding system as a local enhancement; a non-essential add-on that practitioners must live without if their district lacks a local levy, or has a levy constrained by other costs. Yet, this flies in the face of what the research tells us, and practitioners know to be true: it is impossible to deliver high quality system-wide instruction without embedded opportunities for reflection, collaboration, inquiry, and planning for teachers.

Local school district leaders understand this need. Unfortunately, to accommodate these needs, they are unfairly forced to compromise one essential resource for another. The only way they can offer professional development is often by offering half school days, or shortening the school year calendar. Our goal as a state should be to protect instructional time for students by making the necessary investment in professional development statewide.

The board affirms that quality education programming cannot be offered to all students without high quality professional learning opportunities for teachers. Therefore, the Board recommends that the legislature incorporate 80 hours of professional development funding into its program of basic education. This will allow districts to restructure their calendar to build-in professional development opportunities into their instructional calendar, but without compromising a full 180 instructional calendar for students.



2014-2015 MINIMUM BASIC EDUCATION REQUIREMENTS COMPLIANCE

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

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

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

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

District graduation requirements are reported on page two of the compliance report so that SBE may respond accurately to questions about district requirements from other school districts, the Legislature, and OSPI. These questions were updated for the 2014-15 school year to collect data on Career Technical Education course equivalencies and other credit and non-credit district graduation requirements. The other credit and non-credit district graduation requirements include the High School and Beyond Plan, culminating project, computers and digital technology, community service, and personal finance.

On July 30, 2014 the SBE launched the basic education compliance reports through OSPI's I-Grants system. On July 31, 2014 the SBE notified all districts that they must complete and submit the online report by September 15, 2014. After the deadline, periodic reminders were sent to districts that had not yet submitted compliance reports. As of October 29, 2014 compliance reports had been submitted by all 295 districts and approved by SBE staff.

STATE BOARD OF EDUCATION

2014-2015 — Minimum Basic Education Requirement Compliance

Please Check One		
In Compliance	NOT in Compliance	
<input type="radio"/>	<input type="radio"/>	Kindergarten Minimum 180-Day School Year (RCW 28A.150.220. RCW 28A.150.203) The kindergarten program consists of no less than 180 half days or equivalent (450 hours) per school year.
<input type="radio"/>	<input type="radio"/>	Kindergarten Total Instructional Hour Offering (RCW 28A.150.220. RCW 28A.150.205. WAC 180-16-200) The district makes available to students enrolled in kindergarten at least a total instructional offering of 450 hours.
<input type="radio"/>	<input type="radio"/>	Grades 1-12 Minimum 180-Day School Year (RCW 28A.150.220. RCW 28A.150.203) The school year is accessible to all legally eligible students and consists of at least 180 school days for students in grades 1-12, inclusive of any 180-day waivers granted by the State Board of Education.
<input type="radio"/>	<input type="radio"/>	Grades 1-12 Total Instructional Hour Offering (RCW 28A.150.220. RCW 28A.150.205. WAC 180-16-200) The district makes available to students enrolled in grades 1-12 at least a district-wide, annual average total instructional hour offering of 1,000 hours.

K-12 Districts Only
State High School Graduation Minimum Requirements
 (RCW 28A.230.090. WAC 180-51-066, WAC 180-51-067)

<input type="radio"/>	<input type="radio"/>	All subject areas are aligned with the state's high school learning standards and essential academic learning requirements, and at a minimum meet grades 9-10 grade level expectations. District high schools meet or exceed all state minimum graduation requirements.
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If your district is NOT in compliance, please explain why.

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

CERTIFICATION OF COMPLIANCE

The following persons named below certify that the information stated herein is true and correct and that **Office of Superintendent of Public Instruction** meets the basic education program requirements contained in RCW 28A.150.220 and the minimum high school graduation requirements set forth in WAC 180-51-066 for students entering the ninth grade on or after July 1, 2009 through June 30, 2012 and WAC 180-51-067 for students entering the ninth grade on or after July 1, 2012.

The undersigned further acknowledge that a copy of this document has been provided to the district's Board of Directors and that the district has maintained records in its possession supporting this certification for auditing purposes.

School District Superintendent	Date
Board President or Chair	Date

District Graduation Credit Requirements

Districts are also asked to provide the following information, so that the SBE may respond accurately to questions about district requirements from other school districts, the Legislature, and OSPI.

<i>K-12 Districts Only</i>	
Indicate your district's graduation requirements in the table below.	
S U B J E C T	District Graduation Credit Requirements for Class of 2015
English	<input type="text"/>
Math	<input type="text"/>
Social Studies	<input type="text"/>
Science (at least one lab)	<input type="text"/>
Arts	<input type="text"/>
Occupational Education/CTE	<input type="text"/>
Health and Fitness	<input type="text"/>
World Languages	<input type="text"/>
High School and Beyond Plan*	<input type="text"/>
Electives	<input type="text"/>
Other District Requirement for Credit (select all that apply):	
<input type="checkbox"/> High School and Beyond Plan <input type="checkbox"/> Culminating Project <input type="checkbox"/> Community Service <input type="checkbox"/> Computers and Digital Technology <input type="checkbox"/> Personal Finance <input type="checkbox"/> Other (specify):	<input type="text"/>
TOTAL	0.0

* The High School and Beyond Plan is a non-credit state requirements. Some districts may choose to award credit for this experience.

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

- | | |
|--|---|
| <input type="checkbox"/> High School and Beyond Plan | <input type="checkbox"/> Culminating Project |
| <input type="checkbox"/> Community Service | <input type="checkbox"/> Computers and Digital Technology |
| <input type="checkbox"/> Personal Finance | <input type="checkbox"/> Other (specify): |

Does your district award competency-based credit?
If Yes, in what subjects?

Does your district have Career and Technical Education course equivalencies; that is, Career and Technical Education courses that your high school(s) or district have determined to be equivalent to academic core courses and are accepted as meeting core graduation requirements?

- Yes No



APPLICATION

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

Instructions

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

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

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

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

For questions or assistance with this application, please contact:

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

Linda Drake
Research Director
State Board of Education
360-725-6028
linda.drake@k12.wa.us

Application

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

1. Name of district: Longview School District

2. Contact information
Name and title: Gregory Kirsch
Telephone: 360-575-7016
E-mail address: Gkirsch@longview.k12.wa.us

3. Date of application: 10/28/2014

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

Our district is in a state of leadership change. We currently have an interim Superintendent and will be in the hiring process for a replacement this winter. With a leadership change the programming of high schools may take a different focus. Our teachers have been engaged in on going discussions and working through scheduling and staffing challenges that all schools face. Specialized programs and opportunities need to be given more thought. Process time with the new superintendent on board will be critical to our mission. The waiver will allow us to complete our internal process for substantial change and the possible staffing and financial obligations that may follow should come with superintendent guidance.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.
 - Master schedules to be built to allow participation in AVID program
 - Sharing students at 3 high schools via shuttle bus and impact on learning time
 - Adding an extra period and shortening the individual contact time in each class
 - No superintendent has been hired to support/direct change and implementation
 - Inability to attract and hire teachers to area to meet new requirements in foreign language and sciences
 - Agreement on master schedule and any additional requirements for Longview students to meet local graduation requirements if we move to an expanded day
 - Board approval on graduation requirements

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

Class of 2020

Class of 2021

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

- Leadership meeting with principal team, human resources, curriculum director and new superintendent to define parameters for scheduling. Budget, master schedules, stand alone high schools (shuttle), highly qualified, building hours, flexible staffing configuration, etc
- District level team looking at best matching student need, state requirements, and district support for implementation of our programs
- Human resources review, contractual obligations

Next Steps:

Analyze Science Facility and Course needs

Analyze Foreign Language Needs

Develop Personal Pathway Plans

Develop Plan for loss of Culminating Project

Determine additional staffing needs for high schools

Develop coordinated master schedule to provide opportunities for all students while keeping student choice and current programs alive

Develop counseling plan for Middle to High School transition

Develop new course requirements for course equivalencies

Final step

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



APPLICATION

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Instructions

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

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

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

For questions or assistance with this application, please contact:

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Linda Drake
Research Director
State Board of Education
360-725-6028
linda.drake@k12.wa.us

Application

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

1. Name of district: Snohomish School District #201

2. Contact information
Name and title: Scott M. Peacock, Executive Director of Teaching and Learning Services
Telephone: 360-563-7266
E-mail address: scott.peacock@sno.wednet.edu

3. Date of application: 10/22/2014

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

Our school district is requesting a waiver to delay implementation of the career and college ready graduation requirements in WAC 180-51-068 for the graduation classes of 2019 and 2020. We are requesting this waiver for three reasons:

1. We need two years to plan how we will provide the additional counseling and academic supports that will be required, beginning with our current 8th graders, to ensure that they remain on the path to on-time graduation. The current number of credits required for graduation in our district (22) allow students the flexibility to still graduate on time if, for some reason, they earn all but two credits during their four-year high school career.
2. Our district needs two years to communicate the new graduation requirements to parents and fully advertise the ways that students can meet these requirements through their High School and Beyond plans.
3. The 24-credit graduation requirement for current 8th graders will have a staffing, curricular and budget impact which we have not had the time to fully analyze and address starting next year. This includes the need to expand and develop equivalencies in our CTE programs. We must also prepare teachers for teaching these equivalencies. Finally, we have to communicate, starting with our current 8th graders, the options available under the Personalized Pathway.
4. We need to fully plan how we will address new facility, curricular and equipment needs that come with adding a third year of science.

In order for the new college and career ready graduation requirements to be meaningful and attainable to students, our school district is committed to planning how we bring this to scale. We must be able to communicate real options to incoming freshman who are starting to build their High School and Beyond plans as 8th graders. We anticipate that we will be able to bring these changes to a reality by the time our graduation class of 2021 enters high school in the fall of 2017.

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

The impediments that prevent implementation of the career and college ready graduation requirements are:

1. Current counseling, monitoring tools and academic supports are built to ensure students meet our district requirement to earn 22 credits for on-time graduation. We will need to expand counseling resources, evaluate graduation monitoring tools and expand academic supports that begin with 8th graders.
2. We have not yet had the opportunity to expand equivalencies, address the need to offer additional courses and sections of courses that are now required to meet the 24-credit graduation requirement. These will require resources in budget, staffing and professional development in order to map out the options available to students as they plan their high school careers.
3. Because we have not had the opportunity to address the needs outlined above, we have not been able to communicate with parents how our district will meet the new 24-credit requirement and provide the supports available to students that will enable them to graduate on-time.
4. Our district does not have the facilities, curriculum materials or equipment needed to meet the additional requirements, particularly in equipment/lab-driven courses such as science.

We will need two years to address the impediments outlined above and bring implementation up to scale in both regular high schools and in our alternative programs.

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

- Class of 2020
 Class of 2021

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

We will work over the next two years to implement the career and college ready graduation requirements at all of our high schools through the following activities:

1. Review graduation monitoring tools/procedures and implement those that better support planning in 8th grade and follow-up as students enact their High School and Beyond plans
2. Expand assessment and academic supports that identify student needs quickly and provide timely support. (This already includes implementation of the new Star Enterprise assessment system in our district for freshman.)
3. Review and expand equivalencies available to students taking CTE courses. This may include the expansion of course offerings that are automatically equivalent under

OSPI-developed frameworks. Provide professional development to teachers of newly identified equivalencies to ensure those courses are addressing state standards.

4. Review and identify new course offerings and the increased number of sections required in lab/equipment-heavy courses, so that we are allocating the staffing, budget and facilities necessary for these courses to be meaningful to students.
5. Scale up the allocation of resources that meet the needs discussed above, including purchasing additional curriculum material.
6. Communicate the course offerings, counseling and academic supports available to students and families as they work toward on-time graduation.

Final step

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



THE WASHINGTON STATE BOARD OF EDUCATION

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MODIFY CAREER & COLLEGE-READY EXAM REQUIREMENTS

As Adopted September 10, 2014

Legislative Action: The Board urges the Legislature to expand testing alternatives for students who do not pass the 11th grade SBAC test required for graduation, beginning with the Class of 2019.

MODIFY CAREER & COLLEGE-READY EXAM REQUIREMENTS

Proposed November 14, 2014

Legislative Action: The Board urges the Legislature to expand testing alternatives for students who do not pass the 11th grade SBAC test required for graduation, beginning with the Class of 2019. Additionally, the Board recommends that the Legislature phase out the biology end-of-course exam as a high school graduation requirement in favor of developing a comprehensive science exam that aligns with Next Generation Science Standards.