



THE WASHINGTON STATE BOARD OF EDUCATION

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

August 31, 2017

Board Members:

Enclosed is the board packet for the September 12-14 Annual Planning Meeting in Winthrop. I hope this packet finds you ready to think “big picture” and engage in strategic, long-term planning for the coming year and beyond.

The primary goal of this meeting is to provide open discussion time for the Board to reflect upon its work and strategize about how it can be most effective in the coming years. All of the segments will be member-led, and there will be plenty of built-in opportunities to learn about each other as board members and staff.

As part of our retreat, we will continue in earnest our work to integrate an equity framework into our policy decision-making. We will also think critically about the work we have ahead of us – not just over a three meeting cycle, but also potentially over the next 10 years. What topics and issues are most important for the Board to provide leadership on? What impact can it have? There will also be an important dialogue with Superintendent Chris Reykdal regarding our working relationship with his agency; what works now, and how can we strengthen our relationship going forward?

I look forward to seeing you all in Winthrop! In addition to the school visits on Tuesday morning, you are also more than welcome to join some of us on Monday afternoon at Bridgeport High School, which is perennially recognized as a high poverty/high growth school in our state.

See you in Winthrop!

A handwritten signature in cursive script that reads "Ben Rarick".

Ben Rarick, Executive Director



THE WASHINGTON STATE BOARD OF EDUCATION

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Sun Mountain Lodge, Pasayten B Room
604 Patterson Lake Road, Winthrop, WA 98862

September 12-14, 2017

AGENDA

Board members will have an opportunity to participate in an optional school site visit at Bridgeport High School on Monday, September 11 at 1 p.m. No official board action or discussion will take place.

Tuesday, September 12

Dress: Casual; Comfortable Walking Shoes

Members are on their own for breakfast.

- | | |
|-------------------------|---|
| 8:30-8:45 a.m. | Retreat Orientation
<i>Members Meet in the Pasayten B Room</i> |
| 8:45-9:15 | Members Travel to School Site Visits |
| 9:15-11:30 | School Site Visits
Goal 1.A.1 <ul style="list-style-type: none">• Liberty Bell Jr-Sr High• Methow Valley Elementary• Independent Learning Center |
| 11:30-12:00 p.m. | Members Travel Back to Sun Mountain Lodge |
| 12:00-2:00 | Working Lunch - <i>StrengthsFinder</i>
<i>Maximizing our Strengths to Achieve our Vision</i>
Goals 1-4 <ul style="list-style-type: none">• Working Lunch in the Courtyard (45 minutes)• Meeting Room Discussions and Activities (75 minutes) |
| 2:00-2:30 | Data Presentation – System Outcomes for K-12
Dr. Andrew Parr, Research & Data Manager |
| 2:30-6:00 | SBE Foundational Discussions – Part I
Goals 1-4 <ul style="list-style-type: none">• Mission, Theory of Action, “What is our Why?” |
| 6:00 | Adjourn |

Wednesday, September 13

Dress: Casual

Members are on their own for breakfast.

- 8:30 a.m.-12:00 p.m. Developing and Using an Equity Lens in Policy Decision-making **Goals 1 and 4****
- 12:00-1:00 Working Lunch**
- Guidance from Board Leads for Afternoon Segments
- 1:00-4:00 SBE Foundational Discussions – Part II **Goals 1-4****
- Near & Long-Term Board Initiatives & Planning
- 4:00-5:15 Board Norms, Bylaws, & Robert’s Rules of Order – A Review & Discussion **Goals 1-4****
- Ms. Kaaren Heikes, Director of Policy and Partnerships
Ms. Linda Sullivan-Colglazier, Assistant Attorney General
- 5:15 Adjourn**
- 5:30 Board Retreat Dinner**

Thursday, September 14

Dress: Business Casual

- 7:15-8:00 a.m. Board Breakfast**
- 8:00-8:10 Call to Order**
- Pledge of Allegiance
 - Announcements
- Agenda Overview**
- Consent Agenda**
- The purpose of the Consent Agenda is to act upon routine matters in an expeditious manner. Items placed on the Consent Agenda are determined by the Chair, in cooperation with the Executive Director, and are those that are considered common to the operation of the Board and normally require no special Board discussion or debate. A Board member; however, may request that any item on the Consent Agenda be removed and inserted at an appropriate place on the regular agenda. Items on the Consent Agenda for this meeting include:
- Approval of the Minutes for the July 11-13, 2017 Board Meeting
 - Approval of the Minutes for the August 16, 2017 Special Board Meeting
- 8:10-9:00 Executive Session**
- 9:00-9:05 Last Call for Executive Committee Nominations**

9:05-9:30	Executive Committee Elections
9:30-10:00	Important Lessons from K-12 Education & Their Influence on a Student’s Perspective Goal 1.A.4, 3.B.1 Mr. Joe Hofman, Student Board Member
10:00-10:15	Break
10:15-11:30	House Bill 2224 (<i>Providing flexibility in high school graduation requirements</i>) – Update & Next Steps Goal 3.C Ms. Linda Drake, Director of Career & College-Ready Initiatives Dr. Deb Came, Assistant Superintendent, Assessment and Student Information, OSPI (via telephone) <ul style="list-style-type: none"> • Recommending a 10th Grade College & Career-Ready Score for High School Smarter/Balanced Assessments – Process & Next Steps
11:30-12:00 p.m.	Discussion of the Educational Opportunity Gap Oversight and Accountability Committee’s Recommendations from July Goals 1-4 Ms. Kaaren Heikes, Director of Policy and Partnerships
12:00-12:15	Public Comment
12:15-12:45	Lunch
12:45-1:45	SBE Legislative Advocacy Goals 1-4 Ms. Kaaren Heikes, Director of Policy and Partnerships
1:45-2:30	Executive Director Update Ben Rarick, Executive Director <ul style="list-style-type: none"> • SBE Strategic Plan Year-End Review • SBE Facts & Figures Year-End Review • SBE Budget Review • Private School Approval Request for Olympic Christian • Option One Basic Education Act Waiver Request • Expiration of Charter School Contract Transfer for Spokane International Academy • 2017-2019 SBE Member Liaisons to Partner Organizations
2:30-3:00	Business Items (<i>Action Required</i>) <ol style="list-style-type: none"> 1. Adoption of SBE 2017-2018 Core Budget (if Modified) 2. Approval of the Revised SBE Board Norms 3. Approval of the Revised SBE Bylaws 4. Approval of Option One BEA Waiver Request for Onion Creek School District 5. Approval to Expire Charter School Contract Transfer for the Spokane International Academy 6. Approval of Olympic Christian Private School

7. Approval of Process for Tenth Grade Smarter Balanced Assessment
Standard-Setting Report to the Legislature

3:00

Adjourn



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BRIDGEPORT HIGH SCHOOL VISIT BACKGROUND



School Background

The Bridgeport School District is nestled at the base of Chief Joseph Dam on the Columbia River in north central Washington. The district has a current student population of 870, who are served in Bridgeport Elementary School grades Pre-4, Bridgeport Middle School grades 5-8, Bridgeport High School grades 9-12, and Aurora High School grades 10-12.

Mission:

Build and sustain a legacy of lifelong learning.

Our Goals:

Ensure a school culture where every student is respected, safe and academically challenged

Ensure rigorous and relevant learning opportunities

Ensure high quality and effective personnel in all positions

Ensure strong partnerships with students, families and community

Ensure district resources support the strategic plan

Vision:

To honor our tradition of excellence and educational attainment.

The information above was provided directly by the school. If you have questions regarding this memo, please contact Alissa at alissa.muller@k12.wa.us.

Student Demographics from OSPI State Report Card

Student Demographics	
Enrollment	
October 2015 Student Count	230
May 2016 Student Count	216
Gender (October 2015)	
Male	129 56.1%
Female	101 43.9%
Race/Ethnicity (October 2015)	
Hispanic / Latino of any race(s)	193 83.9%
Asian	1 0.4%
Black / African American	1 0.4%
White	34 14.8%
Two or More Races	1 0.4%
Special Programs	
Free or Reduced-Price Meals (May 2016)	188 87.0%
Special Education (May 2016)	30 13.9%
Transitional Bilingual (May 2016)	46 21.3%
Migrant (May 2016)	25 11.6%
Section 504 (May 2016)	9 4.2%
Foster Care (May 2016)	N<10
Other Information (more info)	
Adjusted 4-Year Cohort Graduation Rate (Class of 2015)	87.8%
Adjusted 5-year Cohort Graduation Rate (Class of 2014)	91.7%

Achievement Index Report

School Details

Name: Bridgeport High School
 Code: 2788
 Type: Public
 Category: High School
 District: Bridgeport
 ESD: North Central Educational Service District 171

2015-2016 Smarter Balanced Assessment Participation Rate		
ELA	100.00%	School Met Federal Accountability Participation Requirements
Math	100.00%	

PERFORMANCE LEVEL	RATING RANGE	
	From	To
HIGHEST	7.83	10.00
↑ ↓	6.77	<7.83
	5.67	<6.77
	4.15	<5.67
	3.86	<4.15
	1.00	<3.86
LOWEST		

Achievement Index Awards and Designations Performance Details

Proficiency					
	ELA	Math	Science	Average	Proficiency Average
All Students	10.00	6.00	6.00	7.33	7.22
Targeted Subgroups	10.00	5.67	5.67	7.11	
Growth					
	ELA	Math	Average	Growth Average	
All Students					
Targeted Subgroups					
Career and College Readiness					
	Graduation Rate	Dual Credit Participation	TBD	Average	Overall Average
All Students	10.00	9.00	to be phased in	10.00	10.00
Targeted Subgroups	10.00	9.00		10.00	
2016 INDEX RATING					8.63

[Printable Index Data Report](#)

Participation Rates

Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.

[Learn more about Index ratings.](#)

School Details

Name: Bridgeport High School
 Code: 2788
 Type: Public
 Category: High School
 District: Bridgeport
 ESD: North Central Educational Service District
 171

TIER LABELS
Exemplary
Very Good
Good
Fair
Underperforming
Lowest 5%

2015-2016 Smarter Balanced Assessment Participation Rate		
ELA	100.00%	School Met Federal Accountability Participation Requirements
Math	100.00%	

Achievement Index Awards and Designations Performance Details

SCHOOL CLASSIFICATION	
Tier Label	Exemplary
Composite Index Rating	8.38
School Designation	No Designation Assigned
	No Description Assigned

2015-2016 Achievement Award(s)	
	Overall Excellence
	Special Recognition Grad

School Details

Name: Bridgeport High School
 Code: 2788
 Type: Public
 Category: High School
 District: Bridgeport
 ESD: North Central Educational Service District
 171

PERFORMANCE LEVEL	RATING RANGE	
	From	To
HIGHEST LOWEST	7.83	10.00
	6.77	<7.83
	5.67	<6.77
	4.15	<5.67
	3.86	<4.15
	1.00	<3.86

2015-2016 Smarter Balanced Assessment Participation Rate		
ELA	100.00%	School Met Federal Accountability Participation Requirements
Math	100.00%	

Achievement Index Awards and Designations Performance Details

	Proficiency			Growth		Career and College Readiness		
	Rating based on Percent Proficient			Rating based on Median Growth Percentiles		Graduation Rate	Dual Credit Participation	TBD
	ELA	Math	Science	ELA	Math			
All Students	10.00	6.00	6.00			10.00	9.00	to be phased in
Targeted Subgroup Average	10.00	5.67	5.67			10.00	9.00	
Targeted Subgroups								
American Indian/Alaska Native								
Pacific Islander/Native Hawaiian								
Black/African American								
Hispanic	10.00	6.00	5.00			10.00	9.00	
English Language Learners (ELLs)							9.00	
Former ELL	10.00	6.00	7.00			10.00	9.00	
Students with Disabilities								
Free and Reduced Price Lunch	10.00	5.00	5.00			10.00	9.00	
Non-Targeted Subgroups								
Asian								
White							8.00	
Two or More Races								

Participation Rates
 Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.
[Learn more about Index ratings.](#)

Indicates fewer than 20 student records.



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METHOW VALLEY ELEMENTARY AND HIGH SCHOOL VISIT BACKGROUND

Visit Agenda

Tuesday, September 12:

8:45 a.m. Members Travel to School Site Visit

9:15-11:30 a.m. School Site Visit at Liberty Bell Jr-Sr High and Methow Valley Elementary (Same campus)

Representatives from the Independent Learning Center will also be present at the site visit. (The Independent Learning Center serves junior high and high school students seeking an alternative path to secondary education.)

Bottled water will be available at the site visit.

School Background

District Mission Statement: To expect, encourage and facilitate the pursuit of excellence in our students, preparing them for a world in which life-long learning is critical to their success and happiness.

District Vision: Working in partnership with our families and community, we develop curious, creative, compassionate, competent, action-oriented citizens prepared to change the world.

We believe:

- Family and community involvement plays a critical role in a student's academic and social/emotional development
- Learning begins at an early age and continues throughout one's life
- Students learn best using a balanced approach to teaching and learning
- Every student is exceptional and capable of fulfilling their full potential
- In the development of the whole child
- Diversity makes our community strong
- We can't do it alone. We can do it together!

Methow Valley Elementary

Learning is our top priority; developing the social, emotional and intellectual well-being of our students is our goal. Our teachers are highly trained and work collaboratively to hold students accountable to high academic and behavioral standards. We carefully measure student learning and design instruction to meet individual needs. Currently we are pursuing candidacy in the Primary Years Programme (PYP), the elementary portion of the International Baccalaureate Programme (IB). Our teachers work together to create multi-disciplinary units of inquiry following the PYP framework.

The principal is Bob Winters.

The information above is from the school's website. If you have questions regarding this memo, please contact Alissa at alissa.muller@k12.wa.us.

Student Demographics for Methow Valley Elementary from OSPI State Report Card

Student Demographics		
Enrollment		
October 2015 Student Count		324
May 2016 Student Count		316
Gender (October 2015)		
Male	164	50.6%
Female	160	49.4%
Race/Ethnicity (October 2015)		
Hispanic / Latino of any race(s)	22	6.8%
American Indian / Alaskan Native	4	1.2%
Asian	1	0.3%
White	289	89.2%
Two or More Races	8	2.5%
Special Programs		
Free or Reduced-Price Meals (May 2016)	141	44.6%
Special Education (May 2016)	39	12.3%
Transitional Bilingual (May 2016)	6	1.9%
Migrant (May 2016)	0	0.0%
Section 504 (May 2016)	0	0.0%
Foster Care (May 2016)	N<10	
Other Information (more info)		
Unexcused Absence Rate (2015-16)	76	0.2%

Achievement Index Report for Methow Valley Elementary

School Details					
Name:	Methow Valley Elementary				
Code:	4501				
Type:	Public				
Category:	Elementary School				
District:	Methow Valley				
ESD:	North Central Educational Service District 171				
2015-2016 Smarter Balanced Assessment Participation Rate					
ELA	98.30%	School Met Federal Accountability Participation Requirements			
Math	97.20%				
<div style="display: flex; justify-content: space-between;"> Achievement Index Awards and Designations Performance Details </div>					
Proficiency					
	ELA	Math	Science	Average	Proficiency Average
All Students	7.00	5.00	7.00	6.33	5.33
Targeted Subgroups	3.50	2.50	7.00	4.33	
Growth					
	ELA	Math	Average	Growth Average	
All Students	6.00	7.00	6.50	6.00	
Targeted Subgroups	6.00	5.00	5.50		
2016 INDEX RATING					5.73
Printable Index Data Report					

School Details
 Name: Methow Valley Elementary
 Code: 4501
 Type: Public
 Category: Elementary School
 District: Methow Valley
 ESD: North Central Educational Service District 171

2015-2016 Smarter Balanced Assessment Participation Rate		
ELA	98.30%	School Met Federal Accountability Participation Requirements
Math	97.20%	

TIER LABELS

Exemplary
Very Good
Good
Fair
Underperforming
Lowest 5%

Achievement Index | Awards and Designations | Performance Details

SCHOOL CLASSIFICATION

Tier Label	Good
Composite Index Rating	5.99
School Designation	No Designation Assigned
	No Description Assigned

2015-2016 Achievement Award(s)

This school has not received any awards in 2015-2016

School Details
 Name: Methow Valley Elementary
 Code: 4501
 Type: Public
 Category: Elementary School
 District: Methow Valley
 ESD: North Central Educational Service District 171

2015-2016 Smarter Balanced Assessment Participation Rate		
ELA	98.30%	School Met Federal Accountability Participation Requirements
Math	97.20%	

PERFORMANCE LEVEL

PERFORMANCE LEVEL	RATING RANGE	
	From	To
HIGHEST	7.83	10.00
	6.77	<7.83
	5.67	<6.77
	4.15	<5.67
	3.86	<4.15
LOWEST	1.00	<3.86

Achievement Index | Awards and Designations | Performance Details

	Proficiency			Growth	
	Rating based on Percent Proficient			Rating based on Median Growth Percentiles	
	ELA	Math	Science	ELA	Math
All Students	7.00	5.00	7.00	6.00	7.00
Targeted Subgroup Average	3.50	2.50	7.00	6.00	5.00
Targeted Subgroups					
American Indian/Alaska Native					
Pacific Islander/Native Hawaiian					
Black/African American					
Hispanic					
English Language Learners (ELLs)					
Former ELL					
Students with Disabilities	2.00	1.00			
Free and Reduced Price Lunch	5.00	4.00	7.00	6.00	5.00
Non-Targeted Subgroups					
Asian					
White	7.00	6.00	7.00	6.00	7.00
Two or More Races					

Indicates fewer than 20 student records.

Participation Rates

Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.

[Learn more about Index ratings.](#)

Liberty Bell Junior-Senior High School

Liberty Bell is an award-winning junior high and high school that prides itself on high levels of student achievement and character development. The school has won a host of awards, including being named a "school of distinction" by the state superintendent's office six years in a row and the recipient of the Achievement Award for improvement in overall excellence and extended graduation rate for four years. The school was also a silver medal winner in 2009 and a bronze medal winner in US News & World Report's Best Schools of 2010. US World and News Report also acknowledged Liberty Bell as the 10th best school in the state in 2014 and a silver medal winner in 2016.

We offer a wide range of courses, including welding, Chinese, video productions, Spanish, child development, Careers in Construction Academy AP English, AP History, Physics, Introduction to Computer Science, Internship opportunities, Environmental Science and more. About 80 percent of the

Class of 2016 pursued post-secondary education. We strive to be a school where students think critically about the world and their place in it, while focusing on what they can do locally to make a difference.

We are now an International Baccalaureate (IB) candidate school for the Middle Years program for grades 7-10. IB promotes rigorous academic and social excellence through a global perspective. By encouraging students to work toward their greatest potential, we hope to develop lifelong learners who will contribute to society in meaningful ways, and to graduate internationally minded citizens who, by recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. To reach this goal, our staff will collaborate to develop engaging units of study with a strong emphasis on relevant, challenging issues to meet the needs of all our students.

The principal is Deborah DeKalb.

Student Demographics for Liberty Bell Junior-Senior High from OSPI State Report Card

Student Demographics		
Enrollment		
October 2015 Student Count		262
May 2016 Student Count		252
Gender (October 2015)		
Male	138	52.7%
Female	124	47.3%
Race/Ethnicity (October 2015)		
Hispanic / Latino of any race(s)	16	6.1%
American Indian / Alaskan Native	1	0.4%
Asian	4	1.5%
Black / African American	1	0.4%
White	234	89.3%
Two or More Races	6	2.3%
Special Programs		
Free or Reduced-Price Meals (May 2016)	95	37.7%
Special Education (May 2016)	27	10.7%
Transitional Bilingual (May 2016)	2	0.8%
Migrant (May 2016)	0	0.0%
Section 504 (May 2016)	3	1.2%
Foster Care (May 2016)	N<10	
Other Information (more info)		
Unexcused Absence Rate (2015-16)	184	1.3%
Adjusted 4-Year Cohort Graduation Rate (Class of 2015)		97.9%
Adjusted 5-year Cohort Graduation Rate (Class of 2014)		100.0%

Achievement Index Report for Liberty Bell Junior-Senior High

School Details
 Name: Liberty Bell Jr Sr High
 Code: 2146
 Type: Public
 Category: Comprehensive
 District: Methow Valley
 ESD: North Central Educational Service District 171

2015-2016 Smarter Balanced Assessment Participation Rate		
ELA	99.10%	School Did Not Meet Federal Accountability Participation Requirements
Math	92.80%	

Achievement Index Awards and Designations Performance Details

Proficiency					
	ELA	Math	Science	Average	Proficiency Average
All Students	7.00	5.00	8.00	6.67	6.17
Targeted Subgroups	6.00	3.00	8.00	5.67	

Growth				
	ELA	Math	Average	Growth Average
All Students	9.00	6.00	7.50	7.50
Targeted Subgroups	9.00	6.00	7.50	

Career and College Readiness					
	Graduation Rate	Dual Credit Participation	TBD	Average	Overall Average
All Students	10.00	6.00	to be phased in	10.00	10.00
Targeted Subgroups	10.00	5.00		10.00	

2016 INDEX RATING				
				7.79

[Printable Index Data Report](#)

School Details
 Name: Liberty Bell Jr Sr High
 Code: 2146
 Type: Public
 Category: Comprehensive
 District: Methow Valley
 ESD: North Central Educational Service District 171

2015-2016 Smarter Balanced Assessment Participation Rate		
ELA	99.10%	School Did Not Meet Federal Accountability Participation Requirements
Math	92.80%	

Achievement Index Awards and Designations Performance Details

SCHOOL CLASSIFICATION	
Tier Label	Exemplary
Composite Index Rating	7.92
School Designation	No Designation Assigned
	No Description Assigned

2015-2016 Achievement Award(s)	
This school has not received any awards in 2015-2016	

TIER LABELS
Exemplary
Very Good
Good
Fair
Underperforming
Lowest 5%

School Details

Name: Liberty Bell Jr Sr High
 Code: 2146
 Type: Public
 Category: Comprehensive
 District: Methow Valley
 ESD: North Central Educational Service District
 171

PERFORMANCE LEVEL	RATING RANGE	
	From	To
HIGHEST ↑ ↓ LOWEST	7.83	10.00
	6.77	<7.83
	5.67	<6.77
	4.15	<5.67
	3.86	<4.15
	1.00	<3.86

2015-2016 Smarter Balanced Assessment Participation Rate		
ELA	99.10%	School Did Not Meet Federal Accountability Participation Requirements
Math	92.80%	

Achievement Index Awards and Designations Performance Details

	Proficiency			Growth		Career and College Readiness		
	Rating based on Percent Proficient			Rating based on Median Growth Percentiles		Graduation Rate	Dual Credit Participation	TBD
	ELA	Math	Science	ELA	Math			
All Students	7.00	5.00	8.00	9.00	6.00	10.00	6.00	to be phased in
Targeted Subgroup Average	6.00	3.00	8.00	9.00	6.00	10.00	5.00	
Targeted Subgroups								
American Indian/Alaska Native								
Pacific Islander/Native Hawaiian								
Black/African American								
Hispanic								
English Language Learners (ELLs)								
Former ELL								
Students with Disabilities								
Free and Reduced Price Lunch	6.00	3.00	8.00	9.00	6.00	10.00	5.00	
Non-Targeted Subgroups								
Asian								
White	7.00	6.00	9.00	9.00	6.00	10.00	6.00	
Two or More Races								

Participation Rates
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[Learn more about Index ratings.](#)

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Title: Strengths Finder

As Related To:

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

Relevant To Board Roles:

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

Policy Considerations / Key Questions: N/A

Possible Board Action:

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

Materials Included in Packet:

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

Synopsis: This will be a time for the Board to build a better understanding of how to maximize each Board and staff members' strengths to fulfill the SBE mission and work.

There are the two desired outcomes of this segment:

1. Increase awareness of the strengths each Board and staff member brings to the SBE's mission/work.
2. Build understanding about how an individual's strengths inform his/her approach to a task, how we can work more effectively together, and how we can increase SBE's effectiveness by maximizing our individual and collective strengths.

Each member should spend time with their own results prior to the retreat to think about what resonates, what does not seem to fit, etc.

Reminder – Please read the descriptions of each of your top five strengths because the “one word” often does not mean what you think it does.

In your packet you will find:

- Segment outline
- Excel chart of the Board and Staff Strengths Finder Results
- Background documents on how to use the Strengths Finder Results
- A Strengths Finder activity

Please contact Alissa Muller with any questions at Alissa.muller@k12.wa.us or 360.725.6029.

Strengths Finder Segment Outline

12:10 Courtyard for plated lunch

Kick-off activity: Illustrates natural strengths

12:15 Small group or pairs – share top terms/concepts that truly resonate with you, capture you, etc.

12:30 Balcony vs. Basement Overview

12:50 Inside meeting room

Four Domains: Overview and Activity

1:00 Reflect on where SBE is heavy & where we're lacking

1:10 What can we do to leverage strengths across the team?

1:20 Think about how Strengths Finder could be used in some real life SBE situations/decisions.

1:45 Talk about how to sustain the focus on leveraging our strengths

Clifton StrengthsFinder® THEMES

ACHIEVER®	People exceptionally talented in the Achiever theme work hard and possess a great deal of stamina. They take immense satisfaction in being busy and productive.
ACTIVATOR®	People exceptionally talented in the Activator theme can make things happen by turning thoughts into action. They are often impatient.
ADAPTABILITY®	People exceptionally talented in the Adaptability theme prefer to go with the flow. They tend to be “now” people who take things as they come and discover the future one day at a time.
ANALYTICAL®	People exceptionally talented in the Analytical theme search for reasons and causes. They have the ability to think about all the factors that might affect a situation.
ARRANGER™	People exceptionally talented in the Arranger theme can organize, but they also have a flexibility that complements this ability. They like to determine how all of the pieces and resources can be arranged for maximum productivity.
BELIEF®	People exceptionally talented in the Belief theme have certain core values that are unchanging. Out of these values emerges a defined purpose for their lives.
COMMAND®	People exceptionally talented in the Command theme have presence. They can take control of a situation and make decisions.
COMMUNICATION®	People exceptionally talented in the Communication theme generally find it easy to put their thoughts into words. They are good conversationalists and presenters.
COMPETITION®	People exceptionally talented in the Competition theme measure their progress against the performance of others. They strive to win first place and revel in contests.
CONNECTEDNESS®	People exceptionally talented in the Connectedness theme have faith in the links among all things. They believe there are few coincidences and that almost every event has meaning.
CONSISTENCY™	People exceptionally talented in the Consistency theme are keenly aware of the need to treat people the same. They try to treat everyone with equality by setting up clear rules and adhering to them.
CONTEXT®	People exceptionally talented in the Context theme enjoy thinking about the past. They understand the present by researching its history.
DELIBERATIVE™	People exceptionally talented in the Deliberative theme are best described by the serious care they take in making decisions or choices. They anticipate obstacles.
DEVELOPER®	People exceptionally talented in the Developer theme recognize and cultivate the potential in others. They spot the signs of each small improvement and derive satisfaction from evidence of progress.
DISCIPLINE™	People exceptionally talented in the Discipline theme enjoy routine and structure. Their world is best described by the order they create.
EMPATHY™	People exceptionally talented in the Empathy theme can sense other people’s feelings by imagining themselves in others’ lives or situations.
FOCUS™	People exceptionally talented in the Focus theme can take a direction, follow through, and make the corrections necessary to stay on track. They prioritize, then act.

FUTURISTIC*	People exceptionally talented in the Futuristic theme are inspired by the future and what could be. They energize others with their visions of the future.
HARMONY*	People exceptionally talented in the Harmony theme look for consensus. They don't enjoy conflict; rather, they seek areas of agreement.
IDEATION*	People exceptionally talented in the Ideation theme are fascinated by ideas. They are able to find connections between seemingly disparate phenomena.
INCLUDER*	People exceptionally talented in the Includer theme accept others. They show awareness of those who feel left out and make an effort to include them.
INDIVIDUALIZATION*	People exceptionally talented in the Individualization theme are intrigued with the unique qualities of each person. They have a gift for figuring out how different people can work together productively.
INPUT*	People exceptionally talented in the Input theme have a craving to know more. Often they like to collect and archive all kinds of information.
INTELLECTION*	People exceptionally talented in the Intellection theme are characterized by their intellectual activity. They are introspective and appreciate intellectual discussions.
LEARNER*	People exceptionally talented in the Learner theme have a great desire to learn and want to continuously improve. The process of learning, rather than the outcome, excites them.
MAXIMIZER*	People exceptionally talented in the Maximizer theme focus on strengths as a way to stimulate personal and group excellence. They seek to transform something strong into something superb.
POSITIVITY*	People especially talented in the Positivity theme have contagious enthusiasm. They are upbeat and can get others excited about what they are going to do.
RELATOR*	People exceptionally talented in the Relator theme enjoy close relationships with others. They find deep satisfaction in working hard with friends to achieve a goal.
RESPONSIBILITY*	People exceptionally talented in the Responsibility theme take psychological ownership of what they say they will do. They are committed to stable values such as honesty and loyalty.
RESTORATIVE*	People exceptionally talented in the Restorative theme are adept at dealing with problems. They are good at figuring out what is wrong and resolving it.
SELF-ASSURANCE*	People exceptionally talented in the Self-Assurance theme feel confident in their ability to manage their own lives. They possess an inner compass that gives them confidence that their decisions are right.
SIGNIFICANCE*	People exceptionally talented in the Significance theme want to be very important in others' eyes. They are independent and want to be recognized.
STRATEGIC*	People exceptionally talented in the Strategic theme create alternative ways to proceed. Faced with any given scenario, they can quickly spot the relevant patterns and issues.
WOO*	People exceptionally talented in the Woo theme love the challenge of meeting new people and winning them over. They derive satisfaction from breaking the ice and making a connection with someone.

Theme Balcony and Basement Labels

Discipline	Balcony: high productivity and accuracy because of ability to structure, breaks down complex into steps, great planners, promotes efficiency.
	Basement: overbearing, rigid, mechanized, can't handle change
Empathy	Balcony: creates trust, brings healing, knows just what to say/do, customizes approach to others
	Basement: "soft," moody, over-involved
Focus	Balcony: point person, disciplined, purposeful, laser-like precision, identifies important areas quickly, goal setter and goal getter
	Basement: absorbed, tough to relax, intense, stressed
Futuristic	Balcony: imaginative, creative, visionary, even prophetic, inspiring
	Basement: dreamer, "Fantasy Island," out in left field, lacks pragmatism
Harmony	Balcony: negotiator, can see both sides of a situation, great at asking questions, able to arrive at consensus, great facilitator
	Basement: weak, indecisive, non-confrontational, avoids conflict
Ideation	Balcony: improves on the existing, learns quickly, agile mind
	Basement: serendipitous, lacks follow-through, creates more work
Includer	Balcony: invites others in, caring, engages others, sensitive, takes up for others
	Basement: indiscriminate, unable to decide, generous to a fault
Individualization	Balcony: sees the uniqueness in all individuals, intuitively knows that "one size doesn't fit all," appreciates the differences in others
	Basement: unable to synthesize when it comes to people, has difficulty placing group above individual, difficulty in making people decisions
Input	Balcony: great resource, knowledgeable, excellent memory, mind for detail, collects interesting things, excellent conversationalist
	Basement: knows a lot of worthless information, packrat, cluttered house-cluttered mind, boring conversationalist
Intellection	Balcony: excellent thinker, enjoys musing, capable of deep and philosophical thought, able to work alone
	Basement: a loner, slow to act or wastes time thinking too much, isolated, doesn't work well with others
Learner	Balcony: always learning, catches on quickly, interested in many things, finds life intriguing
	Basement: a know it all, lacks focus on results, learns a lot-produces little, bookish
Maximizer	Balcony: mastery, success, excellence, working with the best
	Basement: perfectionist, picky, never good enough, always reworking
Positivity	Balcony: enthusiastic, lighthearted, energetic, generous with praise, optimistic
	Basement: insincere, naïve, superficial, Pollyanna
Relator	Balcony: caring, trusting, a great friend, forgiving, generous
	Basement: lives in a clique, crony, has an inner circle, plays favorites
Responsibility	Balcony: committed, accountable, independent, trusted, conscientious
	Basement: micromanager, obsessive, can't say "no," takes on too much
Restorative	Balcony: problem solver, troubleshooter, finds improvements and solutions
	Basement: focuses on weaknesses, punitive, negative, critical

Theme Balcony and Basement Labels

Achiever	Balcony: tireless, strong work ethic, leads by example, go-getter, hungry
	Basement: unbalanced, brown-noser, overcommitted, can't say no, burns the candle at both ends, too concentrated on work
Activator	Balcony: self-starter, fire-starter, energy source, fearless
	Basement: ready-fire-aim, loose cannon, speaks before thinking, in left field (because others haven't caught up)
Adaptability	Balcony: flexible, comfortable in times of change, easy to get along with, goes with the flow
	Basement: directionless, indecisive, sheep, inconclusive, whimsical
Analytical	Balcony: thinks things through, smart, logical, deep, thorough, comfortable with numbers, figures, and charts
	Basement: rude, short, tough, never satisfied with the answer, asks too many questions
Arranger	Balcony: flexible, organizer, juggler, aligns and realigns tasks to find the most productive configuration possible, efficient, conductor
	Basement: lacks structure, too flexible, doesn't follow the existing rules or procedures, constantly changes priorities, lacks vision
Belief	Balcony: passionate, steadfast, knows where they stand, altruistic, family-oriented, ethical, responsible
	Basement: stubborn, set in his/her ways, elitist, unaccepting of other ideas, opinionated, goody-two-shoes
Command	Balcony: charisma, direct, driven, inspirational, easy to follow, clear, concise
	Basement: bossy, know-it-all, domineering, rude, abrupt, short, strong-willed, inflexible, stubborn
Communication	Balcony: storyteller, great presence, easy to talk to, energizer, entertaining, charismatic
	Basement: blabbermouth, poor listener, self-absorbed, show-off, always needs attention
Competition	Balcony: driven, motivated, number one, measurement-oriented, winner
	Basement: sore loser, not a team player, puts down others, self-centered, confrontational
Connectedness	Balcony: spiritual, "doesn't sweat the small stuff," strong faith, always looking at the big picture, helps others see purpose
	Basement: passive, naïve, too idealistic, wishy-washy
Consistency	Balcony: just, problem-solver, policy maker
	Basement: "by the book," inflexible, unwilling to customize/individualize
Context	Balcony: has a robust historical frame of reference, learns lessons from the past, knows how things came to be, can leverage knowledge of the past
	Basement: slow to move and react to change, closed-minded, lives in the past
Deliberative	Balcony: good judgment, identifies risk, makes solid decisions, can plan for the unexpected
	Basement: standoffish, aloof, cautious, slow, introverted, afraid to act
Developer	Balcony: grows talent in others, teacher, coach, enjoys helping others succeed, invests in others
	Basement: not an individual contributor, wastes time on low-potential people, spectator

Theme Balcony and Basement Labels

Self-Assurance	Balcony: self-confident, strong inner compass, risk-tasker
	Basement: arrogant, self-righteous, over confident, stubborn
Significance	Balcony: seeks outstanding performance, does things of importance, independent
	Basement: recognition hungry, self-focused, needy
Strategic	Balcony: anticipates alternatives, intuitive, sees different paths
	Basement: jumps to quick decisions, difficult to understand his/her thinking, closed-minded
Woo	Balcony: outgoing, people-oriented, networker, rapport-builder
	Basement: fake, shallow, does not care about deep relationships

The Four Domains of Strengths

Take a look at the chart below in comparison to your Top Five Strengths list. Find your strengths and write the ranking numbers next to it. This will provide you an idea of what area most clearly defines your strengths.

Executing <ul style="list-style-type: none"> • Knows how to make things happen • Works tirelessly to accomplish a goal • Turns an idea into reality 	Influencing <ul style="list-style-type: none"> • Can sell an idea • Will take charge, speak up and make sure they are heard • Knows how to reach a broad audience 	Relationship Building <ul style="list-style-type: none"> • Understands people and relationships • Acts as the glue to hold teams together • Can develop strong groups 	Strategic Thinking <ul style="list-style-type: none"> • Focuses on what could be • Helps teams make great decisions • Absorbs and analyzes information
Achiever	Activator	Adaptability	Analytical
Arranger	Command	Connectedness	Context
Belief	Communication	Developer	Futuristic
Consistency	Competition	Empathy	Ideation
Deliberative	Maximizer	Harmony	Input
Discipline	Self-Assurance	Includer	Intellection
Focus	Significance	Individualization	Learner
Responsibility	Woo	Positivity	Strategic
Restorative		Relator	

ACTIVITY

Your StrengthsFinder Report: *First Impressions*

1. What was your first reaction to your StrengthsFinder report?
2. What has your report helped you discover about your talents?
3. Did any part of your report surprise you?
4. Have you shared your StrengthsFinder report with anyone? What was that person's reaction?

Your StrengthsFinder Report: *A Closer Look*

List your Signature Themes	Describe a recent situation in which you applied talent from each theme
1.	
2.	
3.	
4.	
5.	

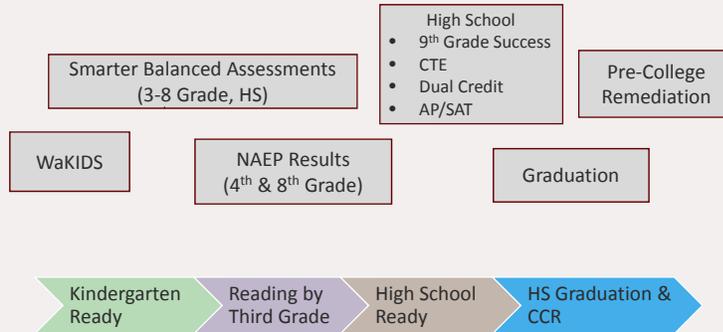


Educational Outcomes 2017 SBE Update

Andrew J. Parr
September 12, 2017

Organization of the Presentation

Data presented on education milestones from kindergarten to postsecondary.

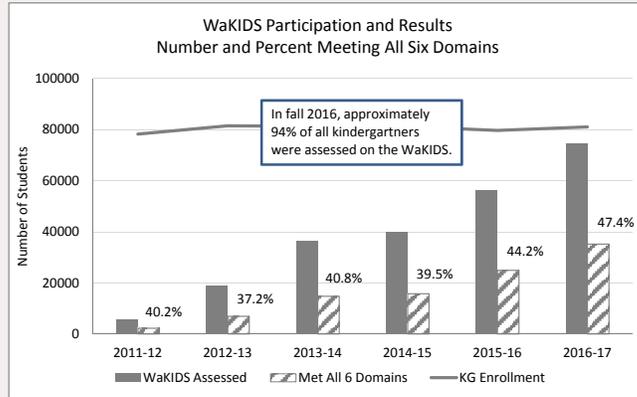


Kindergarten Readiness



2.C.2

Nearly all kindergarten students were assessed on the Washington Kindergarten Inventory of Developing Skills (WaKIDS). About one-half met the standards for all six assessment domains.



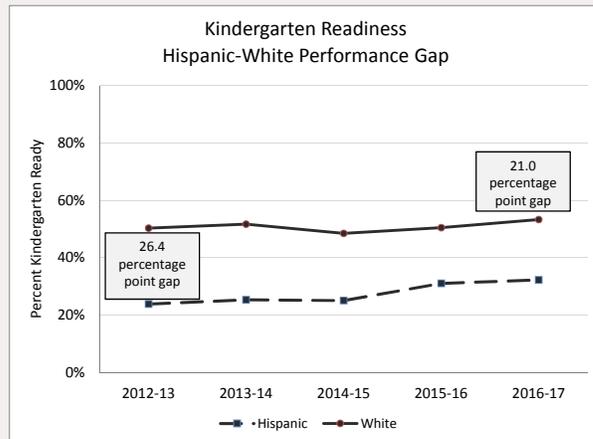
3

Kindergarten Readiness



2.C.2

The Kindergarten Readiness performance gap between Hispanic and White student groups is narrowing.



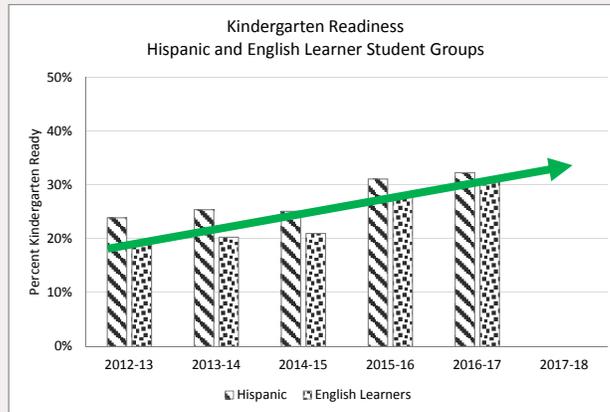
4

Improvements in Kindergarten Readiness



2.C.2

On the measure of Kindergarten Readiness, Hispanic children and English language learners are posting solid annual gains.



5

Washington students performed well on the 2016 Smarter Balanced (SBA) tests



2.C.2

Originally published December 2, 2016 at 6:02 am | Updated December 3, 2016 at 10:37 am

Washington students look good on Smarter Balanced tests

Washington students in grades 3-8 performed at or near the top among the 15 states that administered the Smarter Balanced test in 2015.

A selection of the top performing states:

ENGLISH/LANGUAGE ARTS TEST

STATE	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
New Hampshire	56.0%	57.0%	63.0%	59.0%	62.0%	62.0%
Washington	55.4%	58.0%	61.2%	57.6%	60.0%	61.5%
Vermont	53.8%	53.8%	58.2%	56.2%	57.6%	58.5%
Connecticut	54.0%	55.6%	58.8%	55.0%	55.2%	55.5%
Delaware	53.8%	55.9%	60.3%	51.8%	52.7%	54.2%

MATH TEST

STATE	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
Washington	60.0%	56.5%	50.1%	49.0%	51.1%	49.4%
New Hampshire	57.0%	51.0%	48.0%	47.0%	52.0%	47.0%
Vermont	55.8%	49.9%	43.3%	40.9%	46.0%	43.9%
South Dakota	54.0%	48.5%	38.2%	41.0%	42.6%	41.9%
Delaware	55.1%	50.6%	41.5%	37.0%	39.6%	37.7%

Source: Office of Superintendent of Public Instruction

MARK NOWLIN / THE SEATTLE TIMES

Washington students were the second highest performing on the SBA in ELA.

Washington students were the overall highest performing on the SBA in math.

6

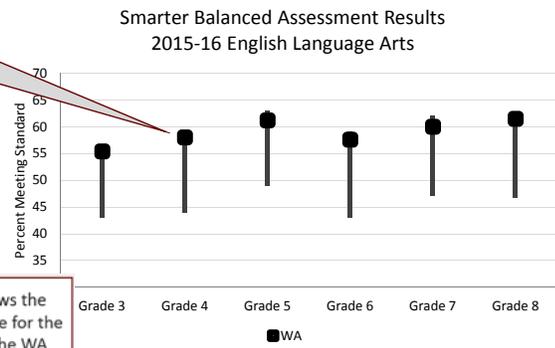
Smarter Balanced – English Language Arts



2.C.2

On the 2015-16 Smarter Balanced ELA assessment, Washington students were among the highest performing of the states using the assessment.

Among the highest performing.



Vertical bar shows the performance range for the 15 SBA states. The WA performance is noted (●).

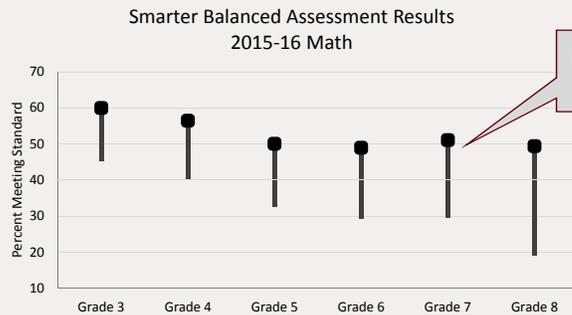
Smarter Balanced – Math



2.C.2

Washington students were the highest performing of the states using the Smarter Balanced math assessment.

Highest performing at all grade levels.



Vertical bar shows the performance range for the 15 SBA states. The WA performance is noted (●).

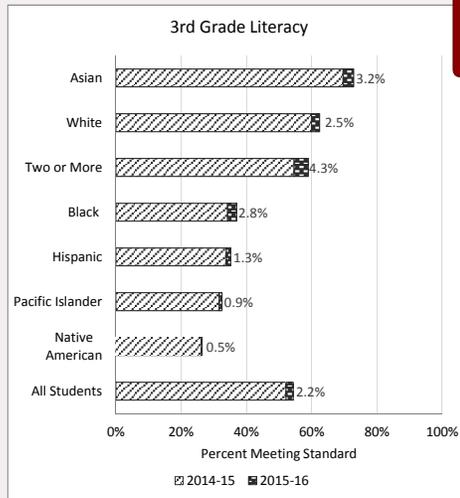
Reading by the 3rd Grade



2.C.2

All race/ethnicity student groups improved in the 2015-16 school year.

A little more than one-half of 3rd graders met standard on the ELA assessment.



9

2015 NAEP Results Reading and Math (Combined) Average



2.C.2

National Ranking	4 th Grade Reading and Math Average	Percent At or Above Proficient
1	Massachusetts	51.8
2	New Hampshire	48.7
3	Minnesota	46.2
4	Virginia	45.1
5	Indiana	44.8
9	Washington	43.7

National Ranking	8 th Grade Reading and Math Average	Percent At or Above Proficient
1	Massachusetts	48.2
2	New Hampshire	45.7
3	Minnesota	43.7
4	New Jersey	43.4
5	Vermont	43.0
8	Washington	38.4

On the 2015 NAEP*, Washington 4th and 8th graders ranked in the top 10 nationally.

*Note: NAEP is the National Assessment of Educational Progress

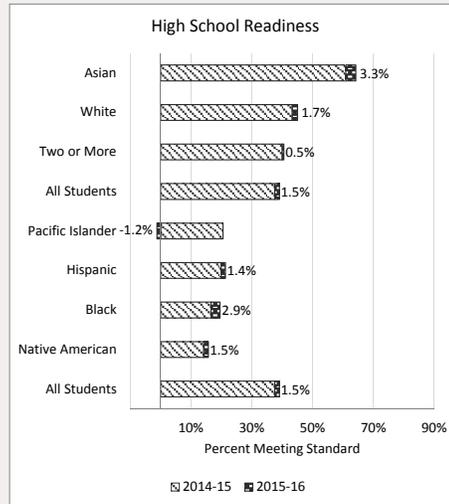
8th Grade High School Readiness



2.C.2

Approximately four of ten 8th graders are ready for the rigorous content of high school coursework.

The performance of most student groups was better in the 2015-16 school year.



11

2015 NAEP Results – From Quality Counts



2.C.2

National Ranking	4 th and 8 th Grade Achievement and Gap Measures	Overall Rating Score
1	Massachusetts	85.2
2	New Jersey	81.0
3	New Hampshire	79.4
4	Vermont	78.8
5	Maryland	76.8
13	Washington	73.2

Based on various outcome and gap measures from the NAEP*, Washington was the 13th highest ranked in the nation.

*Note: NAEP is the National Assessment of Educational Progress

Source: <http://www.edweek.org/media/k12-achievement-education-week-quality-counts-2016>

High School Success Measures

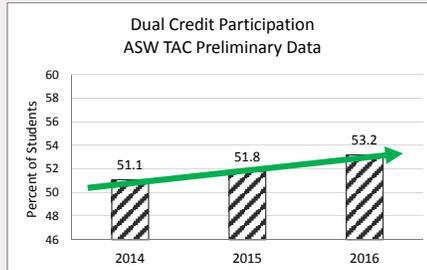
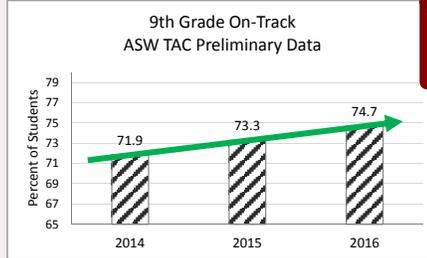


High School Index Measures Incremental Improvement

The percentage of 9th graders who are 'on-track', which means no course failures

The percentage of high school students who participate in dual credit programs

Preliminary Data from the Accountability Systems Workgroup (ASW) Technical Advisory Committee (TAC)

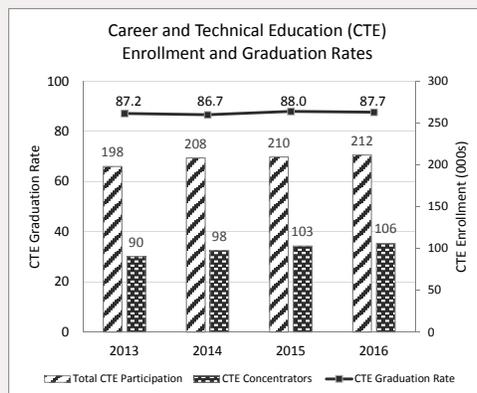


13

Career and Technical Education



The four-year, high school graduation rate for CTE concentrators* is approximately 8-10 percentage points higher than the state graduation rate.



From the 2012-13 to the 2015-16 school year:

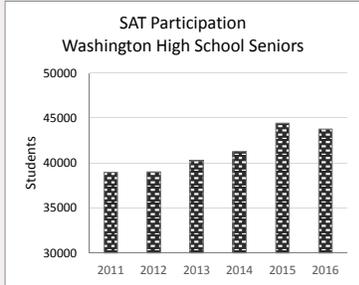
Total CTE enrollment increased approximately seven percent

The number of CTE concentrators increased approximately 17 percent

Concentrators are students who have enrolled in two or more CTE courses above the exploratory level in a single cluster.

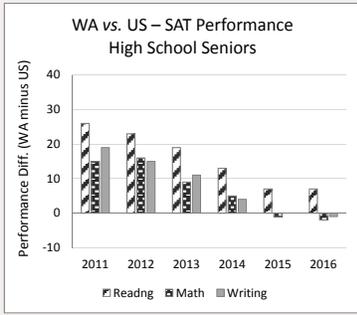
14

SAT Participation and Results



WA high school seniors now perform about the same as the US average.

In 2016, 55 percent of the graduation cohort sat for the SAT.

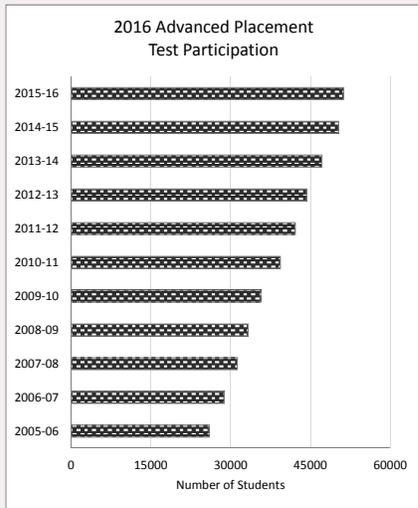


Source <https://reports.collegeboard.org>

Advanced Placement - Participation



1.C.1



Participation in Advanced Placement courses has steadily increased over the years.

About 40 percent of Washington high school graduates take at least one Advanced Placement test throughout their high school career.

Source <https://reports.collegeboard.org>

4-Year Adjusted Cohort Graduation Rate

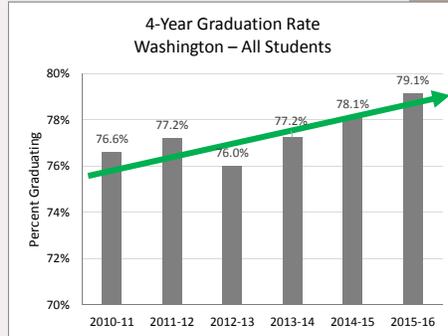


1

National Ranking	Class of 2014	Percent of Cohort Graduating
1	Iowa	90.5
2	Nebraska	89.7
3	Wisconsin	88.6
4	New Jersey	88.6
5	Texas	88.3
38	Washington	77.2

All states have different graduation requirements and award different types of diplomas.

National Ranking	Class of 2015	Percent of Cohort Graduating
1	Iowa	90.8
2	New Jersey	89.7
3	Alabama	89.3
4	Texas	89.0
5	Nebraska	88.9
41	Washington	78.1

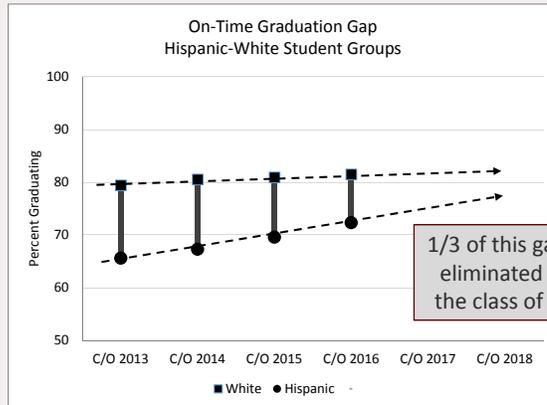


The White-Hispanic Graduation Gap is Decreasing



1.D.1

For the Four-Year Adjusted Cohort Graduation Rate, the performance gap between Hispanic and White students is decreasing.



1/3 of this gap was eliminated since the class of 2013.

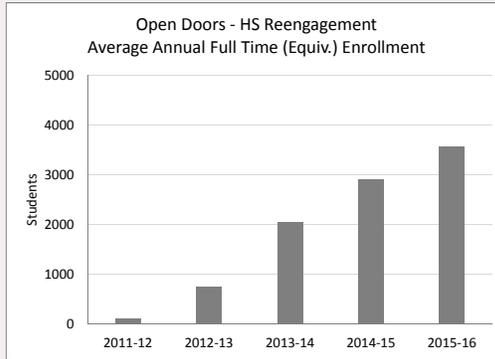
Open Doors – High School Reengagement

In the 2015-16 school year, approximately 7500 students were enrolled (PT or FT) in the Open Doors Reengagement Program

Approximately 90 percent have never been enrolled in a reengagement program

Over 400 program participants earned their high school diploma in the 2015-16 school year

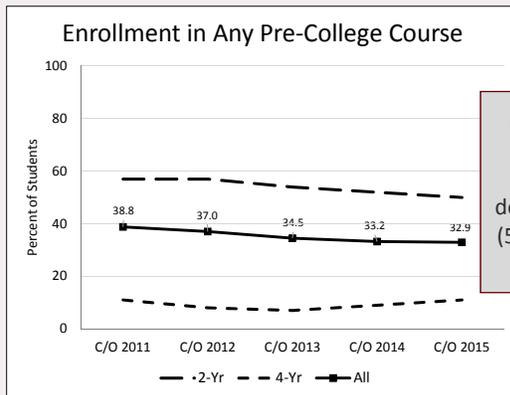
300+ programs at approximately 150 sites in the 2016-17 school year.



Enrollment in Precollege Coursework



2.C.2



Overall, the percentage of students enrolling in precollege coursework declined by about 15 percent (5.9 percentage points) since the class of 2011.

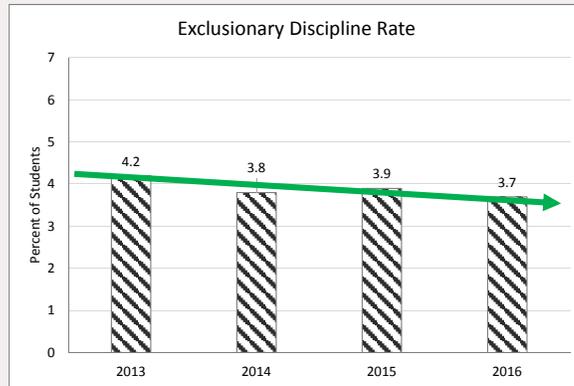
Source: Educational Research and Data Center (ERDC) High School Feedback Reports.

Statewide Exclusionary Discipline Rate

The percentage of students who experience exclusionary disciplinary events declined ever so slightly over the three most recent years.



1.B.2



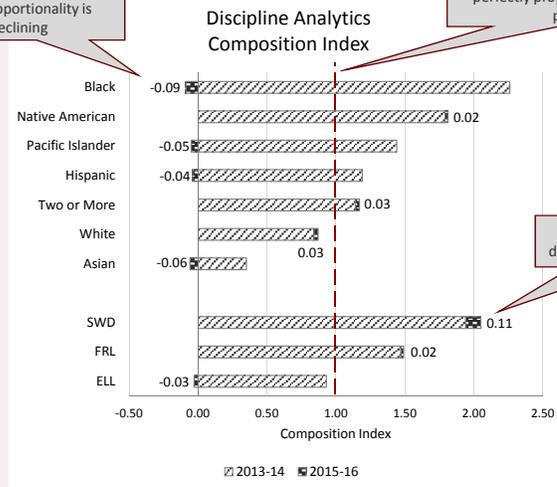
23

Exclusionary Discipline – Composition Index

Negative values are desired as disproportionality is declining

A Composition Index of 1.0 represents perfectly proportionate discipline practice.

1.B.2



Positive values mean disproportionality is increasing

24

Summary of Educational Outcomes

Educational outcomes are on an upward trend but there are opportunities for improving outcomes.



2.C.2

Milestone	Trend	Status
Kindergarten Readiness	↑	More than one-half of children are not ready for kindergarten.
Reading by 3rd Grade	↑	One-half of 3rd graders did not meet grade level reading (ELA) standards.
High School Readiness	↑	6 of 10 8 th graders are not prepared for rigorous high school coursework.
High School Graduation	↑	20 percent of high school students do not graduate in four years.
Career and College Ready	↑	3 of 10 high school graduates who enroll in college enroll in at least one pre-college course.



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title: SBE Foundational Discussions Part I	
As related to:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant to Board roles:	<input checked="" type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input checked="" type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	SBE Mission and Theory of Action
Relevant to business item:	Impacts all business items
Materials:	<ul style="list-style-type: none">• Foundations Part I Segment Outline• Three documents on the Retreat Preparation Page of SBE website:<ol style="list-style-type: none">1. Intro and three chapters from NASBE's Publication, About NASBE and State Boards of Education (please review pages 6-14 and 22-27).2. Chapter two of How People Learn: Bridging Research and Practice3. Condensed version of the WA SBE Overview PPT
Synopsis:	

During this segment of the retreat, the Board will engage with one another through dialogue and activities on the statutory goals for the public education system, and the alignment of SBE's vision, mission, values, and goals with SBE's statutory purpose, which is (pursuant RCW 28A.305.130) to:

- provide advocacy and strategic oversight of public education
- implement a standards-based accountability framework that creates a unified system of increasing levels of support for schools in order to improve student academic achievement;
- provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and
- promote achievement of the goals of RCW [28A.150.210](#).

Objectives for this Foundational Discussion are to:

- Share individual purpose and develop group consensus for the future purpose of SBE
- Discuss optimal SBE-OSPI relationship, as well as potential roles and responsibilities of SBE vis-à-vis OSPI
- Set the stage for strategic planning in September 2018

If you have questions regarding this information, please contact Kaaren Heikes at Kaaren.heikes@k12.wa.us.

State Board of Education Foundational Conversations

The State Board of Education exists in a dynamic political and social climate. In the last year we have experienced significant membership change including an unexpected chair transition. A new Superintendent has been elected, bringing a new point of view about the relationship between OSPI and SBE. The political environment is complex and requires clarity about our point of view. There are pragmatic parameters to what any state board of education is capable of influencing powerfully.

From this context, the Executive Committee decided to dedicate time during our annual retreat to foundational conversations. On Tuesday, September 12th, we will engage in the normal developmental process of groups. Because of our significant membership change, we are in the *forming* stage of group development which includes forming, norming, storming and performing. The demands of the time require that we move quickly toward *performing*.

Please prepare for our retreat by reviewing:

1. Designated portions of the NASBE state board handbook;
2. The portions of Ben's excellent PPT related to the historical, statutory and accomplishment review of our SBE; and
3. Chapter 2 of *How People Learn*.

Thanks to Connie, Jeff, and Ben for providing these important background pieces.

Prepare yourself for the retreat by thinking about your individual purpose on the board and your hopes for what the board will accomplish over the next 10 years. We will illuminate these purposes and distill them into a group purpose and theory of action that will help us determine the best path toward efficacy in our unique niche within the Washington education policy landscape.

If you have questions or comments, please be in touch with Janis: janis@treehouseforkids.org or 206-290-3426 (c).

Foundations Part 1: Board Mission and Theory of Action

I. Background

Each of these titled sections will be printed on large paper to hang around the room.

Our Vision

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

Our Mission

The mission of the State Board of Education is to lead the development of state policy for K-12 education, provide effective oversight of public schools, and advocate for student success.

Our Values Summarized

- To be an effective public body, we believe we must demonstrate dignity and integrity.
- We value every board and staff members' inherent worth to our work and believe each member should play a meaningful role in the Board's overall operations.
- We value a "no surprises" mode of operation. We value deliberations that strive for commonality and unity of purpose.
- We believe in the power of advocacy and strategic oversight of a standards-based accountability system that improves student academic achievement.
- We value an education system that personalizes education for each student and respects cultures, abilities and learning styles.
- We believe in the paramount value of Washington State's Basic Education.

Statutory Goals for Our Public Education System

1. Read with comprehension, write effectively and communicate successfully in a variety of ways and settings and with a variety of audiences;
2. Know and apply the core concepts and principles of mathematics; social, physical and life sciences; civics and history, including different cultures and participation in representative government; geography; arts and health and fitness;
3. Think analytically, logically, and creatively and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
4. Understand the importance of work and finance and how performance, effort and decisions directly affect future careers and educational opportunities.

Our SBE Goals

The [2015-2018 Strategic Plan](#) contains four goals for the State Board of Education:

1. Develop and support policies to close the achievement and opportunity gaps.
2. Develop comprehensive accountability, recognition, and supports for students, schools, and districts.
3. Ensure that every student has the opportunity to meet career and college ready standards.
4. Provide effective oversight of the K-12 system.

Each SBE Authority is listed on a single flip chart page + one blank posted around the room; pages are divided in 2 – good match or needs refinement

II. Theory of Action/Change Session: Preparing for Strategic Planning in 2018

Tuesday Objectives (written on flip chart paper):

- Share individual purpose and develop group consensus for the future purpose of SBE
- Discuss optimal SBE-OSPI relationship, as well as potential roles and responsibilities of SBE vis-à-vis OSPI
- Set the stage for strategic planning in September 2018

Foundations Part 1: Segment Outline, September 12, 2:30 – 6:00pm

Critical Question	Time/Facilitator	Goal	Activity	Instructions
Why are you on the SBE?	25 minutes/Janis	Identify and share each individual purpose at SBE.	Individual reflection. Our desired legacy: When I leave SBE I will feel that we have been successful if we have accomplished...	5 minutes: reflect and write your purpose. Then share. Share round the circle, whole group. Volunteer recorder on flip chart paper.
How/where does your view of the SBE’s vision/mission match with the existing Vision/Mission?	25 minutes/ Janis	Recognize potential agreement and disagreement about our common purpose.	Debrief – identify commonalities, matches, building shared vision	5 minutes: Pair share – what do you notice members have in common? What are outliers? Agree on three key insights 10 minutes: Pairs share with another pair. Share around the circle. 10 minutes: Each group of four shares key insights with whole group Volunteer recorder on flip chart paper NOTE – if commonalities are overwhelming, facilitator can skip this exercise.
Looking ahead to the future: What is the purpose of the SBE?	40 minutes/Janis	Shape the long term purpose of the SBE.	News Headline In 10 years news headlines proclaim SBE has achieved a long term objective. What is it?	7 minutes: Individually write 1 – 2 headlines that proclaim what SBE has accomplished. Write each headline individually on 3 inch Post-It notes Each SBE Authority is listed on a single flip chart page + one blank posted around the room. Pages are divided in 2 – good match or needs refinement 3 minutes: Carry your post-it headline to the Goal most associated with it, place in “good match” or “needs refinement.”

				<p>20 minutes: Group huddles around each page and individuals share their headline and why they placed it there.</p> <p>10 minutes Debrief: what do you notice members have in common? What are outliers? Facilitator arranges in groups</p>
How does the SBE operate?	30 minutes/Janis	Toward identifying ideal roles & responsibilities	<p>Strengths & Limitations brainstorm Individuals write one strength or limitation per 2 inch post-it</p>	<p>10 minutes: Write strengths or limitations on post-it notes. Place post-its on the flip chart pages</p> <p>5 minutes: Facilitator moves post-its around to group common ideas</p> <p>15 minutes: Discussion to define unique contribution/leverage for SBE.</p>
Matching Headlines with SBE Roles & Responsibilities	90 minutes/Kevin and Janis	Establishing parameters for discussing OSPI/SBE relationship and respective roles & responsibilities	Identifying ideal SBE – OSPI relationship.	<p>15 minutes: Discussion about Board’s vision of an ideal SBE – OSPI relationship (full group)</p> <p>20 minutes: Small groups or pairs to discuss SBE’s statutory responsibilities.</p> <ul style="list-style-type: none"> • What does SBE currently not do that we think it should do? • What does SBE currently do that we think SBE should not do? <p>10 minutes: Share back with full group</p> <p>20 minutes: Superintendent Reykdal’s vision of an ideal SBE – OSPI relationship and respective roles and responsibilities</p> <p>20 minutes: Discussion about future purpose identified in headline exercise and what ideal governance roles will support fulfillment of these headlines.</p>



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Title: Developing and Using an Equity Lens in Policy Decision-making	
As related to:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant to Board roles:	<input checked="" type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input checked="" type="checkbox"/> Advocacy <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	<ul style="list-style-type: none">• How might the State Board define “racial equity” for its policy decision-making work?• How do our cultural filters impact our judgement and decision-making?• What is our personal and collective “why” with regards to leading for equity?
Relevant to business item:	Directly – N/A
Materials included in packet:	<ul style="list-style-type: none">• Equity Segment Outline• Preparation for Equity Segment of 2017 Board Retreat• CNN/Tukwila Video Preparation Activity and Summary of Answers to Reflection Questions• Public Narrative Document
Synopsis:	

This segment of the retreat will consist of small and full group activities and discussions, facilitated by Melia LaCour, the Executive Director of Equity in Education at Puget Sound Educational Service District. The objectives for this segment are:

- To review and adopt a State Board definition of “racial equity.”
- To recognize how our cultural filters impact our judgement and decision-making.
- To create our personal and collective “why” with regards to leading for equity.

If you have questions regarding this information, please contact Kaaren Heikes at Kaaren.heikes@k12.wa.us.

State Board of Education Retreat Preparation: EQUITY

Janis is the lead for this segment of the retreat. The Board will devote 8:30am-12:00pm on Wednesday, September 13th, to discussing leading for equity. Janis created an ad hoc Equity committee comprised of Ricardo, Ryan, and Patty; Kaaren is providing staff support. We have engaged Melia LaCour to facilitate this for us, and have worked with Melia to create discussions and activities to accomplish our desired outcomes for this segment of the retreat:

- To review and adopt a State Board of Education definition of “racial equity.”
- To recognize how our cultural filters impact our judgement and decision-making.
- To create our personal and collective “why” with regards to leading for equity.

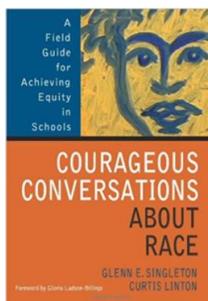
We have one “required” preparatory activity and one “optional” preparatory activity.

“Required” – Video and reflective questions

CNNMoney's Cristina Alesci visits Tukwila School District, one of the most diverse school districts in the country, to examine how political rhetoric is damaging even the most welcoming schools. <http://money.cnn.com/video/news/2016/10/23/shes-probably-gonna-blow-us-up---how-students-turned-trumps-rhetoric-to-racism.cnnmoney/index.html>

1. Watch the video.
2. Record your answers to the following questions:
 - a. What thoughts and feelings surfaced for you as a result of watching this video?
 - b. As you listen to these students' experiences, what are the implications for your work as a Board member? What is the call to action?
 - c. What systems and supports are needed?
3. Type or write up your answers and send them to Kaaren, who will compile them for Janis to reference during the retreat (answers will not be distributed to the full Board). Please email your answers to Kaaren.heikes@k12.wa.us by **Thursday, August 31st**.

“Optional” – Book



You may already be familiar with this book, as it has been prominent in education circles for over a decade. Members of the Equity committee find it a valuable, practical read because it is chiefly not a book about equity, but as the title says, a book about *how to have the conversations we need to have*.

The easy-to-read nature of this book lends to reading it in part or in totality. It is filled with helpful exercises, activities, and language to support meaningful discussions about closing racial opportunity and achievement gaps in our educational system. These discussions require courage, require us to stay engaged, to experience discomfort, and speak our truth, as well as to expect and accept non-closure. We look forward to such discussions as a Board during our annual retreat.

Washington State Board of Education Training

9-13-17 ~ 8:30am – 12:00pm



Facilitator: Melia LaCour, Executive Director, Equity in Education

Objectives:

- To review and adopt a State Board definition of “racial equity”
- To recognize how our cultural filters impact our judgement and decision-making
- To create our personal and collective “why” with regards to leading for equity

AGENDA

8:30 – 8:40	Welcome
8:40 – 9:20	How will we define “racial equity?” <ul style="list-style-type: none">▪ Review existing definitions of equity for Board adoption
9:20 – 10:30	How do you articulate your personal “why?” with regards to leading for racial equity? <ul style="list-style-type: none">▪ Explore our own public narrative as a way to explore the personal “why”▪ Examine how our equity lens has been shaped by our narrative and impacts our behavior
10:30 – 10:40	BREAK
10:40 – 11:50	How will the SBE define their compelling, collective “why” with regards to leading for racial equity? <ul style="list-style-type: none">▪ Draft a collective “why” that reflects the SBE’s purpose for leading with racial equity
11:50 – 12:00	What are our next steps?



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Summary of Board Member Reflection Questions (post-CNN/Tukwila video)

This information will be included in “Additional Materials,” as only two Board members have submitted their answers to the post-video reflection questions.

Public Narrative

Public narrative is a leadership art through which we translate values into action: engaging heart, head, and hands. As narrative it is built from the experience of challenge, choice and outcome. As public narrative it is woven from three elements: a story of self, a story of us, and a story of now. Or, as Rabbi Hillel, the 1st Century Jerusalem sage put it, “If I am not for myself, who will be for me? If I am for myself alone, what am I? If not now, when?”

Story of Self

When we tell our own story, we teach the values that our choices reveal, not as abstract principals, but as our lived experience. We reveal the kind of person we are to the extent that we let others identify with us. The more specific our stories, the more powerfully we can communicate our values or what moral philosopher Charles Taylor calls our “moral sources.”

We construct stories of self around *choice points* – moments in our lives when we faced a challenge, had to make a choice, and experienced an outcome. We can access the values that motivate us by reflecting on these choice points, especially by telling them to another person who can give us feedback about what they are hearing. The other person often can “connect the dots” that we may not have connected because they are too obvious to us. By choosing among the stories of our own choice points, we can communicate our values most clearly to others.

A story is like a poem. A poem moves not by how long it is, nor how eloquent or complicated. A story or poem moves by offering an experience or moment through which we grasp the feeling that the poet communicates. The more specific the details we choose to recount, the more we can move our listeners.

Some of us think that our personal story doesn’t matter, that others won’t be interested, or that we shouldn’t be talking about ourselves so much. On the contrary, if we do public work we have a responsibility to give a public account of ourselves - where we came from, why we do what we do, and where we think we’re going.

We don’t really have a choice about whether to have a Story of Self or not. If we don’t author our story, others will – and they may tell our story in ways that we may not like. Not because they are malevolent, but because as others try to make sense of who we are, what we’re up to and the why of our actions, they draw on their own experience, especially their experience of people they consider to be “like” us.

Story of Us

A public story is not only an account of the speaker’s personal experience. All self stories are “nested,” including fragments of other stories drawn from our culture, our faith, our parents, our friends, the movies we’ve seen, and the books we’ve read. While individuals have their own stories, communities, movements, organizations and nations weave collective stories out of distinct threads. Our individual threads intersected on the day that Kennedy was assassinated or when we saw the planes hit the Twin Towers. We shared a crisis, and we learned the morals about how we are to act and how life is to be lived. Points of intersection become the focus of a shared story – the way we link individual threads into a common weave. A Story of Us brings forward the values that move us as a community.

How does the storyteller become part of this larger story? Learning to tell a Story of Us requires deciding who the “us” is -- which values shape that identity and which are most relevant to the situation at hand. Stories then not only teach us how to live, they also teach us how to distinguish who “we” are from “others,” reducing uncertainty about what to expect from our community. In the midst of treacherous weather, earthquakes, disease and other environmental sources of great unpredictability – the behavior, actions and reactions of the people among whom we live, and our shared stock of stories, gives us greater safety.

Our cultures are repositories of stories. Community stories about challenges we have faced, why we stood up to them -- our values and our shared goals -- and how we overcame them weave throughout our political beliefs and religious traditions. We tell community stories again and again as folk sayings, popular songs, religious rituals, and community celebrations

(e.g., Easter, Passover, 4th of July). Just like individual stories, collective stories can inspire hope or generate despair. We also weave new stories from old ones. The Exodus story, for example, served the Puritans when they colonized North America, but it also served Southern blacks claiming their civil rights in the freedom movement.

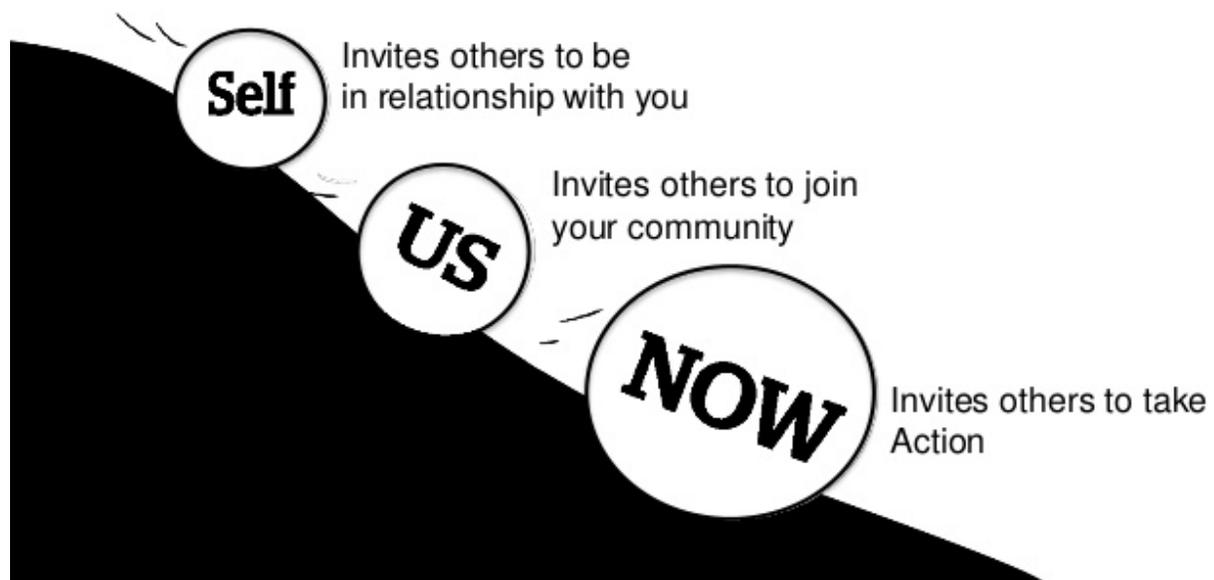
Organizations that lack a “story” lack an identity, a culture, core values that can be articulated and drawn upon to motivate. Leaders learn to tell the Story of Us – the story of their organization – by identifying the “choice points” of the organization’s journey, recounting experiences that communicate the values embedded in the work of the organization.

Story of Now

Stories of Now articulate the challenges we face now, the choices we are called upon to make, and the meaning of making the right choice. Stories of Now are set in the past, present and future. The challenge is now -- we are called upon to act because of our legacy and who we have become, and the action that we take now can shape our desired future.

These are stories in which we are the protagonists. We face a crisis, a challenge. It’s our choice to make. And we have a story of hope, if we make the right choice. The storyteller among us whom we have authorized to “narrativize” this moment finds a way to articulate our crisis and challenge as a choice, reminds us of our moral resources (our stories, stories of our family, our community, our culture, our faith), and offers a hopeful vision we can share as we take our first steps on the journey.

3 Parts of Public Narrative



Source: Marshall Ganz

Exercise for Session Participants

Public Narrative as a strategy to cultivate trust, relationships, community and urgency

As you reflect on your context, the leadership role that you hold and the challenges you are facing, please spend some time coming up with ideas for drafting a 3-minute version of your public narrative—a version you would share within your community.

3 Parts		
SELF	Invites others to be in relationship with you	
US	Invites others to join your community	
NOW	Invites others to take action	

Additionally, please choose and complete one of the three questions below for reflection:

Who am I as a cultural being?	
Why is my personal relationship with race, equity, and inclusion important as I make system-level decisions?	
What am I hoping to transform in myself, in order to exercise real leadership for equity, inclusion, and social justice?	



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Title: Foundational Discussion Part II		
As related to:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant to Board roles:	<input checked="" type="checkbox"/> Policy leadership <input type="checkbox"/> System oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	What should be the dominant focus of the Board's work over the next year or more? Based on what was learned during the past six months on student supports, student planning, assessments, and multi-cultural perspectives on career readiness, what policy recommendations should the Board consider?	
Relevant to business item:	No specific business item is associated with these materials.	
Materials included in packet:	One document for this Foundational Discussion is on the Retreat Preparation Page of the SBE website, titled: "Planning Our Work Ahead." Two documents are included here and are provided as background information to the Foundational Discussion. These documents summarize the Board's work on Student Transitions: 1. Memo on "Multi-Cultural Perspectives on Career Readiness" Community Forum Engagement. This memo describes the community forum process. 2. Report on "Preparing Students for the Next Step: Secondary to Postsecondary Student Transitions." This is a summary report of the work on student transitions.	
Synopsis:	During this segment of the retreat, members will engage with one another to focus on near and long-term board initiatives and planning. The goal of this discussion is to: <ul style="list-style-type: none">• Bring key initiatives on career readiness and student transitions, to a place of understanding and execution.• Prepare for a possible major initiative as part of the Board's next three-year Strategic Plan (beginning in Fall 2018).	



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“MULTI-CULTURAL PERSPECTIVES ON CAREER READINESS” COMMUNITY FORUM ENGAGEMENT

WASHINGTON STATE BOARD OF EDUCATION
2017 Community Forums

MULTI-CULTURAL PERSPECTIVES ON CAREER READINESS

3 CITIES
EVERETT, WALLA WALLA, SPOKANE

Participants in Western and Eastern Washington had a chance to share their ideas for improving career readiness with State Board members



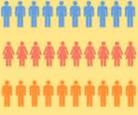
ORGANIZATIONS CONTACTED
58

EOGOAC & all member organizations represented on the EOGOAC, school districts, community colleges, local area four year colleges, nonprofits, advocacy organizations, community organizations



111 PARTICIPANTS

Participants included: Parents, students, school board members, teachers, administrators, nonprofit and advocacy organization representatives, and community organization representatives and leaders



IDEAS FROM PARTICIPANTS
3 THEMES

1. The importance of relationships and mentoring for students in school
2. The need for trauma-informed instruction as well as implicit bias and cultural competency training
3. The need to prepare students to think about postsecondary plans sooner



TO LEARN MORE:

Register to stay up-to-date and join us! Visit www.sbe.wa.gov or email us at sbe@k12.wa.gov

This year, the State Board decided on a theme of “Multi-Cultural Perspectives on Career Readiness” for our community forums in March (Everett), May (Walla Walla), and July (Spokane). Staff created an event page for each community forum for interested participants to RSVP. We made the event page available in both English and Spanish, and sent out invitations in Spanish for schools, postsecondary institutions, and community organizations to share with their networks. Staff sent reminders to all registered participants the day before the forum. We also offered accommodations for participants, including having a translator present, if requested. Although no accommodations were requested, we believe it is important to continue offering accommodation and translator options in the future. Staff believe this continues to show that SBE wants to make any necessary accommodations to hear from diverse audiences.

Staff decided to focus outreach efforts by intentionally reaching out to diverse communities through inviting stakeholders via individual emails. Staff reached out to 58 organizations for our three community forums (see infographic to left). Our first step for each of the three community forums was to reach out to area schools and postsecondary education institutions within approximately an hour of the community forum location. We asked organizations to share the invitation with their networks and constituent audiences. We also asked these organizations for recommendations on other individuals and organizations to invite. All of the suggested individuals and organizations were sent personal email invitations as well. Staff also spent significant time researching and inviting area community organizations and nonprofits, especially those serving diverse audiences.

“These community forums are a good way to develop a relationship with remote communities—we can put faces to names and the purpose of the Board.” –Bill Erickson, Community member and active volunteer with Latino Club and Equity and Access Committee projects

—Walla Walla Community Forum

SBE received many feedback forms from community forum participants (See right and next page for feedback excerpts).

Many feedback forms echoed suggestions discussed during the forum as well as expressed appreciation for the State Board’s traveling across the state and holding community forums to provide community members a chance to speak with and have their suggestions listened to by Board members.

SBE promised community forum participants that they would be kept up-to-date on how SBE will use their suggestions. Linda Drake has finished the Student Transitions report and it will be uploaded to the website soon. We envision a Student Transitions page on our website, which will include the report executive summary, summary of feedback we received across all three community forums, infographics, community forum photos, a reflection video on the forums that include Board member reflections, and a link to the full report. Once it is—staff will reach out to all forum participants who registered and provided contact information and send them a copy of the report, as well as direct them to our Student Transitions webpage on our website. Staff will also advertise the report and website via social media and our Constant Contact email lists.

*“Keep scheduling more opportunities to gather student voice on important issues in education” –
Dr. Deborah Tully, Whitworth University, Associate
Dean of Teacher Education and School
Partnerships*

—Spokane Community Forum

If you have questions regarding this memo, please contact Alissa Muller at alissa.muller@k12.wa.us.



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PREPARING STUDENTS FOR THE NEXT STEP: SECONDARY TO POSTSECONDARY STUDENT TRANSITIONS

Introduction

The purpose of a high school diploma, according to state statute, is “to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and equipped with the skills to be a lifelong learner.” (RCW 28A.230.090). To further this purpose, the State Board of Education (SBE) has worked for over a decade, in partnership with an array of other agencies and organizations, to raise standards and set ambitious goals for student achievement. It is a testament to the hard work and dedication of thousands of educators that the system has adapted to these changes. Indicators that are available, such as graduation rates and achievement on standardized tests, have maintained buoyancy and even risen slightly during this period. Tens of thousands of young people in Washington exit the K-12 system every year and go on to postsecondary education and careers. Still, the transition from high school to postsecondary education and life is anything but seamless. It is a difficult transition for many of our students and an overwhelming transition for some. Are there statewide policies that could erase some of the seams for all students? Are there practices that the Board could promote that would help more students over the hurdles?

To answer these questions, from March through July 2017, the State Board of Education conducted an extended look at student transitions, particularly the transition from high school to postsecondary education and careers. During this examination of transitions, particular effort was made to hear from people from historically underserved populations. The Board focused on four topics during three consecutive meetings of the Board, and during three public forums where members met and listened to people from communities in different regions of the state.

“The State Board of Education cannot make decisions, cannot think about education and what the needs of students are, in a vacuum. We make every effort to get out there and engage with communities so we can understand what it takes for kids to get through school and be career and college ready when they are done.”

—Kevin Laverty, Acting Chair, Washington State Board of Education

The topics of the meetings and the forums dealt with different aspects of the broad subject of student secondary to postsecondary transitions: 1) **Planning**, 2) **Supports**, 3) **Assessments**, and 4) **Multi-Cultural Perspectives on Career Readiness**. The forums and meetings were held in Everett in March, Walla Walla in May, and Spokane in July. Throughout the effort, the Board intentionally engaged students so the Board could hear their perspectives. Educators from the Office of the Superintendent of Public Instruction (OSPI), the State Board of Community and Technical Colleges, the Washington Student Achievement Council, The Council of Presidents, Educational Service Districts, school districts, community colleges, and universities, as well as students and representatives of non-profit organizations, helped the Board plan this exploration and lent their expertise to this endeavor.

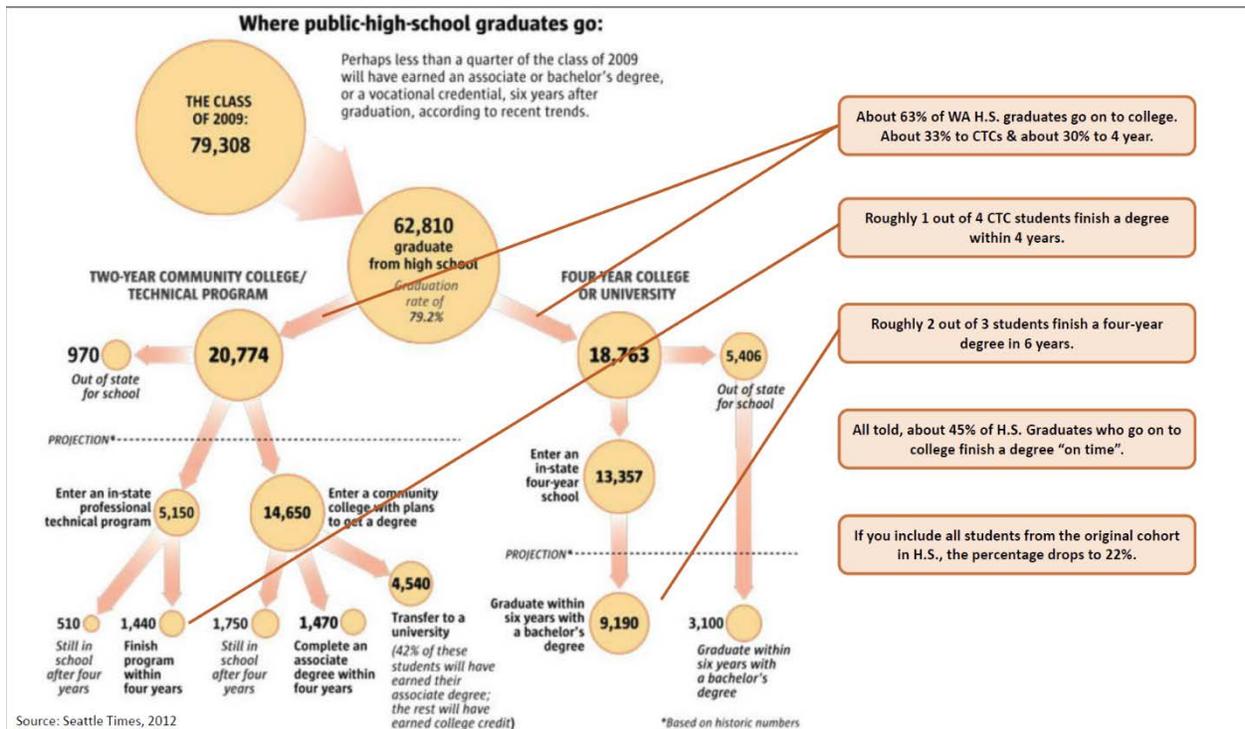
This report summarizes the Board’s exploration of student transitions in sections:

- 1) **Where Are We Now?**—a description of the current system as background information with a focus on the broad topics discussed in the meeting series—planning, supports, and assessment.
- 2) **What Have We Learned?**—this section highlights *some* of the information shared with the Board by the students, educators, and members of the public at the meetings and public forums, including a

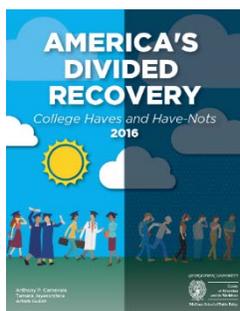
summary of the feedback received from participants at the forums on **Multi-Cultural Perspectives on Career Readiness**. A great deal of valuable information was provided by many people around the state who generously shared their knowledge and experiences with the Board. This report summarizes only a small part. Board meeting materials, including links to video recordings of presentations are available on the State Board website and are linked-to throughout this report.

3) **Where Do We Go From Here?**—a discussion of options for further work for the state and for the Board to consider in strategic planning and the adoption of future legislative agendas.

Figure 1 is from the Seattle Times, 2012, and shows where students go post high school.



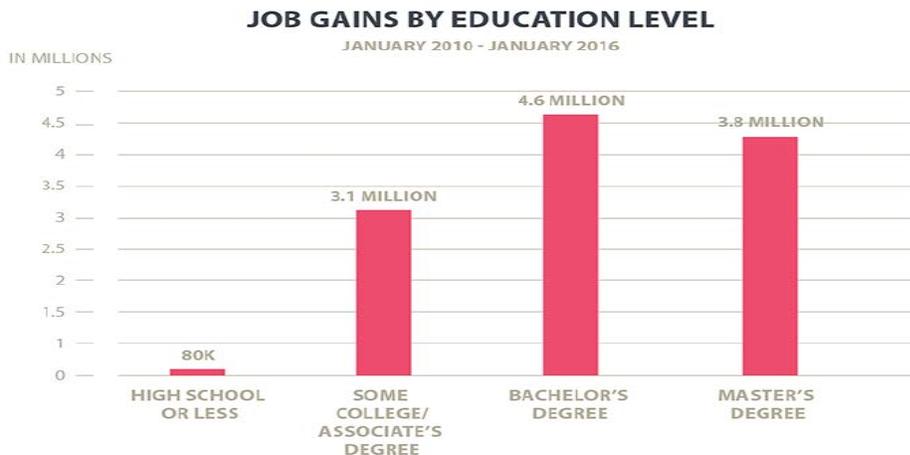
Where Are We Now?



At the March meeting, staff presented a graphic (Figure 1) from the Seattle Times, 2012, that summarizes the postsecondary educational pathways and the number of students who pursued those paths in the Class of 2009. Approximately 45% of high school graduates complete a two- or four-year degree on time, and only 22% of a 9th grade cohort. While some students may choose to go directly into a job, opportunities for workers with only a high school credential are shrinking. Those with at least some college education filled 11.5 million of the 11.6 million jobs created during the recovery, according to [America's Divided Recovery](#), a report from Georgetown University's Center on Education and the Workforce.¹ Clearly, as the Washington Student Achievement Council says in their [2015 Roadmap Report](#), "we need more than business as usual." For the sake of individual students, as well the economic health of the state, it is a worthwhile effort by the Board and the state to explore ways to help students successfully transition from secondary to postsecondary education and careers.

¹ Carnevale, A, T. Jayasundera, and A. Gulish. (2016). *America's Divided Recovery: College Haves and Have-Nots*. Center on Education and the Workforce, Washington, DC.

Figure 2 is a figure from America’s Divided Recovery report that shows the job gains by education level.



Where are We Now?—Secondary to Postsecondary Planning

Efforts to help students develop the skills and knowledge to successfully transition are wide-reaching and across educational sectors. Efforts range from individual counselors or teachers with a gift for connecting and inspiring students to multi-district and college cooperatives and non-profit organizations dedicated to supporting students through high school and into higher education, careers or beyond. The March 2017 board meeting focused on planning for postsecondary success.

The meeting [materials](#) prepared for the March Board meeting included background information on student transitions and planning, and background information on youth apprenticeships.

A central part of state policy that addresses planning for the secondary to postsecondary student transition is the **High School and Beyond Plan (HSBP)**. The HSBP has been a graduation requirement since the Class of 2009 ([WAC 180-51-061](#)). Until recently, districts had complete responsibility for determining how the plan looked and functioned in their districts. As a result, some districts have plans implemented through a multi-year process, and other districts may employ a simple check-list filled out once during the student’s high school career.

The [March 2017 Board meeting](#) focused on Planning. The Board heard from:

- WISPC (a cooperative of Educational Service Districts and school districts for information technology services) about its [HSBP tool](#)
- OSPI on [high school and beyond planning](#)
- A representative of the [MESA program](#)
- [Everett School District and Everett Community College administrators](#) and Edmonds School District and Edmonds Community Colleges about connecting high school students to college
- Community colleges on [Guided Pathways](#)
- Everett School District on its [College and Career Readiness Seminar Course](#)

The 2017 Legislative session enacted [ESHB 2224](#) (Chapter 31, Laws of 2017) which creates a state-wide HSBP structure. The law directs that the HSBP:

- Guides a student’s high school experience and prepares a student for postsecondary education or training and career.
- Must be initiated during the 7th or 8th grade.
- Must start with a career interest and skills inventory.
- Must be updated to reflect assessment results, and assess progress, changing interests, goals, and needs.

- Must identify available interventions, academic support, and courses that are designed for students who have not yet met high school graduation standards.
- Districts are encouraged to involve parents and guardians in the developing and updating of the HSBP.
- Required elements must include:
 - Identification of career goals, aided by the skills and interest inventory.
 - Identification of education goals.
 - A four-year plan for course-taking that fulfills graduation requirements and aligns with career and education goals.
 - By the end of the 12th grade, a resume, or activity log.

Activities and programs that high schools use to inform and connect students to postsecondary education and training include:

- Guidance and counseling
 - May use the [Career Guidance Washington](#) curriculum
 - May employ tools such as [WSIPC](#)'s online high school and beyond planning tool, or other available systems such as Naviance or Career Cruising. (The WSIPC tool is available at no cost to members, and for a one-time set-up fee to non-members).
- College fairs, college and university visits, work site visits
- Building relationships between high school guidance counselors and college and university admissions staff (such as through the [Washington Council for High School College Relations](#))
- Building relationships between secondary and postsecondary teaching staff by working together on curricula alignment such as:
 - [Math and English Bridge Courses](#)
 - [Tech Prep](#) agreements in Career and Technical Education fields
- [Dual credit programs](#)
- Programs such as:
 - [The College Success Foundation](#)
 - [Gear Up](#)
 - [AVID](#)
 - [The Road Map Project](#)
 - [Core Plus](#)
 - [Pre-Apprenticeship Programs](#)
 - Many others

Greater clarity and definition for the HSBP has been a legislative priority of the SBE since the 2015 session, and the Board strongly supported the Legislature's actions regarding the HSPB in ESHB 2224.

While the HSBP is at the center of state policy for postsecondary planning, many practices and programs are available for helping high school students connect to postsecondary opportunities (as shown in the box to the left).

Some resources are available to all students, such as Career Guidance Washington, a curriculum provided by OSPI at no cost to districts that includes high school and beyond lesson plans. Some programs and initiatives, such as Math and English Bridge Courses, are only available in some districts. And some opportunities are limited by geography—students in remote districts may have limited access to Running Start, college or university visits, or opportunities to connect with employers. As with many aspects of the educational system in our highly diverse state, opportunities for informing and connecting students to postsecondary education, training, and careers is highly variable.

Where are We Now?—Supports for Secondary to Postsecondary Transitions

The May 2017 student transitions segment of the Board meeting focused on supports for student transitions. [Materials](#) prepared for the meeting included 1) an analysis by staff of programs and reforms that support student transitions as represented in the state's budget provisos, 2) a comparison of broad recommendations for student supports made by the SBE, the Educational

Opportunity Gap Oversight and Accountability Committee, and the Washington Student Achievement Council, and 3) a look at key transition data (some of the data is shown in Figures 3, 4, and 5).

The [May 2017 Board Meeting](#) focused on **Supports.**

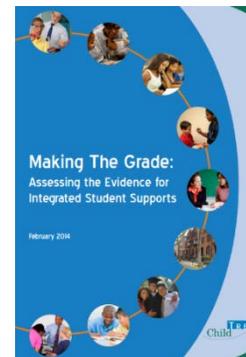
The Board heard from:

- OSPI's Center for the Improvement of Student Learning, on [Washington's Integrated Student Supports Workgroup--Presentation](#)
- Walla Walla Community College, Walla Walla Public Schools, and College Place School District Administrators
- A panel of community college and high school students

At the meeting, Board members had the opportunity to visit Lincoln High School, a school that has been in the vanguard of efforts to employ trauma-informed teaching practices, and visit with educators and students. Discussing trauma-informed teaching practices and social-emotional learning, and hearing from students who had substantial, multiple, personal and educational challenges, were key elements of the May meeting. Districts have also found such programs as [AVID](#) and [Gear Up](#) to be effective, although

there is a desire to scale-up or expand the practices to more students. Several of the college students who spoke to the Board mentioned that the [TRIO program](#), a program to support low-income, first-generation, and underrepresented student obtain a quality education, was critical to helping them with the transition to postsecondary education and to helping them persist in their postsecondary education.

In 2016, the Legislature passed a law relating to implementation of strategies to close the educational opportunity gap, based on the recommendations of the EOGOAC (the Educational Opportunity Gap Oversight and Accountability Committee). The law directed the development of the [Washington Integrated Student Supports Protocol](#). The purpose of the protocol is, in part, to support a school-based approach to promoting success of all students through a coordination and integration of district and non-district providers of academic and nonacademic supports for both students and families. Access to particular supports may vary depending on a student's region, district, and school, as well as with the student's personal situation such as health, homelessness, transportation needs, English language learner status or responsibilities outside of school for work or family care. The Integrated Student Supports Protocol work is informed by a synthesis of the evidence supporting integrated student supports, [Making The Grade: Assessing the Evidence for Integrated Student Supports](#), a report by Child Trends.² The work will encompass looking at supports that include physical and mental health, in-school and expanded learning time, school climate and effectiveness, parent education and family counseling, and social services for families in need. The protocol is intended to address opportunity gaps through matching available supports to a student's individual needs. At the May meeting, the Board heard an update on the workgroup which is in the process of developing policy recommendations for the protocol.



Perhaps even more than for postsecondary planning, supports for the secondary to postsecondary transition are extremely varied around the state. All districts and high schools likely provide some supports for high school students, but different schools and districts employ different techniques, engage different programs, and implement different practices in helping students successfully navigate the transition.

² Child Trends (2014). Publication #2014-07.

Where are We Now?—Assessments and Secondary to Postsecondary Transitions

The student transitions segment of the July meeting focused on assessments and their connection with secondary to postsecondary transitions. [July 2017 Board meeting materials](#) included a brief discussion of some of the issues concerning assessments that the Board may face during the next few years, and background information on common assessments used in secondary to postsecondary transitions.

The July 2017 Board Meeting focused on **Assessments** and the Board heard from:

- The Smarter Balanced Consortium—[Presentation](#) and [Flier](#)
- [The State Board of Community and Technical Colleges](#)
- Washington State University and Eastern Washington University Admissions and the [Washington Council of Presidents](#)

What percentage of the K-12 population experience a challenging transition related to program status (English Learner, Special Education, Migrant, or Section 504 status)?

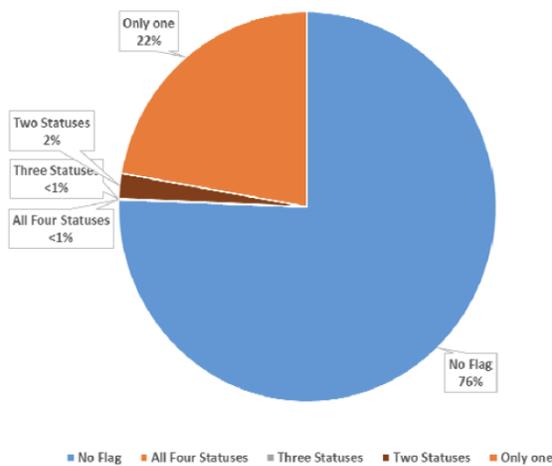


Figure 3, 4, and 5 are figures from May 2017 meeting key transition data presentation.

Figure 3 shows that about a quarter of all students may experience challenging transitions related to program status.

What percentage of the Class of 2008 was considered "mobile?"

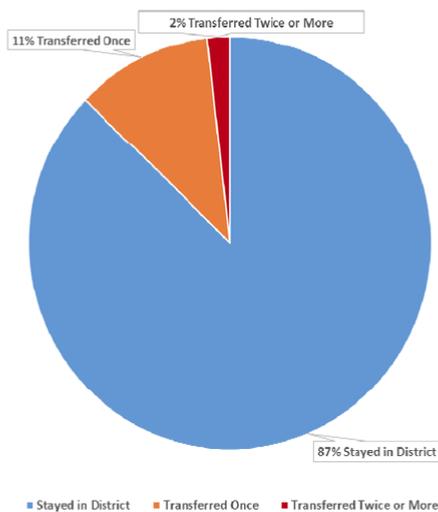


Figure 4. About thirteen percent of high school students are considered mobile.

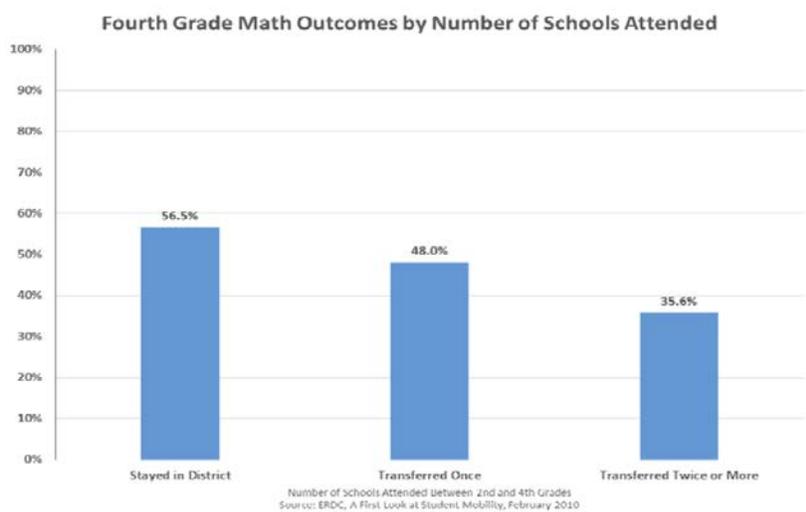


Figure 5. Mobile students have a more difficult time achieving good outcomes.

The high school assessment system has been in a period of change since the state adopted new learning standards: the Common Core State Standards and the Next Generation Science Standards. The Smarter Balanced Assessments, aligned to the learning standards in math and English Language Arts, have been implemented since 2014-2015. The Washington Comprehensive Assessment of Science, the WCAS, will be implemented for the first time in 2017-2018. High school students take state assessments in math, English Language Arts and science. Attaining a graduation score set by the State Board of Education is required for graduation on the math and English Language Arts exams. Students who do not meet the graduation standard on the assessments may retake the test, or demonstrate meeting the standard through approved assessment alternatives. By law, assessment alternatives must be “comparable in rigor to the skills and knowledge that the student must demonstrate on the statewide student assessment and be objective in its determination of student achievement of the state standards” (RCW 28A.655.061). Current assessment alternatives include the grade-point average comparison and meeting a graduation score identified by the State Board of Education on college admissions SAT or ACT tests, Advanced Placement tests or International Baccalaureate examinations.

Students who meet the graduation standard on the state assessments or by meeting standard through an approved alternative assessment earn a Certificate of Academic Achievement (CAA). Students who receive special education services may access additional alternatives to earn a Certificate of Individual Achievement (CIA).

Since the meeting materials were created, [ESHB 2224](#) (chapter 31, laws of 2017) was passed into law. The new law includes some significant changes to the assessment system including:

1. Starting in the 2018-2019 school year, locally-determined course and assessment options will be available for students who do not meet the graduation standard on state high school assessments.
2. A science assessment will not be required for graduation until the Class of 2021.
3. Beginning with the Class of 2020, the math and English Language Arts Smarter Balanced Assessments will be administered in the tenth grade.
4. An expedited appeals process will be available for students in the Class of 2014 through the Class of 2018 for students who met or will meet all graduation requirements except the assessment requirement.
5. Collections of Evidence are eliminated as an assessment alternative.
6. Dual credit courses that earn college credit in math and English are approved alternatives to meeting standard on the state high school assessment.

Graduation scores on the Smarter Balanced tests are identified by the SBE, in consultation with the OSPI. The SBE has also approved the Smarter Balanced Consortium threshold score that identifies achievement levels on the Smarter Balanced assessments. Earning a Level 3 achievement level is tied to a student being on-track to be college- and career-ready by the time they graduate. The SBE has established an intent in rule ([WAC 180-17-100](#)) that the graduation requirement ultimately should align with career and college readiness, but that there is a necessity of a minimum proficiency standard for graduation while educators and students adapt to new standards. In January 2015 the Board adopted a [position statement](#) articulating an “equal impact” approach to setting the minimum proficiency graduation standard, that the initial graduation score would be set such that the tests would “impact students in the next few years approximately equally to how students have been impacted by exit exams during the past few years.” Based on test results from 2014-2015, the Board set minimum proficiency [graduation scores](#) corresponding approximately to a Level 2.6 on both the English Language Arts and math Smarter Balanced assessment. Because participation rates were so low for 11th graders, 10th grade test results were used for establishing the initial graduation scores.

In addition to high school state assessments, most students in high school will take additional tests associated with the transition from secondary to postsecondary education or training. Students planning on attending a community or technical college will most likely take the ACT or SAT, and may take placement tests. Some students may earn a professional/technical certificate by passing a test, and there are tests associated with apprenticeship programs, employment, and the military.

Washington State has taken a leadership role in efforts to make the Smarter Balanced assessments useful and relevant to a student’s high school experience, through [agreements](#) by Washington’s institutions of higher education to use Smarter Balanced assessment results for college placement and through the collaboration between higher education and OSPI on the development of [Bridge to College](#) courses. Bridge to College courses are designed for students who scored below a career- and college-ready Level 3 to be ready for college by the time they graduate.

What Have We Learned?

Some of the most impactful experiences for Board members during this extended look at student transitions were listening to and talking with people who participated in three public forums. One hundred and eleven participants, plus board members and staff, attended the three “Multi-Cultural Perspectives for Career Readiness” community forums in Everett, Walla Walla, and Spokane. Parents, students, school board members, teachers, administrators, and community organization representatives and leaders attended. Invitations and notices about the forums were sent to districts, colleges, universities and community organizations in each of the regions where the forums were held. At two of the forums, student panels shared their experiences about secondary to postsecondary transitions and their views of career readiness. In addition, the Board heard from students at both the March and May Board meetings as well.



Figure 6. Student panel at May 2017 public forum.

The Board endeavored to invite participants from diverse, historically underserved groups. A memo on the process of holding the forums is included in the September 2017 Board meeting materials.

What Have We Learned?—From Forum Participants: Multi-Cultural Perspectives of Career Readiness

The summary below is from staff’s notes on participant discussion and comes from the topics that received the most frequent mentions across the three forums. To see exact transcriptions from each forum, click here for: [Everett](#) (p. 32-37), [Walla Walla](#) (p. 29-39), and Spokane (included in the Consent Agenda section of the September board meeting packet). The recommendations in this section are from participants, and are not SBE staff or member recommendations. These recommendations will be discussed and considered by the Board as part of strategic planning, and may be incorporated into the Board’s strategic plan moving forward.

Students of color and low-income students face a variety of barriers to success in high school. In order to increase career readiness for *all* students, the suggestions SBE heard were around three major themes:

1. The critical importance of relationships and mentoring for students in school.
2. The need to provide early and ongoing training for all educators around implicit bias, cultural competency, and trauma-informed instruction.
3. The need to facilitate students to contemplate postsecondary plans earlier in their K-12 era.

Barriers to success in high school: The most frequently heard barriers to success included **lack of preparedness for transitions and information about postsecondary options**. Many individuals also talked about low expectations from adults in the system, due in-part to institutional racism (which became a self-fulfilling prophecy). Students also struggled with grades and balancing job and homework demands with applying for postsecondary institutions and scholarships. The other major barrier focused on students not being taught practical skills in two areas: “soft skills” and financial literacy skills. A possibility emerged around having a **career preparation course to address the lack of “soft skills”** which would focus on networking, teamwork, communication, formal interviews, informational interviews, how to ask for help, and other “soft” skills. A **financial literacy class** could address taxes and personal economics, as well as the cost of higher education and how various careers might pay for that cost.



Figure 7. May 2017 school visit.

The need for relationships and mentoring for students in school: This need focuses both on teachers and counselors in school. For counselors: Recommendations included ensuring that each student be assigned to a counselor (or other educator) just to **check in about how the student’s life is outside of school and to be able to connect individual students to needed resources**. Counselors should also ask what students want to get out of their curriculum sooner (elementary) and more frequently as students’ postsecondary plans change. For teachers: SBE frequently heard how important it was to have a teacher that takes a personal interest in students and

cares enough to pursue them, urge them to take difficult classes and follow their passions. For either/or both teachers and counselors: Some recommendations could be taken up by either a teacher or counselor. These included needing a staff member at each high school to run a specific support network/program for students of color to get connected and help them navigate the system (the support network could be comprised of community members). This would also allow students of color to be connected with mentor professionals as positive role models in a variety of job pathways.

The importance of understanding implicit bias, cultural competency, and trauma-informed instruction for teachers: Many individuals voiced the need for this training for teachers and all staff at schools. Ideally, this would prepare school staff to give students of color the space and voice to express themselves and their experience as they are maturing developmentally. This could occur through an ethnic studies

course or by working multi-cultural perspectives into curriculum to help meet the need of students of color to have a language for their experience. It was also noted that the system must **increase representation of people of color in the teaching field** so students have teachers who look like them as role models and teachers.

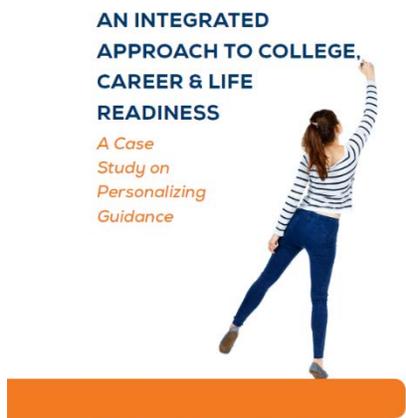
The need to prepare students to think about postsecondary plans sooner: This need focuses both on the need to provide students with all of their postsecondary options sooner as well as the need for expanded career and technical education. An overwhelming majority of participants recommended the introduction of **post-secondary options to students in middle school**, and to get parents on board at the same time. All postsecondary options should be highlighted, including four-year universities, two-year colleges, trades, apprenticeships and the military. The cost and financial aid options for these should be highlighted as well. Participants also frequently referenced the fact that there is no standard system to help students reflect on what their skills are and what they might want to do post-high school. A system should be created that **helps students find and foster their strengths**, and see how these connect to future postsecondary job pathways. Additionally, parents and students mentioned that frequently students seek out people they have a connection with, which are generally teachers, not counselors. Therefore, **a professional development system needs to be created for teachers on post-secondary options to share with students**. Counselors could lead this professional development effort at each school. For career and technical education: Participants noted how this helps students explore and create a postsecondary plan. They expressed the need for high school students to have more opportunities to explore different careers, job shadow, and do internships.

What Have We Learned?—About Planning for Postsecondary Opportunities

Planning for postsecondary education and careers integrated into personalized guidance for students can positively impact the percentage of students who meet the requirements for 4-year college entrance, graduation rates, and 2- and 4-year college attendance, according to [An Integrated Approach to College Career & Life Readiness](#),³ a report on College Spark Washington’s College Readiness Initiative. The initiative analyzed the effectiveness of [Career Guidance Washington](#), the Office of the Superintendent of Public Instruction’s (OSPI) program for student postsecondary planning, as well as [AVID](#) (Advancement Via Individual Determination).

The report shows that the benefit of individualized guidance using Career Guidance Washington was relatively higher for low-income students and students from some racial and ethnic groups. In other words, there are indications that **good guidance and planning closes opportunity gaps**.

The Board has discussed the development of [a career and college readiness planning credit-bearing course](#). At the March meeting, the Board heard from a district that has developed and implemented such a course. The Everett school district’s senior seminar course is helping students develop transition skills and knowledge, and has seen good outcomes for graduation rates and the rate of students continuing into postsecondary education or training. The seminar course was developed in close cooperation with Everett Community College. Not only has the district’s over-all graduation rate improved, but the graduation rate of historically underserved student



**AN INTEGRATED
APPROACH TO COLLEGE,
CAREER & LIFE
READINESS**
*A Case
Study on
Personalizing
Guidance*

Tom Vander Ark, Mary Ryerse | Getting Smart | April 2017

³ Vander Ark, T., and M. Ryerse. (2017) *An Integrated Approach to College, Career & Life Readiness: A Case Study on Personalized Guidance*. (2017). Getting Smart. <http://www.gettingsmart.com/wp-content/uploads/2017/04/CS-CGWpaperEN-25Apr2017.pdf>

groups has improved at a greater rate than the “all” student group—suggesting the district is successfully implementing strategies that close opportunity gaps.

What Have We Learned?—About Supports for Student Transitions

Much of what the Board heard at the community forums concerning student supports was echoed in what the Board heard at the May Board meeting. Successful programs and initiatives, as well as the update on the work of the ISS Workgroup, emphasized individualized student supports—supports that address the particular challenges of each student.

Students who shared information with the Board in student panels at the meeting, and in community forums emphasized the importance of one-on-one student/adult interactions. Students and adults who participated in the forums who had overcome considerable personal challenges as teenagers, tended to recall a single individual who made an impact. This was someone, usually an educator and/or a support program staff-person, who not only provided students with concrete help, but who also inspired and encouraged the student to persist and stay on-track.

While counselors have the knowledge, skills and training to help students, the number of students they serve in the typical high schools remains very high (400 or more students per counselor). Schools more effectively support students when administrators, counselors, and teachers have aligned their efforts to help students with transitions.

What Have We Learned?—About Assessments and Secondary to Postsecondary Transitions

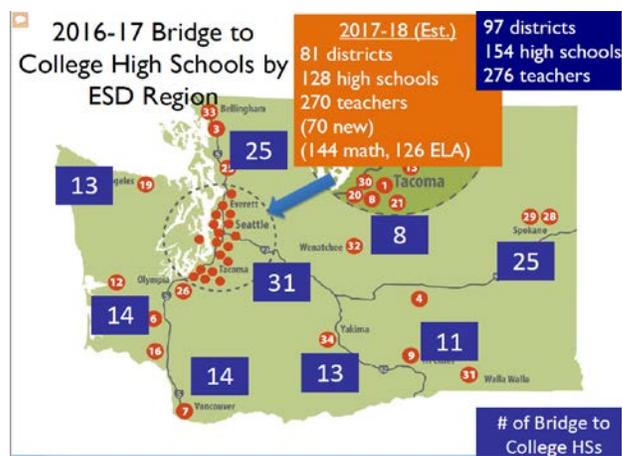
ESHB 2224 requires that the main administration of the Smarter Balanced high school tests is in tenth grade. At the July Board meeting, members heard from [Tony Alpert, the Executive Director of the Smarter Balanced Consortium](#) who assured members that the Consortium will work with the state on Washington’s state assessment needs. The consortium and OSPI’s assessment office will be evaluating what changes, if any, need to be made to adapt the high school tests to 10th graders. The Board will need to stay abreast of any such changes as it pertains to the Board’s responsibility to set a career- and college-ready achievement level on the Smarter Balanced assessments for tenth graders.

The agreements by Washington’s institutions of higher education to use the Smarter Balanced assessments for college course placement is an innovative start to helping make the tests more relevant, and perhaps in time, streamline the number of assessments that high school students take. More work, however, needs to be done for students and institutions to be able to easily use the tests. According to the representatives from higher education that the Board heard from in July, very few students have accessed the opportunity to use their Smarter Balanced results in this way.

Bridge Courses are well-reviewed by students and teachers, and provide an engaging and effective curriculum, but they are not yet available in all districts. Figure 6 shows the distribution of Bridge to College High Schools.

Representatives from higher education expressed that some students are not using Dual Credit programs effectively. Some students may over-extend in high school by taking too many Advanced Placement courses and not be able to be successful. Some students in the Running Start Program are not ready for the college environment. And some high school students do not take advantage of Dual Credit programs who should. Admissions directors wished high

Figure 6. Distribution of Bridge to College High Schools, from Dr. Bill Moore of the State Board of Community and Technical College’s [presentation](#) at the July 2017 Board meeting.



school students were better informed about Dual Credit, financial aid and the admissions process. While assessments play a role in admissions, assessment results are often not the determining factor in college admissions.

The secondary to postsecondary transition remains a complex process. Continued secondary to postsecondary, educator-to-educator communication and collaboration is needed to help students understand the process, and to streamline the process where possible.

Where Do We Go From Here?

At the September 2017 Board meeting, members will be reviewing the agency's strategic plan and begin a discussion of prospective legislative priorities for the 2018 short session. In 2019, the Board will develop its next three-year strategic plan. How might the Board take what has been learned about student transitions, identify good practices, and translate that into policy? As a state policy organization in a "local control" state, there is continuous need to review the appropriate ways of taking actions. What are the best ways to promote good practices, and what other agencies and organizations would be effective partners and collaborators in this work?

This sections outline possible areas for further work of the Board stemming from this six-month exploration of student secondary to postsecondary transitions.

Enhance the High School and Beyond Plan

This year's legislative action ESHB 2224 establishes requirements of all high school and beyond plans, and is a significant step forward in adding definition and structure to the HSBP. However, mere compliance with new law will not necessarily result in good outcomes for students unless districts implement the plan in a way that is meaningful for students. The Board may consider continuing to partner with OSPI, the State Board of Community and Technical Colleges, the Workforce Board, the Washington Student Achievement Council, the EOGOAC, and other organizations, to identify and promote good practices that enhance the HSBP. Ways of enhancing the plan may include:

- Expanding the use of the HSBP in teaching career readiness skills, including career readiness "soft skills" and deeper learning competencies such as problem solving, effective communication, collaboration, self-regulation and an academic mind-set.
- Supporting ways to make career option information more readily available to students, including in rural and remote areas.
- Supporting and encouraging credit-bearing HSBP courses, such as Everett School District's senior seminar course.
- Working with the community and technical college system to connect HSBPs to Guided Pathways and Metamajors.

Expand and Streamline the Use of High School State Assessments

The assessment system has been undergoing a period of transition, as new standards and assessments are implemented. For the assessment system to have relevance, assessments should be useful at all levels—for students and parents as an objective check on student progress and to direct appropriate course-taking or supports, for teachers and administrators to check on classroom and school progress and to monitor and reduce gaps, and for higher education to assist in smooth student transitions. Ways of helping to expand and streamline the uses of high school assessments include:

- Encouraging institutions of higher education to consider the use of high school assessment results in both placement and admittance decisions.
- Helping to coordinate the institutions of higher education receiving assessment results through transcripts or data sharing.

- Supporting meaningful and rigorous assessment alternatives, taking into consideration how students may meaningfully demonstrate readiness for their next steps. Supporting expansion of Bridge to College Courses.
- Creating a high quality path to graduation for students who score at a Level 1 on Smarter Balanced Assessments.
- Planning and preparing for full implementation of Next Generation Science Standards, and implementation of the Washington Comprehensive Assessment of Science (WCAS), as well as alternative assessment options for science. The Board will be considering approval of the score that meets standard on the WCAS, and scores on college admissions tests as alternatives.
- Revisit scores for graduation on the Smarter Balanced tests.

Support Counselors and Programs that Help Inform and Guide Students on Postsecondary Options

Counselors generally have a large number of students to serve. In panels, students mentioned that it was often teachers who gave them useful transition information and encouragement. Frequently it is one-on-one relationships that help student successfully navigate the educational system, and the transition across boundaries, and those relationships maybe with teachers, counselors, administrators, parents or any other adult the student connects with. What are policies that can help foster the conditions that let meaningful guidance happen in schools? Possible opportunities for Board actions include:

- Supporting professional development for teachers to provide career and college transition information to students.
- Helping small or remote districts to provide counseling services and career resources to students.
- Exploring and supporting what could be done to increase the impact of counselors and amplify available resources. Investigating adult mentors outside of school, student peers, state websites that are more usable and integrated into the HSBP, and counselors providing guidance information and professional development with other educators.
- Advocating for all schools to incorporate the 2016 Social Emotional Learning Benchmarks (SELB) Workgroup report (i.e. guiding principles, standards and benchmarks, implementation strategies) into their curriculum.
- Advocating for the prototypical school funding model to include family engagement coordinators, counselors, and/or psychologists.

“We had a great opportunity this past year to meet with students and communities throughout the state. What I think is most important that comes from this is us, as State Board members, learning what real people are going through, what children are going through who often come from disadvantaged backgrounds, to achieve in education and ultimately to achieve the goals they have in life.” —Kevin Laverty, Acting Chair, Washington State Board of Education

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



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title: Operational Foundations: Bylaws, Board norms, and Roberts Rules		
As related to:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.
	<input 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:	To ensure legal and effective Board meetings, at the annual retreat, the Board will: <ul style="list-style-type: none">• Review and consider minor proposed amendment to SBE Bylaws• Review and consider proposed revisions to SBE Board Norms• Review <i>Robert's Rules of Order</i>	
Relevant to business item:	All business items, and specifically: <ul style="list-style-type: none">• Approval of revised SBE Bylaws• Approval of revised SBE Board Norms	
Materials included:	<ul style="list-style-type: none">• SBE Bylaws with proposed amendment• SBE Board Norms with proposed amendments• <i>Robert's Rules of Order</i> Parliamentary Procedure PPT (created by Linda Sullivan-Colglazier, AAG)• <i>Robert's Rules of Order Newly Revised in Brief</i> (BOOK)• <i>Robert's Rules of Order Quick Study Guide</i>	
Synopsis:		

The Board's annual retreat is a propitious time to review and refresh legal documents and protocols related to the Board's operational foundations, to ensure legal and effective Board operations and meetings.

During this segment of the retreat, the Board will review and consider a minor proposed revision to SBE Bylaws, a foundational legal document adopted and amended by the Board to govern its members and regulate its affairs (in addition to RCW and WAC). The Board will also review and consider minor proposed revisions to SBE Board Norms.

The Board's Assistant Attorney General, Linda Sullivan-Colglazier, will present an overview of *Robert's Rules of Order Parliamentary Procedure* and answer Member questions because SBE's adopted **Bylaws, Article VI, Section 5, Parliamentary Authority**, stipulate that "the rules contained in the current edition of *Robert's Rules of Order Newly Revised* shall govern the State Board of Education in all cases to which they are applicable and in which they are not inconsistent with these bylaws, state law and any special rules of order the State Board of Education may adopt."

If you have questions regarding this information, please contact Kaaren Heikes at Kaaren.heikes@k12.wa.us.

Bylaws

of the

Washington State

Board of Education

Adopted January 15, 2009

Amended January 8, 2015

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ARTICLE I
Name

The name of this agency shall be the Washington State Board of Education.

ARTICLE II
Purpose

The purpose of the Washington State Board of Education is to provide advocacy and strategic oversight of public education; implement a standards-based accountability system to improve student academic achievement; provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and promote achievement of the Basic Education Act goals of RCW 28A.150.210.

ARTICLE III
Membership and Responsibilities

Section 1. Board composition. The membership of the Washington State Board of Education is established by the Legislature and specified in the Revised Code of Washington (RCW 28A.305.011).

Section 2. Meeting attendance and preparation. Members are expected to consistently attend and prepare for board and committee meetings, of which they are members, in order to be effective and active participants. Members are further expected to stay current in their knowledge and understanding of the board's projects and policymaking.

Section 3. External communication. Members of the Board should support board decisions and policies when providing information to the public. This does not preclude board members from expressing their personal views. The executive director or a board designee will be the spokesperson for the board with the media.

Section 4. Board responsibilities. The board may meet in order to review any concerns presented to the chair or executive committee about a board member's inability to perform as a member or for neglect of duty.

Section 5. Member designation as external group liaison. (1) The board chair may designate an individual member as a liaison to an external group.

ARTICLE IV Officers

Section 1. Designation. There shall be five officers of the board: the chair, the vice chair, the immediate past chair, when available, and at least two members at-large.

Section 2. Term of officers. (1) The chair shall serve a term of two years and may serve for no more than two consecutive two-year terms.

(2) The vice chair shall serve a term of two years and may serve no more than two consecutive two-year terms.

(3) The members at-large shall serve a term of one-year and may serve no more than two consecutive one-year terms.

(4) (a) The immediate past chair shall serve a term of one-year.

(b) Once the immediate past chair has served her/his one year term, the fifth officer position shall be elected as a member at-large.

Section 3. Officer elections. (1) Elections shall be conducted by ballot and in accordance with RCW 42.30.060

(2) **Two-year positions.** (a) The chair and vice chair shall be elected biennially by the board at the planning meeting of the board.

(b) Each officer under subsection (1)(a) shall take office at the end of the meeting and shall serve for a term of two years or until a successor has been duly elected. No more than two consecutive two-year terms may be served by a Board member as chair, or vice chair.

(3) **One-year position.** (a) The member at-large officer positions shall be elected annually by the Board at the planning meeting of the board.

(b) The members of the board elected as members at-large shall take office at the end of the meeting and shall serve for a term of one year or until a successor has been duly elected. No more than two consecutive one-year terms may be served by a board member as a member at-large.

(c) The immediate past chair position shall be considered a member at-large position for the purpose of duties and term limits.

(4) **Vacancies.** (a) Upon a vacancy in any officer position, the position shall be filled by election not later than the date of the second ensuing regularly scheduled board meeting. The member elected to fill the vacant officer position shall begin service on the executive committee at the end of the meeting at which she or he was elected and complete the term of office associated with the position.

(b) Time served filling the remainder of a term of office due to vacancy does not count towards the established term limits.

(5) **Ties.** (a) After three tied votes for an officer position, the election shall be postponed until the next regularly scheduled meeting, at which time one final vote will be taken.

(b) If the final vote results in a tie, all candidate names shall be placed in a receptacle and the election for the officer position shall be decided by a blind draw of a candidate name from the receptacle by the chair.

Section 4. Duties. (1) **Chair.** The chair shall preside at the meetings of the board, serve as chair of the executive committee, make committee and liaison appointments, be the official voice for the board in matters pertaining to or concerning the board, its programs and/or responsibilities, and otherwise be responsible for the conduct of the business of the board.

(2) **Vice Chair.** The vice chair shall preside at board meetings in the absence of the chair, sit on the executive committee, and assist the chair as may be requested by the chair. When the chair is not available, the vice chair shall be the official voice for the board in all matters pertaining to or concerning the board, its programs and/or responsibilities.

(3) **Immediate Past Chair.** The immediate past chair shall carry out duties as requested by the chair and sit on the executive committee. If the immediate past chair is not available to serve, a member of the board will be elected in her/his place and shall serve as a member at-large.

(4) **Members At-Large.** The members at-large shall carry out duties as requested by the chair and sit on the executive committee.

(5) Members serving as officers of the board may continue to participate in board debates and vote on business items.

ARTICLE V EXECUTIVE COMMITTEE

Section 1. Executive committee. (1) (a) The executive committee shall consist of the chair, the vice chair, two members at-large, and the immediate past chair, if available, or third member at-large as elected.

(b) The executive committee shall be responsible for the management of affairs that are delegated to it as a result of Board direction, consensus or motion, including transacting necessary business in the intervals between board meetings, inclusive of preparing agendas for board meetings.

(c) The executive committee shall be responsible for oversight of the budget.

(2) When there is a vacancy of an officer position, the vacant position shall be filled pursuant to the election process in the Board Procedures Manual.

(3) The board chair shall serve as the chair of the executive committee.

(4) The executive committee shall meet at least monthly.

(5) The executive committee shall assure that the board annually conducts a board review and evaluation.

(6) Agendas for each meeting of the executive committee shall be provided to all board members prior to each executive committee meeting.

(7) Minutes for each meeting of the executive committee shall be provided to all board members promptly after each executive committee meeting.

ARTICLE VI Meetings

Section 1. Regular meetings. (1) The board shall hold regularly scheduled meetings, including an annual planning meeting, and other special meetings as needed at a time and place within the state as the board shall determine.

(2) The board shall hold a minimum of four meetings yearly, including the annual planning meeting.

(3) A board meeting may be conducted by conference telephone call or by use of video/telecommunication conferencing. Such meetings shall be conducted in a manner that all members participating can hear each other at the same time and that complies with the Open Public Meetings Act.

Section 2. Agenda preparation. (1) The agenda shall be prepared by the executive committee in consultation with the executive director.

(2) Members of the board may submit proposed agenda items to the board chair or the executive director.

(3) In consultation with the executive committee, the board chair, or executive director at the direction of the chair, will give final approval of all items and changes that will appear on the agenda at a board meeting prior to being sent to board members.

(4) The full agenda, with supporting materials, shall be provided to the members of the board at least one week in advance of the board meeting, in order that members may have ample opportunity for study of agenda items listed for action.

(5) The board chair may modify the agenda and items as needed following finalization and provision to board members.

(6) (a) If a member proposes a new agenda item (as described in subsection 2) and it is not included on the final agenda, any member may bring the agenda item for consideration to the board.

(b) If the board passes a motion in support of including the agenda item, the item shall be included on the agenda at a future meeting.

Section 3. Board action. (1) All matters within the powers and duties of the board as defined by law shall be acted upon by the board in a properly called regular or special meeting.

(2) A quorum of eight (8) voting members must be present in person, or by telephone or video telecommunications, to conduct the business of the board.

(3)(a) Subject to the presence of a quorum, the minimum number of favorable votes necessary to take official board action is a majority of the voting members present. There shall be no proxy voting.

(b) In order to vote at a meeting conducted by telephone or video telecommunications conference call, members must be present for the discussion of the issue upon which action will be taken by vote.

(4) The manner in which votes will be conducted to take official board action shall be determined by the board chair. A roll call vote shall be conducted upon the request of an individual member or the chair.

(5) All regular and special meetings of the board shall be held in compliance with the Open Public Meetings Act (Chapter 42.30 RCW).

Section 4. Consent agenda. (1) Routine matters and waiver requests meeting established guidelines may be presented to the board on a consent agenda.

(2) Items shall be removed from the consent agenda upon the request of an individual board member.

(3) Items removed from the consent agenda shall be added to the regular agenda for further consideration.

Section 5. Parliamentary Authority. The rules contained in the current edition of *Robert's Rules of Order Newly Revised* shall govern the State Board of Education in all cases to which they are applicable and in which they are not inconsistent with these bylaws, state law and any special rules of order the State Board of Education may adopt.

[Section 6: Public Comment. The Chair may decide on the subject relevance of public comment, such as restricting the public to only providing comments on items listed on the agenda or subject matters under the authority of the Board.](#)

ARTICLE VII Committees

Section 1. Designation. (1) Responsibilities of the board may be referred to committee for deeper discussion, reflection and making recommendations to the whole board.

(2) The board chair shall appoint at least two board members to each committee to conduct the business of the board.

(3) The board chair or executive director shall inform the board of the formation of any committee and of the appointment of members to that committee.

(4) Board members of committees of the board shall determine which board member shall chair the committee.

ARTICLE VIII Executive Director

Section 1. Appointment. The board may appoint an executive director.

Section 2. Duties. (1) The executive director shall perform such duties as may be determined by the board and shall serve as secretary and non-voting member of the board. The executive director shall house records of the board's proceedings in the board's office and the records shall be available upon request. The executive director is responsible for the performance and operations of the office and for staff support of board member duties.

(2) The board shall establish or modify a job description for the executive director, as needed.

Section 3. Annual evaluation. (1) The board shall establish or modify the evaluation procedure of the executive director, as needed,

(2) The annual evaluation of the executive director shall be undertaken by the board no earlier than one year after the job description or evaluation tool is established or modified. Subsequent to the evaluation, the chair, or chair's designee, will communicate the results to the executive director. If available, the vice chair shall participate in the communication.

Section 4. Compensation of the executive director. The rate of compensation and terms of employment of the executive director shall be subject to the prior approval of the board at the planning meeting.

Section 5: Termination and discipline of the executive director. (1) Decisions regarding the termination and discipline of the executive director shall be subject to the approval of the board.

(2) Decisions regarding the termination and discipline of the executive director may be made at a regular or special meeting if action is required prior to the next scheduled annual planning meeting.

ARTICLE IX
Amending Bylaws

Section 1. Amending bylaws.

(1) These bylaws may be amended only by a two-thirds affirmative vote of the voting board members present at the meeting.

(2) All members shall be given notification of proposed amendments to the bylaws at the meeting preceding the meeting at which the bylaws are to be amended.

(3) The board shall review the bylaws every two years.

Section 2. Suspending bylaws. These bylaws may be suspended at any meeting only by a two-thirds affirmative vote of the voting board members present at the meeting.



THE WASHINGTON STATE BOARD OF EDUCATION

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

Board Norms for the Washington State Board of Education

Proposed – September, 2017

Deleted: Adopted by the Board, November 5, 2015

- Board meetings will focus on State Board of Education goals as articulated in the Strategic Plan, while recognizing that other matters may also be part of a meeting agenda.
- At board meetings, and in all communications with the public and staff, Board members will maintain the dignity and integrity appropriate to an effective public body.
- Every board member is expected to play a meaningful role in the Board’s overall operations. Each member expects of one another a dedication to the work of the Board and will endeavor to understand the views of other members and to engage in civil discussion. The Board embraces healthy debate on policy issues.
- The purpose of Board meetings is to discuss policies that help all students to succeed and to graduate college- and/or career-ready. Agendas, presentations, and discussions for each board meeting should reflect this overarching purpose.
- Board meetings include the following procedures:
 - Board meetings will start on time and end on time.
 - Meeting materials will be made available one week in advance (see Bylaw Article V section 2) and should consistently be of high quality.
 - Board members are expected to consistently attend and prepare for Board meetings and to read the materials in advance of the meeting (see Bylaw Article III, section 2).
 - Each staff presentation will start with clarity of the purpose of the presentation and the decision to be made or issue to be considered.
 - Board members will hold their questions (except for brief clarifying questions) until the end of each presentation, or until the presenter offers a designated “pause” for questions.
 - The rules contained in the current edition of Robert’s Rules of Order Newly Revised will govern SBE and its meetings.
 - Board members will strive to utilize the phrase, “I agree with _____” to avoid repetition of the same ideas and points.
 - Board members will do their best to be succinct to maintain opportunity for all to express themselves.
 - In the interest of orderly and efficient meetings, and in an effort to balance Board members’ speaking time, the Board Chair – or his/her designee – will “call on” a Board member who indicates a desire to speak prior to that member speaking.

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- Each Board member expects of others a commitment to speak with purpose during each discussion. The Board Chair – or his/her designee – will provide leadership to ensure that the discussions and deliberations are leading to a focused outcome.
- Board meetings should be a forum for Board discussion. Staff and guest presentations will be structured to facilitate this discussion, not supplant it.

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- When considering policy proposals or other decisions, each Board member expects of others an opportunity for advance review. The Board agrees to a “no surprises” mode of operation – all significant proposals should be sent in advance of the meeting (preferably before Board packets are sent) to the Chair and Executive Director for their consideration in constructing the agenda and advance materials for the meeting.

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- Board members may submit proposed agenda items to the Chair or Executive Director (see Bylaw Article V, section 2) for consideration by the Executive Committee. The Executive Committee will respond to member proposals as appropriate.

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- Although the Board is composed of appointed and elected members, Board members strive for commonality and unity of purpose through their deliberations.
- Board members will maintain the confidentiality of executive sessions.

- Members of the SBE will support Board decisions and policies when providing information to the public. This does not preclude Board members from expressing their personal views.

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- Each year, the Board may choose one-three issues to explore and learn more about over the next year with a goal of identifying one or possibly two new initiatives to include in the next iteration of the Strategic Plan. The exploration is not necessarily a commitment to future Board action, but rather lays the groundwork to identify and build the SBE’s capacity on possible initiatives where the SBE could have a significant impact.

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Process for selection of these one-three issues:

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- During a set time period, Board members send the Executive Director suggestions of issues for the Board to consider.
- Executive Director gathers suggestions, and where appropriate groups or combines related issues.
- Executive Director analyzes how the suggestions fit into the present Strategic Plan and SBE staff capacity to work on each issue.
- Executive Committee reviews suggestions and reports back to Board at a subsequent meeting about suggestions and possible recommendations for one-three issues.

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- At a subsequent meeting the Board votes on one-three issues to work on in coming year.

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- For these selected **one-three** issues, the SBE staff will provide Board members with 1) background materials to read (or links to resources); 2) identification of key outside experts and possible partners for an SBE initiative; 3) identification of key questions and issues (including suitability of the area for SBE involvement); 4) description (tentatively, for initiation of discussion) of possible approaches and solutions, including how other states are addressing the issue; and 5) any other information requested by the Board or Executive Committee, or considered appropriate by the Executive Director.
- At a future Board meeting, probably as part of the annual Strategic Plan review, the Board may vote to include one or more of these issues in the SBE Strategic Plan work plan.

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ROBERT'S RULES OF ORDER

- PARLIAMENTARY PROCEDURE

Presented to the State Board of Education
September 2017

By Linda Sullivan-Colglazier, Assistant Attorney General

FUN STUFF WE'LL TALK ABOUT

- What Are Robert's Rules of Order?
- General Overview of Parliamentary Procedure and How Robert's Rules Fit In
- Meeting Basics
- Motions, Debate, Amendments, Voting
- Reports and Public Comment
- Suspending the Rules
- Frequently Asked Questions
- Informal Procedures in Small Boards

In a land where perhaps most persons . . . are members of one or more societies, some knowledge of parliamentary [procedure] may be justly regarded as a necessary part of the education of every man and woman . . .

- Henry M. Robert

ROBERT'S RULES OF ORDER

- **Robert's Rules of Order – Newly Revised, 11th Edition (RONR)**
 - Bigger black book – more detailed (the actual rules)
 - Excellent resource for more in-depth questions
 - Have a copy in your office at least
- **Robert's Rules of Order – Newly Revised, In Brief**
 - Littler yellow book – simpler, easy-to-read format
 - Excellent reference for quick answers to most questions (but not the actual rules)
 - Good to have a copy at all of your meetings
 - Give a copy to your chair! (and maybe all of your members)
 - Has references to RONR

GENERAL OVERVIEW

Authorities Governing an Assembly's Meetings

- **Law:** RCWs and WACs governing meetings (e.g., OPMA) and those specific to your agency, board, or commission
- **Bylaws/Charter:** Governing the structure and operation of the organization
 - May cover some topics in Robert's Rules and take precedence
- **Rules of Order:**
 - Special Rules of Order: Specific to your organization
 - Parliamentary Authority: General book of rules (e.g., **Robert's Rules**)
- **Common Practice or Custom**
 - Not in written rule

MEETING BASICS

- **Presiding Officer**
 - Chair, or if not present, Vice-Chair or other designated person
- **Quorum (or not)**
 - Minimum number of members who must be present to conduct business
 - Usually majority or number established in law or bylaws
- **Agenda/Order of Business**
 - Can adopt a standard Order of Business or circulate agenda prior to meeting
- **Minutes**
 - Approve prior meeting minutes at beginning of each meeting
 - Record of what was DONE at the meeting, not of what was SAID
- **Adjournment or Recess**

MOTIONS, DEBATE, AMENDMENTS, AND VOTING

How Decisions of the Group Are Made

- **Motion is made** – Motion = formal proposal made by a member at a meeting that the group take certain action
- **Seconded** – Another member must second a motion to bring it before the entire group
- **Chair "states" the Question** – Repeats the exact words of the motion
- **Debate** – Discussion of the merits of the Question
- **Secondary Motions** – Most common is an amendment
- **Vote** – Chair "puts" the Question if there is no more discussion; group votes; Chair announces the result

REPORTS AND PUBLIC COMMENT

- **Reports**
 - May be regular Officer or Committee reports
 - Members decide what reports they want
 - Should be listed on the agenda/order of business
- **Public Comment**
 - Not required in RONR or OPMA
 - If allowed, is still under the control of the Presiding Officer
 - Limitations on time and subject relevance may be imposed

SUSPENDING THE RULES

Allows the Assembly to Do Something Contrary to What the Adopted Rules Say

- Need Motion to Suspend the Rules
- Motion made by stating what you want to be able to do that would violate the rules (do not need to name the rule you want to suspend)
- Need a second
- Requires two-thirds vote

FREQUENTLY ASKED QUESTIONS

POP QUIZ!

- Can President/Chair only vote to break a tie?
- Once a quorum is established, does it continue even if some members leave?
- What constitutes a majority?
- Can you round down for a two-thirds vote?
- Is it necessary to summarize matters discussed at a meeting in the minutes?

INFORMAL PROCEDURES IN SMALL BOARDS

If No More Than About a Dozen Board Members Are Present, More Informal Procedures May Be Followed:

- Member may raise hand to obtain floor instead of standing
- Member may remain seated when making motion or speaking
- Member may speak more than twice during debate
- Can discuss a subject informally even if no motion pending
- Chair need not stand when putting questions to a vote
- Chair may participate in debate, make motions, and vote without giving up the chair

ADDITIONAL RESOURCES

- Attorney General's Office's Open Government Manual and Trainings: <http://www.atq.wa.gov/open-government-resource-manual> (OPMA/PRA)
- Municipal Research Services Center (MRSC) - Parliamentary Procedure: A Brief Guide to Robert's Rules of Order: <http://mrsc.org/Home/Explore-Topics/Governance/Legislative-Organization,-Meetings-and-Process/Parliamentary-Procedure.aspx>
- The Official Robert's Rules of Order Website: <http://www.robertsrules.com/> - includes short history of Robert's Rules, the basics of parliamentary procedure, question and answer forum, and "Ask the Authors" feature



• Any Questions?

THE END

A slide with a decorative top border featuring a wavy pattern in shades of red, orange, and yellow. The main content area is white. On the left, there is a bullet point followed by the text "Any Questions?". In the center, a black stick figure is depicted in a thinking pose, with its right hand on its head and a question mark above it. On the right side of the slide, the text "THE END" is written in a simple, black, sans-serif font.



THE WASHINGTON STATE BOARD OF EDUCATION

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

July 11-13, 2017
Spokane Convention Center
334 W Spokane Falls Boulevard
Spokane, WA 99210

Meeting Minutes for the Washington State Board of Education (SBE)

Tuesday, July 11

- Members Attending: Acting Chair Kevin Lavery, Ms. Connie Fletcher, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Joe Hofman, Ms. Patty Wood, Mr. Jeff Estes, Dr. Alan Burke, Mr. Ryan Brault, Ms. Janis Avery, Mr. Ricardo Sanchez and Mr. Peter Maier J.D. (12)
- Members Absent: Ms. Holly Koon, Ms. Lindsey Salinas, Ms. Mona Bailey, and Mr. Chris Reykdal (4)
- Staff Attending: Mr. Ben Rarick, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Tamara Jensen, Ms. Alissa Muller, Ms. Kaaren Heikes and Ms. Denise Ross (8)
- Panelists: Ms. Amy Bragdon, Mr. Daniel Fredericksen, Mr. Kyle Mangum, Ms. Grace Rowe, and Ms. Jasmine Pacheco (5)

The community forum began at 5:45 p.m. and Vice Chair Lavery thanked attendees for participating in the Board's third forum focused on multi-cultural perspectives of career readiness. Mr. Rarick talked about the Board's outreach efforts and their work on career readiness. He introduced the Board's facilitator and former board member, Ms. Bragdon.

Ms. Bragdon introduced student panelists, Mr. Fredericksen, Mr. Mangum, Ms. Rowe and Ms. Pacheco. All four students were currently or formerly residents of the Hutton Settlement Children's Home in Spokane. She asked each student to share what their biggest barriers were in finishing high school education, who influences them, if students understand what career ready and college readiness means and what advice they would give college and high school professionals.

Participants were divided into small groups and Ms. Bragdon asked each group to discuss the following:

1. What helped them or their child be prepared for life after high school;
2. Barriers in high school for students of color to become college ready; and
3. Best practices for improving high school career readiness for students.

Each group summarized their comments and shared with the room.

Mr. Rarick told participants that their feedback will be used in a Board report in the fall that will help create policies to support student transitions.

The forum adjourned at 7:30 p.m. No action was taken by board members.

Wednesday, July 12

Members Attending: Vice Chair Kevin Laverty, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Mona Bailey, Mr. Jeff Estes, Mr. Chris Reykdal, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Joe Hofman, Ms. Janis Avery, Mr. Ricardo Sanchez, Mr. Ryan Brault, Dr. Alan Burke, Ms. Patty Wood, and Ms. Lindsey Salinas (15)

Members Absent: Ms. Holly Koon (1)

Staff Attending: Mr. Ben Rarick, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Linda Sullivan-Colglazier, Ms. Alissa Muller and Ms. Denise Ross (9)

CALL TO ORDER

Acting Chair Laverty called the regular bi-monthly meeting of the Washington State Board of Education to order at 8:02 a.m.

Acting Chair Laverty administered the oath of office for Mr. Joe Hofman.

Motion made by Member Jennings to approve the Consent Agenda.

Motion seconded.

Motion carried.

Dr. Linda McDermott thanked board members for their policy work in education and welcomed them to Spokane. Their district is focusing on the policy changes that resulted from the recently passed state biennium budget. They are concerned that the capital budget hasn't passed yet because the district relies heavily on its funding. Spokane Public Schools just completed a few renovations on some district schools and plans to begin more renovations in the fall.

EXECUTIVE SESSION

Acting Chair Laverty adjourned the open session at 8:08 a.m. for the purpose of collecting the performance evaluation forms for the Executive Director. He reconvened the Board meeting from Executive Session at 8:20 a.m.

EXECUTIVE DIRECTOR UPDATE

Mr. Ben Rarick, Executive Director

Ms. Kaaren Heikes, Director of Policy and Partnerships

Ms. Alissa Muller, Communications Coordinator

Ms. Amy Bragdon, Facilitator/Community Advisor, Hagan Foundation

Mr. Rarick provided an overview of the alignment between the meeting agenda topics and the Board's strategic plan.

Ms. Heikes presented the proposed amendments to Chapter 180-19 regarding SBE's duties related to charter schools. An additional section to the Chapter had been added since the Board last reviewed the amendments regarding petitions to transfer charter contracts. Ms. Heikes stated the additional section would instruct that if a public school charter school, or its authorizer, submits a petition to the SBE to transfer its contract and that transfer would entail a relocation to a different school district, that they would also be required to submit a copy of the petition to that district where they are proposing to reside. The Board was asked to take action on adopting the changes during business items on Thursday.

Mr. Rarick reminded the Board that the annual Executive Committee election will take place at the September meeting. Member Jennings is this year's Nominations Lead and members may submit their nominations to her electronically prior to the election.

Ms. Muller summarized the attendance at the last three community forums. The reoccurring themes have been about making sure students have access to resources, having mentors that mirror them and being more informed about how to pay for college. Ms. Bragdon presented on the programs and services that make the Hutton Settlement successful and how the student panelists have faced significant personal obstacles at an early age.

Ms. Drake reported that staff have submitted an application for the National Association of State Boards of Education's (NASBE) Deeper Learning Grant, which is one year in length and would overlap by half a year with the previous Deeper Learning grant. The grant requires collaboration with NASBE to help them develop and pilot a standards-based policy audit process and toolkit. The process and toolkit may help the Board strategically plan and identify next steps on equity and career readiness work. Ms. Drake stated the Board will be asked to take action on approving the memorandum with NASBE during business items on Thursday.

Ms. Drake reported that the Board will be asked to take action on approving the list of private schools on Thursday during business items. She noted the list was relatively short and there are no issues that have been raised by the Office of Superintendent of Public Instruction.

Mr. Rarick reminded the Board of the statutory obligations of OSPI to report to the Board on the status of the Required Action Districts twice a year. At the May meeting, the Board heard from Soap Lake School District because of their unique status as a continuing Required Action District and OSPI has provided a full report of all Required Action Districts schools in the packet for members to review.

PRESENTATION OF EVERY STUDENT SUCCEEDS ACT (ESSA) CONSOLIDATED PLAN DRAFT BY SUPERINTENDENT CHRIS REYDKAL

Dr. Michaela Miller, Deputy Superintendent, OSPI

Dr. Deb Came, Assistant Superintendent,

Mr. Chris Reykdal, State Superintendent, OSPI

Superintendent Reykdal talked about OSPI's progress towards finalizing the state plan and the reasons for delaying the submission when he first came into office as the State Superintendent.

Dr. Miller presented on the requirements of the following principles of the ESSA plan:

- Measures for ELA and math proficiency rate
- Science requirements

- Long-term goals
- Assessment participation rate requirement
- Static displays of the OSPI report card and Achievement Index
- Achievement Index Tiers

Dr. Miller presented on the long-term goals of other states.

Dr. Came summarized the following information from the June 20 special Board meeting:

- Framework of the multiple Index measures
- How schools will be identified
- Index Dashboard mockup

Members discussed the following:

- The value of the dual credit measure
- Behavior changes needed to decrease chronic absenteeism
- Importance of relationships and culture in schools
- Implementing Next Generation Science Standards
- Ability to compare data of schools
- The significant changes between the current Index and the proposed model
- Funding allocations for schools identified for Comprehensive and Target support
- Consequences of not meeting long-term goals under ESSA law

BOARD DISCUSSION ON THE ACHIEVEMENT INDEX

Members discussed the following:

- How the Board can provide input before the submission of the plan
- Finding out why students are chronically absent
- Accountability for early learning proficiency
- Being cautious about how schools are identified and providing equitable funding allocation
- Benefit of removing the Targeted Subgroup from the summative score
- The starting points for weights based on the indicators available for a school

PUBLIC COMMENT

Mr. Jim Kowalkowski, Davenport School District

Mr. Kowalkowski encouraged the Board to continue asking if access to dual credit programs is equitable. He asked that districts aren't punished for having minimal or no dual credit offerings due to lack of resources and capacity. Mr. Kowalkowski is concerned that no current statutes exist that require districts to offer dual credit, but it's a measure for the Index. The current Index also has some challenges and issues regarding the scoring of dual credits. He is also concerned about the chronic absenteeism measure and districts being punished for students absent on school-related activities, health issues, religious purposes, or closures due to the weather. Mr. Kowalkowski asked the Board to consider the equity of some students being exempt from the chronic absenteeism requirement and other students not.

Ms. Cindy McMullen, Central Valley School District Board Member

Ms. McMullen thanked the Board for their consideration of the additional language requiring

notification to a school district when a charter school is requesting to move into their boundaries due to a contract transfer request with the SBE. She asked to add an additional sentence into the rules that requires the SBE send notification to the receiving district that an application has been made and the date the Board will be considering the decision. McMullen feels that including all schools in the summative score for the Achievement Index is the fair way to do it and that if a school has one or two struggling groups, that they would be included in their School Improvement Plan.

Ms. Wendy Rader-Konofalski, Washington Education Association

Ms. Rader-Konofalski noted the NASBE Deeper Learning Grant requirements appear to be work that is not likely to occur in board meetings or in visiting other states. The Board will need to involve community members and educators in the front end of the process. She asked the Board to please consider adding collaboration with educators and community into the Board's plans with the grant requirements.

PANELS ON PROPOSED CHANGES TO THE DRAFT ESSA CONSOLIDATED PLAN

Panel #1

Ms. Annabel Quintero, Education Program Manager, OneAmerica
Mr. Brian Jeffries, Policy Director, Washington Roundtable/Partnership for Learning
Mr. Dave Powell, Government Affairs Director, Stand for Children-Washington
Ms. Julia Warth, Assistant Director, Policy and Government Relations, League of Education Voters
Ms. Sharonne Navas, Co-Founder and Executive Director, Equity in Education Coalition
Mr. Steve Smith, Executive Director, Black Education Strategy Roundtable

Mr. Jeffries stated the Board has statutory authority to set the Achievement Index and long-term goals and that there is very little time left to have discussions regarding them. His hope is that the submission of the ESSA Plan will include broad and nonspecific information related to the Index so that the Board will have the time necessary to make the modifications to the Index.

Mr. Powell reported that Stand for Children is pleased with the additional measures recommended for the Index with the dual credit measure, 9th grade on-track, and chronic absenteeism. All of these measures have a strong research base that shows how each impacts student performance. He encouraged the Board to pay attention to how the different measures are defined. There is a need to determine what types of absences would be a benefit to students and which would result in negative outcomes. Mr. Powell is concerned about the ELL progress measure, as it is not ambitious and it could take a student far too many years to progress to the highest achievement levels. There are advantages and disadvantages the further you extend the high school graduation timeline out, and he asked the Board to think about how a balance can be reached that supports students needing more time to graduate, but also encourages students to move through the system as quickly as possible.

Mr. Smith spoken about the importance of making sure students are graduating with meaningful diplomas. The 9th grade on-track indicator is important, but it's also too late for evaluating if a student is on-track to graduate. The ESSA plan has good indicators, but there is still a lot of work that needs to be done to ensure students are getting a solid education. The summative score is problematic because it favors some groups and disadvantages others.

Ms. Quintero presented on OneAmerica's collaboration with OSPI regarding the state consolidated plan. She stated that community needs to be involved at the school level and the state level. She'd like to see a way to systemize community engagement, especially with continued school improvement plans. Many

times a school improvement plan is approved by one member of the Parent Teacher Association and those members may not be a representative of the school community. She asked the Board how a systemized process can be created where districts have to provide an intervention plan and suggested it as a possible indicator in the Index.

Ms. Navas shared her concern about the participants chosen to be part of the Accountability System Workgroup (ASW). There was a lack of people of color and parents were not invited to participate. As a member of the group, she had suggested a racial equity assessment to OSPI, though it had not been accepted. Ms. Navas felt that a plan is being set up without a racial equity lens and that some decisions by the ASW were made on what worked best for systems and adults instead of what benefits every child.

Ms. Warth stated that if the summative score is going to be used to determine whether schools get support, it should be made public and easily accessible. The tiers should clearly state what they mean so parents and families can understand, and should point out what responsibility the state has to those schools due to their tier label. It's critical that community, parents, and schools be involved in the planning process at the beginning of a school improvement plan.

Panel #2

Ms. Sally McNair, National/State Education Policy Implementation Coordinator, Washington Education Association

Mr. Dave Larson, Tukwila School District School Director, Washington State School Directors Association (via videoconference)

Dr. Bill Keim, Executive Director, Washington Association of School Administrators

Ms. Robin Davis, Association of Washington School Principals

Ms. McNair stated she was pleased to see non-academic indicators being included in the state plan and she'd like to see a focus on opportunities and inputs as opposed to outcomes. She hopes there is sensitivity in the long-term goals for the English Language Learners subgroup whom will probably not score 100 percent on that measure. Allowing schools to have a fixed threshold will allow schools a chance to see if they're making progress. She is concerned that school improvement is hard work that requires resources, takes time to build relationships, and requires strong leadership. Ms. McNair feels there is a need to do better at leadership development for teachers and principals and this requires an investment from the state.

Dr. Keim shared the frustration among the teaching profession about the outcomes from the No Child Left Behind Act. He likes the mockup that displays the relationship between the summative score and the other factors, but he is concerned about a summative score that others will turn into a letter grade. Dr. Keim felt the current accountability system unfairly labels schools and he's concerned about moving forward with the other indicators that are all highly correlated with poverty.

Ms. Davis felt we need to support the teachers and principals that are trying to turn their failing schools around. Recruiting people of color to go into the teaching profession and moving them up into higher leadership is essential. It's difficult to build relationships when the principal and teachers don't look like the students they are serving.

Mr. Larson stated a look at equity and the entire educational system is needed. The accountability system is primarily focused on the school level, but it needs to hold the other parts accountable. Mr.

Larson suggested that the Index should include growth model data at the high school when the high school assessments are shifted to the 10th grade. Funding sources need to be based on student needs and access to high quality teachers needs to be a measure.

BOARD DISCUSSION

Members discussed having clarity of what part of the Achievement Index should be modified by the Board and the decisions members need to make. Superintendent Reykdal stated that his vision is to have one web site that serves people with all the information about a school instead of going to multiple sites. The new Index will also show change over time.

Members discussed how to define chronic absenteeism as an indicator and the business rule for education-related activities counting as an absence.

Members discussed the display of the summative score.

STATUS OF STATE POLICY RE: CLOSING OPPORTUNITY AND ACHIEVEMENT GAPS

Ms. Kaaren Heikes, Director of Policy and Partnerships

Ms. Maria Flores, Director of Title II, Part A and Special Programs, OSPI/Staff to the Education Opportunity Gap Oversight Accountability Committee

Senator John McCoy, Member, Education Opportunity Gap Oversight Accountability Committee

Dr. Wanda Billingsly, Member, Education Opportunity Gap Oversight Accountability Committee

Ms. Heikes introduced the panelists and invited them to share their expert views on closing the opportunity and achievement gaps.

Senator McCoy is concerned that the common school system is about racism and there is a lack of respect for an individual's background. No culture and background was typically being taught in schools and our students felt disrespected. We are seeing improvements but there is still a lot of work to be done in making students feel valued.

Dr. Billingsly presented an overview of House Bill 1541 and the areas of intersection with SBE's strategic plan. The Education Opportunity Gap Oversight Accountability Committee (EOGOAC) would like to partner more with SBE on school discipline practices, ensuring teachers have second language endorsements, adding a requirement of staffing a family engagement coordinator at schools, and social-emotion learning. She recommended joint SBE-EOGOAC meetings, a couple each year, particularly on the east side of the state. She stated that SBE should be leaders in defining what equity means and she proposed a possible partnership in creating a statewide definition of equity.

Ms. Flores emphasized that equity is structural. She encouraged the Board to consider requiring a disproportionality assessment in its own policy and guidance work to ensure disparate impacts are not occurring for certain subgroups of students. Her additional suggestions related to equity work included engaging people of color who will be impacted by policies created by SBE, disaggregating data, and utilizing formal communication with the EOGOAC.

Members expressed appreciation for the panel's input and commitment to more collaboration with the EOGOAC.

BASIC EDUCATION ACT WAIVER REQUESTS

Mr. Parker Teed, Data Analyst

Mr. Teed reported the SBE received four Option One waiver requests and one Option Two waiver request.

Auburn School District's request was for an Option One waiver for three days for three years. The purpose for the waiver is for professional development on culturally responsive teaching, aligning instruction to student needs and strengthening transitions among grade spans.

Boistfort School District's request was for an Option One waiver renewal of three days for the 2017-2018 school year for professional development for staff to work with a math and reading professional development trainer.

Federal Way Public Schools' request was for an Option One waiver renewal for one day for the 2017-2018 school year. The district's expiring Option One Waiver was for three days and this renewal is only for one day. The district was also concurrently requesting a parent-teacher conference waiver of four days. The purpose of the renewal is for activities that will focus on analyzing multiple data points related to student achievement.

Wahkiakum School District's request was for an Option One waiver renewal of four days for three years. The purpose of the waiver is professional development to improve the results on the Smarter Balanced Assessment.

Cusick School District's request was for an Option Two waiver of 30 days for the purposes of economy and efficiency for three years. The district currently receives an Option One waiver of five days that was approved in July 2015 and is set to expire at the end of the 2017-2018 school year. The primary reasons for requesting the waiver is increase attendance for both staff and students, allow for professional development on the school calendar, incentive to draw quality applicants for open positions, provide remedial support and a unique way to offer enrichment and extension activities that aren't possible in a regular schedule. The district would also achieve a significant economic savings if the waiver is approved.

The Board was asked to take action on the waiver applications during business items on Thursday.

HIGH SCHOOL TO POSTSECONDARY TRANSITIONS FROM A STUDENT'S PERSPECTIVE

Ms. Lindsey Salinas, Student Board Member

Ms. Salinas presented a student update, which included her plans for summer school, preparing for her senior year, being re-elected as ASB President and playing volleyball.

Ms. Salinas presented an overview on Advancement Via Individual Determination (AVID) and how it benefits students. She is currently enrolled in the AVID system and spoke about other programs she is connected with that provide tutoring and postsecondary preparation assistance. One of the most beneficial options has been access to college visits.

Ms. Salinas presented on the barriers students of rural schools face and she believes longer school days would be beneficial in order to fit in the state requirements, CTE classes, testing and life skill

opportunities. She shared the things that motivate her, what pushes her to succeed and her sources of support. She is concerned about whether she's college ready and how students often fall in the cracks when transitioning from high school to college.

The Board adjourned at 4:54 p.m.

Thursday, July 13

Members Attending: Vice Chair Kevin Laverty, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Mona Bailey, Mr. Jeff Estes, Mr. Chris Reykdal, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Joe Hofman, Ms. Janis Avery, Mr. Ricardo Sanchez, Ms. Patty Wood, Mr. Ryan Brault, Dr. Alan Burke and Ms. Lindsey Salinas (15)

Members Absent: Ms. Holly Koon (1)

Staff Attending: Mr. Ben Rarick, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Linda Sullivan-Colglazier, Ms. Alissa Muller and Ms. Denise Ross (9)

CALL TO ORDER

Acting Chair Laverty called the meeting to order at 8:01 a.m.

EXECUTIVE SESSION

Acting Chair Laverty adjourned the open session at 8:01 a.m. for the purpose of a performance evaluation of the Executive Director. He reconvened the Board meeting from Executive Session at 9:50 a.m.

SUPPORTING SEAMLESS TRANSITIONS TO POSTSECONDARY EDUCATION – A FOCUS ON ASSESSMENTS

Ms. Linda Drake, Director of College- and Career-Ready Initiatives
Mr. Tony Alpert, Executive Director, Smarter Balanced Consortium
Dr. Bill Moore, Director of K-12 Partnerships, State Board of Community and Technical Colleges
Ms. Wendy Jo Peterson, Executive Director of Admissions and Recruitment, Washington State University
Ms. Catherine Sleeth, Director of Admissions, Eastern Washington University
Mr. Paul Francis, Executive Director, Council of Presidents

Ms. Drake introduced the panelists and stated that the role of assessments is the focus of the discussion. She presented an overview of ESHB 2224, which provides flexibility in high school graduation requirements, and its implications for the work of the Board.

Mr. Francis spoke about how in Washington the workforce demand in jobs that require bachelor degrees exceeds the number of Washington students who earn bachelor degrees. Washington companies import talent from other states and countries. There is a very strong commitment for graduates to stay in Washington. The student population is becoming more diverse. His agency is seeing a greater percentage of lower income and underrepresented students entering college and Washington has the one of the best transfer records for transferring from a two-year college to a four-year university. State funding for public baccalaureate institutions has significantly decreased since 1990 and

tuition has increased, although that trend has reversed somewhat in recent years. Income plays a role as a barrier in college continuation rate.

Ms. Peterson spoke about having open doors for students to enter college and preparing them to meet their goals after high school. She presented on what Washington State University (WSU) considers when reviewing a student's application for admission, which includes their transcripts, GPA, test scores, and special circumstances of the student. She shared what life skills that would help students be prepared for college and how WSU accommodate students with disabilities.

Ms. Sleeth spoke about how the large majority of the incoming class at Eastern State University is first generation college students and underrepresented students. She provided an overview of what criteria they consider when reviewing a student's application for admission.

Dr. Moore presented about the use of the Bridge to College placement agreement, known challenges and that the agreement is extended through the class of 2020. He provided an overview of Bridge to College courses, how many high schools are offering them and the assessment data for students completing these courses. Dr. Moore spoke about working to provide more flexible options for supporting teachers, expanding the focus to junior year offerings in English and math and the impact of ESHB 2224 on the placement agreement for Bridge to College courses.

Mr. Alpert provided an overview of the Smarter-Balanced Assessment Consortium. There may be more use of the assessment by institutions of higher education in the future—the University of South Dakota recently agreed to allow the use of the Smarter Balanced Assessment in admissions. He presented on the Consortium's advertising campaign to communicate the value of the high school Smarter Balanced Assessment and how students can use their scores at colleges and universities to avoid remedial classes. The Consortium plans to bring educators together to reengage in standards setting and that may include addressing standard-setting for administering the high school test in the 10th grade.

Board members discussed the following:

- How the change of administering the Smarter Balanced Assessment during the 10th grade will take place;
- The intent of ESHB 2224; and
- Appropriate math requirements at the high school level and college level.

LEGISLATIVE UPDATE AND DISCUSSION

Senator Andy Billig, Washington State Legislature

Senator Billig served on the negotiations group that composed the K-12 funding plan. The group was committed to creating a plan that met the technical and legal obligations of the state's constitutional obligation to fully fund basic education and making a specific focus on student success, particularly in closing the opportunity gap. Senator Billig described the experience as one of the most positive and productive negotiations he's been a part of and said he believed the right people were involved. He summarized the group's discussions during negotiations regarding educator salaries and the cap on local levies. He hopes the court will find the K-12 funding plan meets the state's constitutional obligation; although, he does have concerns about the funding source and the sustainability of the source.

In response to members' questions regarding ESHB 2224, Senator Billig stated he feels more comfortable with not having a link between assessments and graduation since the implementation of

the 24 credits requirements. He further stated that summer learning loss is the leading contributor to the achievement gap and hopes to look at legislation for extended learning opportunities in the future.

PUBLIC COMMENT

Mr. Jim Bannister, Nine Mile Falls School District

Mr. Bannister felt that when he began teaching, education was based on relationships and teachers were highly encouraged to be creative. There now seems to be less of an emphasis on relationships and curriculum is forced to stay the same, if not increased. Creativity is down to a minimum. Mr. Bannister use to spend his time creating curriculum and making it interesting for students, but now he spends his time creating assessments to show what they've learned through less creative approaches and less time on the subjects.

Ms. Mary Margaret, Teacher, Cheney High School

Ms. Margaret feels summer school students are the ones that are struggling. The state assessments place additional road blocks in front of these kids. Those alternative classes for kids that have failed the Smarter Balanced Assessment do not provide credits so these are extra classes they have to fit into their schedule. State assessments make it difficult for kids to graduate and she asked the Board to consider de-linking them to graduation.

Ms. Amy Ingram, Teacher, Spokane Public Schools

Ms. Ingram feels we need testing, but not for it to prevent us from doing our best work with students. Some of these tests have no statistical suggestions and some aren't even standards-based. If Ms. Ingram is testing instead of teaching, she feels it's a significant loss of instructional time. She questions whether the test is worth the instructional time lost for English Language Learners.

Ms. Mandy Manning, Teacher, Ferris High School

Ms. Manning feels we currently spend two full months on testing and there are English Language Learners that are being tested every day during those two months. Students begin testing the first week of kindergarten. She hears about kids that don't want to go to school and fear not graduating because of this test. There are a lot of assumptions about technology skills because students can use cell phones and iPads, but not all kids have access to technology or have any experience with technology.

Mr. Jim Kowalkowski, Davenport School District

Mr. Kowalkowski asked the Board to grant the basic education act waiver for Cusick School District. He feels students don't need a four-year degree to be a successful person and that students should have multiple pathways. Mr. Kowalkowski feels teachers are being restricted to a one-size-fits-all and that encouraging people to be innovative and creative is important. He asked the Board to consider innovation when making policy decisions.

LEGISLATIVE UPDATE AND DISCUSSION - CONTINUED

Ms. Kaaren Heikes, Director of Policy and Partnerships

Ms. Heikes reported that the legislature's third special session ends next week, and the remaining issue is approving a capital budget. She presented on the status of the Board's legislative priorities and the outcomes for other bills related to education.

Member Sanchez summarized House Bill 1445 concerning dual language in early learning and k-12 education.

SEPTEMBER BOARD RETREAT PLANNING

Mr. Ben Rarick, Executive Director

Mr. Rarick reported that the Executive Committee met in June to begin the planning of the September Board retreat and presented a proposed at-a-glance agenda. Each member of the Executive Committee has committed to leading a section of the retreat work. The following discussions and activities are planned for the September meeting:

- SBE's roles and responsibilities, mission, equity work and teambuilding
- Understanding each other's strengths using the Strengths Finder online assessment
- Preparation for bringing ongoing initiatives with career readiness and student transitions into policy recommendations
- Long-term planning for future strategic plans and three-meeting arcs
- Best ways to advocate with partners using each other's strengths and connections
- Setting and approaching legislative priorities
- The Executive Committee elections, process and roles

Members discussed the importance of defining equity and having example policies from stakeholders and school districts to help begin those conversations. They discussed the importance of having a strategic plan for legislative advocacy.

BOARD DISCUSSION

Mr. Rarick reminded the Board of his presentation at the May meeting about SBE roles and responsibilities. Members reviewed the PowerPoint file from the May meeting that outlines the Board's statutory duties and case studies of other states that have a similar board model.

Members discussed the following:

- The role of the Board within the education system and among stakeholders;
- How OSPI and SBE work intersects; and
- Reviewing governance at the September meeting.

BUSINESS ITEMS

Motion made by Member Bolt to approve Auburn School District's waiver request from the 180-day school year requirement for three school days for the 2017-18, 2018-19, and 2019-2020 school years, for the reasons requested in its application to the Board.

Member Jennings seconded.

Motion carried.

Motion made by Member Jennings to approve Boistfort School District's waiver request from the 180-day school year requirement for three school days for the 2017-18 school years, for the reasons requested in its application to the Board.

Member Avery seconded.

Motion carried.

Motion made by Member Bolt to approve Federal Way Public School's waiver request from the 180-day school year requirement for one school day for the 2017-18 school year, for the reasons requested in its application to the Board.

Member Avery seconded.

Motion carried.

Motion made by Member Avery to approve Wahkiakum School District's waiver request from the 180-day school year requirement for four school days for the 2017-18, 2018-19, and 2019-2020 school years, for the reasons requested in its application to the Board.

Member Jennings seconded.

Motion carried.

Motion made by Member Bolt to approve Cusick School District's waiver request from the 180-day school year requirement for 30 school days for the purposes of economy and efficiency for the 2017-18, 2018-19, and 2019-2020 school years.

Member Brault seconded.

Motion carried.

Motion made by Member Jennings to approve the private school list for the 2017-18 school year recommended by the Office of Superintendent of Public Instruction, as shown in Exhibit C.

Member Sanchez seconded.

Motion carried.

Motion made by Member Avery to approve the Memorandum of Understanding from the National Association of State Boards of Education for the Deeper Learning Project Stipend, as shown in Exhibit D.

Member Fletcher seconded.

Motion carried.

Motion made by Member Jennings to adopt rule amendments on WAC 180-19 regarding charter schools, as shown in Exhibit A, and direct staff to file a CR-103.

Member Fletcher seconded.

Members asked questions of Ms. Heikes about the process when staff receive a petition for a transfer of a charter school contract that would result in the school relocating to another school district. Members discussed the request made by Ms. Cindy McMullen in written comments submitted on June 14, 2017 and July 12, 2017 and verbal comments made during public comment. The written comments requested a requirement be added for a petitioner to notify the district when a Transfer of a Charter School Contract had been received by SBE and would require SBE to also notify the receiving district of all public hearings on the matter and provide time for the district to address the Board during the hearings.

Ms. Sullivan-Colglazier advised all language proposed by Ms. Cindy McMullen would be substantial and likely would require the Board to re-open the public comment period before the Board could take action on approving the new amendments. She also reminded the Board that the Washington Charter School Commission hadn't been given an opportunity yet to review this newly proposed language.

The Board discussed the option of adopting the rules as originally proposed in the exhibit A and execute a rule amendment at a later date. Members reviewed the Petition for the Transfer of a Charter School

Contract internal form. Ms. Heikes recommended the form be amended to require evidence that the petitioner had given notice to the district in which the charter school would locate if contract transfer occurred. Board members decided to move forward in taking action to adopt the amendments as shown in Exhibit A without further amendments and instructed staff to make the recommended revisions to the Petition for the Transfer of a Charter School Contract form.

Member Reykdal abstained.

Motion carried.

Members reviewed a draft letter to the Superintendent of Public Instruction regarding the ESSA Plan components relating to state statutory authority of the State Board of Education. Members discussed having a special board meeting in August so that OSPI and the Board can have further collaboration about the state's draft ESSA consolidated plan, identify areas where additional work is necessary and how the Achievement Index will display. Members asked to have the text "The Board wishes to receive results from beta-testing of Index models in advance of the August 2017 special board meeting" inserted into the letter.

Motion made by Member Jennings to approve the letter to the Superintendent of Public Instruction regarding the ESSA Plan components relating to state statutory authority of the State Board of Education, as shown in Exhibit B.

Motion seconded.

Motion carried.

Motion made by Member Avery to approve the two percent salary increase for all State Board of Education staff effective on each of these dates: July 1, 2017, July 1, 2018, and July 1, 2019, consistent with the appropriation for all state employees by the legislature in the 2017 session.

Member Jennings seconded.

Motion carried.

Acting Chair Laverty adjourned the meeting at 2:57 p.m.

Minutes prepared by: Ms. Denise Ross, Executive Assistant to the Board

*Complete meeting packets are available online at www.sbe.wa.gov
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THE WASHINGTON STATE BOARD OF EDUCATION

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Amara, Elephant Room
5907 Martin Luther King Jr. Way S
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August 16, 2017

State Board of Education (SBE) Special Board Meeting Minutes

In-Person Participants: Acting Chair Kevin Lavery, Ms. Connie Fletcher, Mr. Jeff Estes, Ms. MJ Bolt, Mr. Peter Maier J.D., Ms. Judy Jennings, Ms. Patty Wood, Mr. Ricardo Sanchez, Mr. Chris Reykdal and Ms. Janis Avery (10)

ZOOM Participants: Ms. Mona Bailey and Mr. Ryan Brault (2)

Members Absent: Dr. Alan Burke, Ms. Holly Koon, Mr. Joseph Hofman and Ms. Lindsey Salinas (4)

Staff Attending: Mr. Ben Rarick, Ms. Kaaren Heikes, Mr. Parker Teed, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Alissa Muller, Ms. Linda Drake and Ms. Denise Ross (8)

CALL TO ORDER

The meeting was called to order at 1:02 p.m. by Acting Chair Lavery. He announced Member Bailey and Member Brault were participating remotely via ZOOM.

OPTION ONE BASIC EDUCATION ACTION WAIVER REQUEST

Mr. Parker Teed, Data Analyst

Mr. Teed reported the SBE received one Option One waiver renewal request from Orient School District. The request is for five days for three years and the purpose of the waiver is for professional development.

Board members were asked to take action during business items.

STATEWIDE ACCOUNTABILITY SYSTEM UNDER THE *EVERY STUDENT SUCCEEDS ACT (ESSA)*

Dr. Michaela Miller, Deputy Superintendent, OSPI

Mr. Chris Reykdal, State Superintendent, OSPI

Dr. Deb Came, Assistant Superintendent, Assessment and Student Information, OSPI

Ms. Tennille Jeffries-Simmons, Assistant Superintendent, System and School Improvement, OSPI

Superintendent Reykdal gave introductory remarks about the process OSPI will be taking over the next year to create the Report Card that the Board and other stakeholders will be a part of. Moving from a

basic scorecard to a robust contemporary report card provides the community and stakeholders with significantly more information about the academic health of their school. He stated the state plan will be less about the culture of identifying schools as failures and more about accountability to individual students and identifying gaps. The ESSA law creates more opportunity for local districts to decide how they're going to use their turnaround dollars.

Dr. Miller addressed the concerns of the Board specified in their letter to Superintendent Reykdal on July 13, 2017.

Chronic Absenteeism

Dr. Miller reported that OSPI is in the process of an emergency expedited WAC rule change that would have an impact on the chronic absenteeism measure used in the new school achievement Index. OSPI has an existing set of data that will be used to set the baseline for chronic absenteeism for the initial year based on previous years of data that will not be adjusted to this new definition. Time will be required to complete the rule change, update the CEDARS Guidance document that is provided to districts each year, and change behavior at the district and school level in order to adjust for the change in the definition. OSPI has also engaged Washington State School Directors Association for any board policy that may need to be adjusted based on chronic absenteeism.

Exclusion of Science Assessment Data in the Achievement Index

Dr. Miller reported that OSPI intends to include language and the year that the Science Assessment will be included in the new Index.

The Proposal to Identify Nearly Half of the State's Schools as Part of the School Improvement process

Dr. Miller reported that the overarching reason for identifying these schools is prompted by the new ESSA law. Implementing the law entails identifying targeted subgroups and differentiating schools. Although the large number of school identifications produces some resource challenges, the fund allocation structure will be different. OSPI will be working alongside with districts to determine funding needs and ESSA provides districts more flexibility in how school improvement funds can be used. Ms. Jeffries-Simmons provided an overview of how OSPI is transitioning to the new funding model, which includes conducting school site visits to determine the needs of schools, their interests, and what their resources are. The System and School Improvement department has created a memo that will be sent to Governor Inslee requesting more information about the transition plan and the Board will receive a copy after districts do. OSPI's focus is to submit the state plan according to the federal requirements of outlining how comprehensive, targeted and other targeted schools will be identified and other requirements in state law will be considered after the submission.

Members were concerned about increased number of schools that will be identified as part of the school improvement process, OSPI's capacity to assist new targeted schools, and the communication plan intended. Dr. Miller summarized the various types of resources that can be offered, such as funding or technical support. She also noted that districts with underperforming subgroups have already known their student achievement data and have been working to improve their outcomes. Identifying the schools won't be a surprise to them, but these schools won't get the resources needed without being identified through the state accountability system.

Long-term Goals, Including Goals for the English Learner Progress Measure

Dr. Miller reported that staff have done significant work with internal and external groups, the Accountability System Workgroup and the Technical Advisory Committee on the system of English

Language Learner progression and related measures. What is included in the ESSA plan, in terms of the progression exiting out, has been internally and externally vetted. Dr. Miller stated she acknowledges that this late development is due to the delay of receiving the assessment data.

The Number of Tiers and Names or Number Rating System Associated With the Tiers in the Index

Dr. Miller reported that, based on feedback other states have received on their submissions, the number and names of Index tiers was not required to be included in the state plan. OSPI's focus was to meet the federal requirements first, receive feedback and then continue work with the Board on the state accountability system in the fall.

Types of Schools Identified by the Proposed Index Weights

Dr. Miller reported that this level of detail is not required for the federal requirements, but OSPI would like to discuss the business rules related to the indicator weighting. Dr. Came presented various starting data points of weighting growth, proficiency, graduation, English Language Progress and SQSS compared to the current Achievement Index.

Understanding of how the Achievement Index will Display and Operate in the Context of the Report Card, Including how Summative Scores will be Displayed on the Front Page

Dr. Miller reported that OSPI is in the process of learning what is on the current landscape of possibilities for a Report Card and staff will return to the Board with that feedback in a future conversation.

Request to Receive Results from Beta-testing of Index Models

Dr. Miller reported that OSPI staff and SBE staff have had conversations around beta-testing and Index models and she anticipates that will continue moving forward based on the recommendations of the high level work done thus far. She would like to see OSPI and board members communicate more directly regarding the business rules so their agency knows the direction the members would like to take once the approval process takes place with general feedback around the methodology.

Members were concerned about the outcome for Targeted schools when they don't meet the interim targets.

PUBLIC COMMENT

Mr. Pete Bylsma, Director of Assessment and Evaluation, Mukilteo School District

Mr. Bylsma has been watching the process of revisions to the Index over the last few years and is concerned about the complexity of the current system. It is very hard to understand and explain it to others. Mr. Bylsma asserted that the growth measure is a problem. The student growth percentile was the only option that was proposed and there were no other conversations about other ways to look at growth. He's glad to hear that conversations on how growth is measured will be discussed in the future. He doesn't believe the Index is fair and that many of the factors that drive the Index results are external to the education system and that is a problem when we give recognition based on these Index results. A few simple tweaks to the system could improve transparency, lessen the complexity, improve the growth measure, and provide more valid results.

Mr. James Andrews, North Kitsap School District

Mr. Andrews feels there a problem within the state with schools eliminating arts classes so students can be enrolled into extra remediation in English or math courses. There is language in ESSA that addresses

this issue and schools should make every effort to not impact a student's regular day for remediation purposes. In looking at what was released for the draft consolidation plan, Mr. Andrews doesn't see any language addressing this concern.

BOARD DISCUSSION

Members reviewed a draft letter addressed to Superintendent Reykdal regarding the Board's support for the inclusion of the revised elements of the Washington Achievement Index contained in the state's federal consolidated plan submission as presented to the Board. Members offered revisions and modifications to the contents.

Board members were asked to take action during business items.

BUSINESS ITEMS

Motion made by Member Bolt to approve Orient School District's waiver request from the 180-day school year requirement for five school days for the 2017-18, 2018-19 and 2019-20 school years, for the reasons requested in its application to the Board.

Member Wood seconded.

Motion carried.

Motion made by Member Wood to approve letter regarding ESSA plan components pursuant to statutory authority of the State Board of Education.

Member Avery seconded.

Member Bolt made an amendment to insert the text "The board also asks for consideration of the issues raised below" as an additional sentence in the first paragraph.

Member Wood seconded.

Members felt the additional sentence was redundant.

Member Bolt withdrew her amendment.

Members discussed the manner in which the letter might be misinterpreted and some of the possible ramifications.

Member Reykdal abstained.

Motion carried.

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

*Complete meeting packets are available online at www.sbe.wa.gov
For questions about agendas or meeting materials, you may email sbe@k12.wa.us or call 360.725.6027.*



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Feedback Summary of the Spokane Community Forum

37 participants, plus nine board members and eight staff, attended the July 11 community forum in Spokane. Parents, students, school board members, community leaders, and administrators attended. The notes below are from staff's notes on participant discussion. Participants expressed concerns about the following topics (bold and bold underlined items indicate high relative frequency):

Barriers to success in high school included:

- Emotional barriers, communication barriers, tough upbringing/trauma
- Push to go to college happens in junior year, is rushed, and stresses students out

Importance of implicit bias training/cultural competency for teachers & trauma-informed instruction

- School system bias (and implicit bias); **tracking** of students of color/low-income students
- Increase resonance of **equity**; don't just rely on marginalized students to fix the system

The need for relationships for students in schools

- Students seek out people they have a **connection** with, generally teachers (not counselors) → need a PD system for teachers on post-secondary options to share with students
- Notice kids who might be struggling, help them deal with other issues they might be dealing with. (Average students don't necessarily get the attention of educators.)

The need for mentoring/role models in schools for students of color/disadvantaged students

- **Connect minority youth** with businesses so they could become **positive, healthy role models**
 - Help students have **mentors/professionals** to learn about industries/career pathways
- **Need to increase representation of people of color in the teaching field so students have teachers who look like them**

The need for increasing students' knowledge about post-secondary options earlier

- No system for kids to reflect on what their skills are/what they might want to do post HS: need to help students find & foster their strengths & see how these connect to future options
- Provide information on 4 year colleges, 2 year colleges, trades, apprenticeships, & the military
- Introduce them to post-secondary options in middle school; get parents on board then as well

The need for "life skills"

- **Financial literacy class** → help students understand what careers actually pay & if they'll be able to repay loans
- **Need a career prep/readiness course** (include: interviews/informational interviews/networking/teamwork/communication/how to ask for help and other "soft" skills)

Other best practices include:

- Provide students space and voice to express themselves as they are maturing developmentally
 - Students of color need a language for their experience (much sooner than in college)
- Need more capacity in successful programs (AVID, MESA, etc.)

Please see the following 5 pages for an exact transcription of the notes staff took during the discussion.

MULTI-CULTURAL PERSPECTIVES ON CAREER READINESS FORUM IN SPOKANE: JULY 11TH
Transcription of All Notes Received

Forum questions:

- Q1- When you or your child went to high school, what is something that happened that really helped prepared you or your child best for life after high school? What was something you wished had happened/suggestions?
- Q2- Barriers in high school? Career readiness best practices?

In attendance:

9 Board Members, 8 staff, 37 community members

SBE Representative #1 Notes:

Student panel:

- Biggest barriers
 - Emotional barriers—Hutton provided help
 - Tough-upbringing: Education not a high-priority, addiction in the family. Hutton helped—as she grew up, she was better able to communicate what she was struggling with and to take advantage of help
 - Communication barriers—some adults gave negative advice
 - Hutton provided support, teachers provided support. Not encountered barriers.
- Career/college ready?
 - Students not being taught practical skills (e.g. taxes). Academic counselors, friends' parents, Hutton provided help
 - Most students don't understand, because community doesn't know and doesn't know how to provide support
 - Push to go to college happens in junior year, is rushed, and stresses students out
 - Not sure if I am college ready, since I'll be first generation college
 - One student is working 40 hours/week during summer to save
- Advice
 - Practical skills, how to use money
 - Don't talk down to students, be honest
 - Notice kids who might be struggling, help deal with the other issues students might be dealing with. As long as I was getting by, no one was paying attention. Identify strengths, provide accommodations
 - Talked to teachers, not necessarily counselors—students sought out people they had a connection with—generally teachers rather than counselors
 - Being introduced to the college life
- Q1: Helped
 - Getting kicked out of high school-getting a GED, took a while to decide to get back to going to college
 - Parents were big influence. At school, mainstream—middle of the road students do not necessarily get the attention of educators
 - How in the HS realm can students learn, get exposed to the variety of things to do?
 - Students are intrigued by unlikely careers, in sports or popular music—how to communicate other good options?
 - Nothing built into the system for kids to reflect on what it might mean to them—what they might want to do
 - Upper/middle income kids understand the system, know they are going to college
- Q2 Barriers:

- Tracking of students—cutting down the expectations of students of color
- A complicated problem—educators tend to be well-intentioned people—yet in the aggregate the system creates bias
- Overcoming the implicit bias in hiring teachers
- Lack of relationships
- Best practices:
 - The term “cultural competence” is somewhat unsatisfactory/incomplete. More educators of color will evolve cultural competency naturally. How to get the system to motivate students, how to support individuals connecting with individual students?
 - Building the mindset
- Student panelist: “People are dealt certain cards. They don’t always realize they can draw more cards.”

SBE Representative #2 Notes:

- Q1: What happened that helped prepare:
 - CCR designated staff person
 - Alternative routes: Tech, Running Start
 - Community, support, tight
 - Having job didn’t like—motivating
 - Exposure to professionals in field
 - Rigorous coursework
 - Wished:
 - Low expectations based on parents’ accomplishments or lack thereof. Higher expectations.
 - People tried harder & knew their full potential—had adults to help realize their potential
 - More communication w/ students & school system
 - Wonder about Running Start and College in HS. Replacing the “easier” courses in college leaving the harder courses for 1st year on college campus if student transfers
 - More mentors/professionals to chat about job pathways
 - Not stereotyping kids
- Q2: Barriers for students of color to become career ready?
 - Inequality/hatred/history > fear of all of it
 - Cultural stereotypes, pressure to live up to it
 - Low expectations
 - Disconnect between cultural identity and school identity
 - Quick to judge
- Best practices or suggestions for improving career readiness?
 - More cultural relevancy
 - Be open to “other ways”
 - Students help adults understand who they are and how they learn. (More relevancy and applied learning)
 - Provide students space and voice to express themselves as they are maturing developmentally
 - Highlight and expose students of color in their success to motivate others

SBE Representative #3 Notes:

- Q1: What is something you got/did not get?
 - Not challenged too much

- Needed a financial class
- Students were not at all challenged
- Parental support/nurturing environment
- Sports helped provide people skills
- Would have liked to do Running Start/no opportunity
- Need emotional support
- Had a life skills class
- Need more mentoring/mentorships
- Barriers:
 - No motivation from home
 - Peer pressure to not go or not succeed
 - No teacher diversity—not many role models
 - How to encourage students to join community (clubs)

SBE Representative #4 Notes:

- Q1: Helped:
 - Financial literacy
 - Active in FFA (leadership development, coaching)
 - Mentoring
 - Friends and their parents (cohesive group) in accelerated learning (IB)
 - Cultural learning from travel
 - Mom teaching how to navigate the world with basic life skills
 - Advocating for self
 - Values of parents—hard work
 - Soft skills
 - Reading
 - Watching out for loved ones during tough times (basic skills, work)
 - Worked hard as a kid—failed a lot, failed early, regularly
 - Life experiences—critical thinking about experiences
 - Depth over breadth in education
 - Rigor and relevance
- Q2: Barriers:
 - Capacity in successful programs (AVID, MESA, etc.)
- Best practices:
 - Broaden cultural horizons of students of color
 - Sponsorship programs (different from mentorship)
 - Expose kids to college early on
 - Get parents on board too when exposing to college
 - Don't just rely on marginalized students to fix the system

SBE Representative #5 Notes:

- Q1: Helped:
 - Financial literacy (he racked up student & credit card debt after coming from family of privilege)—several at table agreed
 - Cost of college is too expensive
 - Help students understand what careers will realistically pay & if they'll be able to repay loans
 - Wished other options beyond 4 year college were pushed more (trades, apprenticeships, military, community college)

- She came from rural high school that had shop class, wood-working, gave students options
- Need to help students find their strengths (at Hutton, they did Myers-Briggs, etc.) and foster those strengths→Her son is at SPS and they talk a lot about their future→she wishes they talked more about how that connects to what their current interests/skills
- Also talk about why high school is important and how it connects to their future (why GPA is important, why advanced classes are important, etc.)
- Career pathways: lower income students don't know about a lot of pathways/industries
- Students of color need a language for their experience (they usually don't get this until they get to college and take an African American history class/social justice class/etc.)→She lived in fear a lot until she had this experience (had a hard time talking to people in authority, etc.)
- Q2: Barriers:
 - Students of color don't have a lot of voices like them—need more mentoring, etc.
 - Representation is huge!→She tried to connect through academics but didn't have a lot of support. Having someone say your voice matters→Another woman said she didn't have someone as a teacher who looked like her until college, which was very empowering
 - Continuity between schools/curriculum/high school transfer credit and support is needed
 - Need to increase resonance of equity→people/institutions still don't understand→then can't serve students of color
 - Exposure to career fields/what they have available to them (because of tracking)
- Best practices:
 - Building leaders/awareness in each school building
 - Communicating in high school to students (about the categories they get put in) that the “nerds” are successful later in life
 - Tracking: need to make sure students in every track are given opportunities/resources→it's hard for kids to get out of the tracks they're placed in
 - Need to make sure teachers are able to teach to diverse groups of students/and are aware of the challenges many groups face (Teachers can even make assumptions about parents who don't show up for parent/teacher night.) Need pedagogy/assumption/internal bias training
 - TRIO & USDA
 - Need to do a better job of explaining programs/acronyms and why they're beneficial to parents
 - Need to make career prep/readiness a required high school prep (and include soft skills in this) (interviews/networking/teamwork/communication/etc.) (introduce themselves/informational interview/ask for help)
 - Educators don't know about career options (but a lot of students don't see school counselors)→need PD for this and a system in place

SBE Representative #6 Notes:

- Q1: Helped:
 - Running Start=High school principal wants to keep kids in school
 - Hybrid programs
 - Raising rigor—helps to motivate
 - After school program sports
 - After school programs help prepare kids for college—multi-tasking

- People don't care what you know until you show how much you care
- Education: relationship-based
- 40% of kids who don't go to college—how to handle them
- Working after school
- Culminating projects—public forum
- Navigation 101
 - Posts where am I going to use this
 - Advocate for self—self-sufficiency
- Advisory
- **Soft skills** in this texting age (including financial literacy)
- Work experience is very important
- Q2: Barriers:
 - Refugees—language barriers—rural areas isolation
- Best practices:
 - More eye-to-eye contact
 - Education: relationship-based
 - People don't care what you know until you show how much you care
 - Relevancy—special needs
 - Different kids have different “why”

Community Representative:

- Q1: Helped/Wished:
 - Sports/athletics: Pushed to work hard. Would have loved more academic options
 - Sports/team helped prepare
 - Wished: challenged
 - Discussing college prep in middle school
 - No wish
 - Teacher really pushed work ethic
 - Wish: financial literacy
 - Emotional support & connection is key (emotional intelligence)
 - Wish: learn this earlier
 - Life skills course
 - Wish: Preparation for life after high school
 - Mentorships
 - Wish: Believing in the student
- Q2: Barriers & Best Practices:
 - Volunteered at a juvenile detention center—motivation from home is the biggest barrier
 - Messaging careers with diversity
 - Peer stress has been a barrier to being excellent in school. Teenage pregnancy.
 - Cohort—mutual support. Possibly capstone course.
 - Modified career fair
 - They don't care what you know until they know you care.

If you have questions regarding this memo, please contact Alissa Muller at Alissa.muller@k12.wa.us.



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EXECUTIVE COMMITTEE ELECTIONS

The SBE will conduct an Executive Committee election at the September 2017 meeting for the following seats:

- Chair, two-year term
Current Officer: None
- Vice Chair, two-year term
Current Officer: Kevin Laverty
- Member at-large, one-year term
Current Officer: Peter Maier
- Member at-large, one-year term
Current Officer: Janis Avery
- Member at-large, one-year term
Current Officer: Judy Jennings

Member Maier and Member Jennings are not eligible to run for another term of their current seats. They may run for other seats on the Executive Committee.

The elected members will begin serving on the Executive Committee at the end of the September 2017 meeting.

Action

Prior to the September meeting, members were invited to submit nominations to Member Jennings. The following members have been nominated for a seat on the Executive Committee:

Chair	Vice Chair	Member at-large
Kevin Laverty	MJ Bolt	Janis Avery
	Peter Maier	Connie Fletcher
	Judy Jennings	Jeff Estes
	Janis Avery	Holly Koon

A call for additional nominations will be offered on the morning of September 14 and the elections will take place later that day. Ballots will be provided at the time the election is conducted.

Election ballots are required to be signed per the Public Meeting Act RCW 42.30.060(2) and only voting members of the Board may participate in the election of officers.

Article IV, Section 3(5)

(5) **Ties.** (a) After three tied votes for an officer position, the election shall be postponed until the next regularly scheduled meeting, at which time one final vote will be taken.

(b) If the final vote results in a tie, all candidate names shall be placed in a receptacle and the election for the officer position shall be decided by a blind draw of a candidate name from the receptacle by the chair.



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



Joe Hofman
Washington State Board of Education

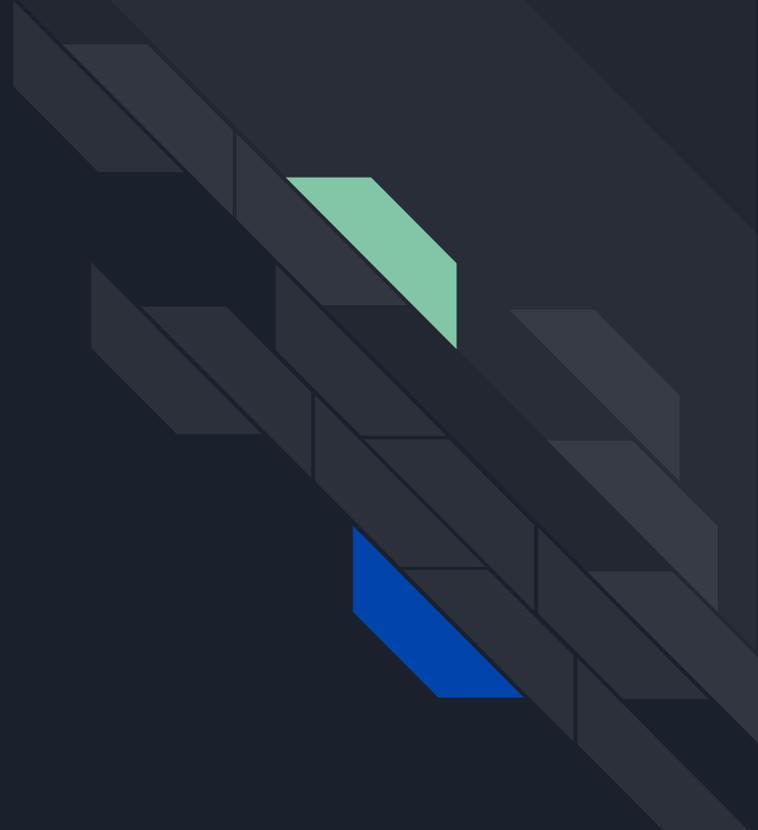
Student Presentation: Important Lessons from K-12 and their Influence

Student Update

- Junior year begins!
- ASB/Leadership
- Fall sports



Important Lessons from K-12





You can't be “perfect” all the time

- There is no such thing as “perfect.”
- Know your limits - don't push yourself too hard!
- It is OKAY to make mistakes.



Learn to manage your time

- I am an avid procrastinator.
- It is not healthy to always be rushing.
- Leave time for yourself.
- Whatever you are doing, **enjoy the moment.**



Make connections

- Life is about connections - mentors, friends, teachers, family.
- You never know who you will meet.
- All it takes is a simple “hello.”



Pain is temporary - hard work will pay off in the end

- Diving (smacks/belly flops)
- It is important to ALWAYS get back up, even if the circumstances feel stacked against you.



Be you!

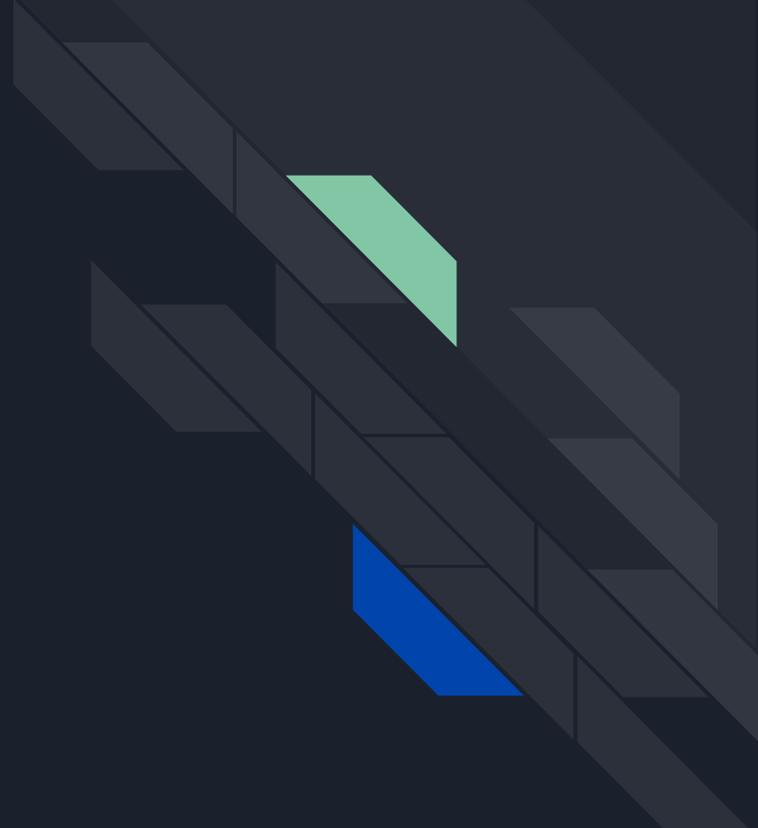
- “Be you; everyone else is already taken.” - Oscar Wilde
- Still learning who I am and who I want to be.

Goals:

- Stanford University
- International Relations
- Foreign Ambassador/Diplomat

My Project:

Feminine Hygiene Care
Product Drive





The Problem : “Pink Tax”

The “pink tax” is often described as the price discrepancy between female and male hygiene products. According to the Huffington Post, the cost of a woman’s period in America could cost in excess of *\$18,000 over the course of their lifetime.*



The Need:

Every woman needs, will need, or has needed these products in their life. Without them, the less fortunate are forced to use materials that are not meant to be used for feminine care. This may lead to septic shock syndrome, a serious medical condition.



The Plan:

My goal is to collect an assortment of feminine hygiene care products that I can donate to people who need it in my community.

- Tampons
- Pads
- Diva Cups
- Midol

The Team :

I am going to reach out to the InterAct club at my school to help me organize my drive. Cascade has a huge drive presence already. I'm hoping that we can use that to our advantage.



The Bags:



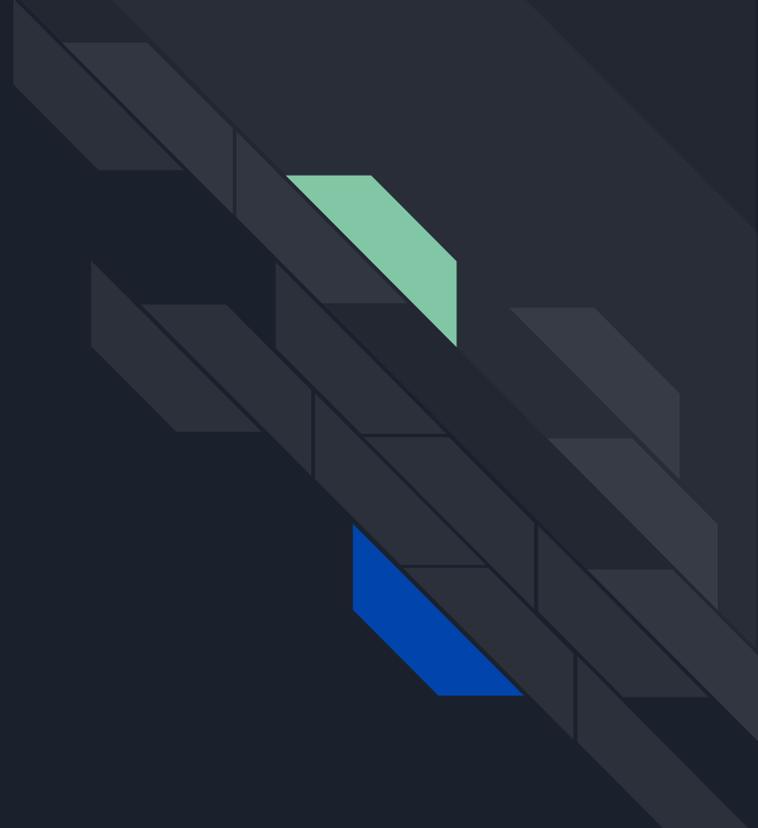
The products will be distributed in little, homemade reusable bags.



My Connections:

I am hoping to receive donations from people at my school and community, in addition to larger organizations like the Gates Foundation. I am hoping to donate to the Cocoon House in order to support people my age who are struggling.

Thank You!





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Title: Executive Director Update

As related to:

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

Relevant to Board roles:

<input checked="" type="checkbox"/> Policy leadership	<input checked="" type="checkbox"/> Communication
<input checked="" type="checkbox"/> System oversight	<input checked="" type="checkbox"/> Convening and facilitating
<input checked="" type="checkbox"/> Advocacy	

Policy considerations / Key questions:

- Do board members have any concerns or questions regarding the items in the Executive Director Update?

Relevant to business item:

- Adoption of SBE 2017-2018 Core Budget (if Modified)
- Approval to Expire Charter School Contract Transfer for the Spokane International Academy
- Approval of Olympic Christian Private School
- Onion Creek BEA Waiver (180-day)

Materials included in packet:

The Board will have an opportunity to ask questions and dialogue about the following items:

- SBE Strategic Plan Year-End Review
- SBE Facts & Figures Year-End Review
- SBE Budget Review
- Private School Approval Request for Olympic Christian
- Approval to Expire Charter School Contract Transfer for the Spokane International Academy
- 2017-2019 SBE Member Liaisons to Partner Organizations

Additionally, this packet includes the following Option One waiver documents from Onion Creek School District:

- A memo summarizing the Option One waiver request.
- The Option One application submitted by Onion Creek School District.
- A copy of WAC 180-18-040 (Waivers from minimum one hundred-eighty day school year requirement).
- Evaluation worksheet for the Option One waiver application

Synopsis: During the executive director update, staff will update the Board on a series of items that pertain to an action item of the board or need additional explanation to apprise of current or coming events or issues. The items for discussion are listed above. If board members have questions about



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particular items, it is helpful to receive those in advance so the Chair can budget his time for this segment appropriately.



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August 29, 2017

Board members:

This memo and subsequent strategic plan matrix is designed to provide an overview of strategic plan activities from the past year. Each staff member was asked to describe a few significant highlights from the past year as well as a few major obstacles to future SBE work. The entire staff was also asked about what lies ahead in the next year and what issues we may want to confront, as well as future goals for you, the Board, to consider. I want to particularly thank Alissa Muller for her drafting of this document, and Parker Teed for his hard work compiling the matrix information, which includes an exhaustive list of hyperlinks which direct users to many of the referenced materials.

For both this overview as well as for the matrix, SBE staff have done their best to fairly represent the Board's most important work, as listing all of SBE's work this year would lead to an unnecessarily long document. Accompanying these two documents will also be a presentation on system outcomes from Dr. Andrew Parr, and a more administratively-based presentation of information I called the SBE "Facts & Figures" PowerPoint presentation. The latter presentation includes data on our agency – where we met as a Board, how many waivers we approved, what forms of communications and outreach we undertook, and an update on our staffing and budget position, among other topics.

I have come to rely upon this report as a mechanism to track the relationship of our work to the many individual items in the strategic plan, helping us both track successes and identify areas where our progress is underdeveloped. The chart that follows provides brief descriptions and hyperlinks to the writings, presentations and other achievements most pertinent to that strategic objective. It is a helpful compendium of significant reports, projects, videos and other materials we have created this year.

I believe that this document will be a helpful, high-level overview for you of the progress you've made this past year. At the end of this letter you will find the strategic plan matrix that tracks progress in each subsection of the strategic plan. While this is a helpful reference, I understand that it can be burdensome to fully review. Please review as your individual time constraints allow, and feel free to submit any questions you have. This annual review is provided as advance preparation for the Retreat; rather than reviewing these documents in detail, our Retreat time is structured to maximize member-to-member dialogue and engagement.

Highlights

1. **Career & College-Ready Standards** - SBE has made some incremental progress on the implementation of the 24-credit graduation requirements. SBE has provided ongoing assistance in helping districts understand what is required of them, and we see evidence of districts asking thoughtful questions about the implementation of this work. This work has contributed, we think, to increased readiness for students as they move into post-secondary opportunities. Examples include:
 - a. 3.A & 1.C.1: As the number of credits of math required in high school has increased, the number of remediation classes students take in postsecondary has decreased.

- b. 3B.1 & 3.B.3: We highlighted best practices, and explored the development of a model HSBP course with our Everett Board meeting segment on Student Transition planning.
 - c. 3.B.2: The board invested significant time with the Workforce Training and Education Coordinating Board on working toward a shared commitment to, and definition of, Career Readiness standards. The Board staff developed several ‘white papers’ on the role of career readiness standards in a program of basic education.
2. **Legislative Action** - 4.A.1, 3.B.1 & 3.B.3, 3.C.2: SBE considers the legislatively passed budget and HB 2224 as significant advancements toward Board priorities, even if they remain not entirely fulfilled. HB 2224 addressed many of the Board legislative priorities regarding the diploma. It maintained a commitment to students meeting certain standards to earn a diploma, and expanded the alternatives available to students to demonstrate acquisition of those standards. The budget addressed, to varying degrees, all of our legislative priorities, including: 1. McCleary Implementation 2. Expand Assessment Alternatives 3. Provide Professional Learning for Educators 4. Strengthen Career Readiness and Fortify the High School and Beyond Plan in the Program of Basic Education for All Students 5. Remedy Teacher Shortage. The legislature’s response to our priority on expanded learning was perhaps the most limited, with only modest movement on a small grant program to fund pilot programs.
 3. **Equity Work** - 1.A.2: SBE has made meaningful advances toward integrating equity into our board meeting structures, and incorporating a formalized equity definition and framework into the Board’s work. This has entailed training and learning at both the staff and member level. We will continue this commitment with a significant strand of the Retreat focused on this work.
 4. **Federal & State Accountability**: We have successfully elevated the Achievement Index to the primary feature of the state’s accountability system (previously, the Index had been second behind the federal AYP under ESEA). We have also effectively elevated the role of student growth in school evaluation systems. We believe we now have a system of meaningful differentiation that provides a more fair measure of school performance, as compared to those offered under *No Child Left Behind*. We are also undertaking work to integrate the Achievement Index with the School Report to create a seamless user experience.
 5. **Student Voice** 1.D: The Board invested time and resources in elevating student voice as part of its deliberations. The Board prioritized hearing student voice at its community forums, school visits, and Board meetings this past year.
 6. **Community engagement** 1.A.1, 1.A.3, 1.C.1: Community engagement with schools, forums, and meetings across the state was a demonstrable priority this year (see more under communication strategies).

Growth areas:

Part of the value of the annual strategic plan review is to identify and prioritize areas that have not been fully leveraged this year.

- 1.B.2: “Research and promote policy to reduce the loss of instructional time resulting from exclusionary discipline, absenteeism, and disengagement.” SBE presentations tended to focus on the absenteeism and disengagement aspects of this objective, but did not engage as deeply in the work on exclusionary discipline this past year.
- 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.” SBE presentations and dialogue had significant focus on non-normative transitions; however, students with disabilities were perhaps not as individually highlighted in the past year as might have originally been intended or anticipated with this

objective. Our most significant efforts in this regard were in prior years (2015 and 2016). The last significant work was in April of 2016.

- 2.A.3: “Establish Adequate Growth targets to be incorporated into the Achievement Index and the state accountability framework.” Adequate growth is not part of ESSA Plan that will be submitted to the U.S. Department of Education. There is no explicit commitment to this work in the future.
- 2.C.3: “Engage in a process of inquiry to design explicit connections between data analysis projects and opportunities for policymaking and advocacy for the Board.” Staff engaged in dialogue on these topics; however, the result has been a much reduced amount of time at Board meetings engaging in data analysis, rather than necessarily a change in practice. One highlight was the intentionality of the data analyzed as part of the Educational System Health Report, and the subsequent connection of that data to advocacy efforts with our partners and in the Legislature.

Obstacles & considerations

1. 3.A.1: Although we’ve made progress toward the state implementation of the 24-credit graduation requirements, districts report that they still struggle to identify strategies for students with credit retrieval needs.
2. How does the Board advocate for good practices when a topic area is a local decision? (And we’re not the ones with the on-the-ground experience?) How do you develop and advocate for good model practices when a particular practice is not necessarily regulated or required? Additionally, from a communications standpoint, how do you learn from local practices and repackage them for duplication and then get them out on a state level?
3. This year we have encountered both political and legal disputes about K-12 governance of common schools and charter schools. In some instances these have become a considerable distraction from the time and resources we are able to dedicate to our core work. We will have a chance to further explore these during our Retreat.

Communication Strategies

This year, the State Board decided on a theme of “Multi-Cultural Perspectives on Career Readiness” for our community forums in March (Everett), May (Walla Walla), and July (Spokane). These forums were intentionally designed to deepen cultural competence for Board and staff (1.A.3), engage and collaborate with racially, ethnically, and economically diverse communities (1.A.1), and work with partner agencies and stakeholders to strengthen the transition from high school to postsecondary (1.C.1).

Staff decided to focus outreach efforts by intentionally reaching out to diverse communities through inviting stakeholders via individual emails. This strategy yielded an impressive average of 37 participants per community forum—and 111 participants across all three. Therefore, we anticipate continuing to do personalized outreach before every future community forum—as this increased attendance at our Multi-Cultural Perspectives community forums compared to our previous forums.

We reached out to the EOGOAC and all member organizations represented on the EOGOAC, school districts, postsecondary institutions, and community based organizations and asked for help getting staff, students, parents, and other adults from historically marginalized communities to attend the forum to share their thoughts about their experiences and ideas about improvement with the Board. Most attendees have been community organization staff, superintendents, district/college staff, parents, students, education advocates, and state partners representing diverse communities.

SBE promised community forum participants that they would be kept up-to-date on how SBE will use their suggestions. Linda Drake has finished the Student Transitions report and it will be uploaded to the website soon. We envision a Student Transitions page on our website, which will include the report executive summary, summary of feedback we received across all three community forums, infographics, community forum photos, a reflection video on the forums that include Board member reflections, the full video from the student panel during the Walla Walla Board meeting, and a link to the full report. Once it is—staff will reach out to all forum participants who registered and provided contact information and send them a copy of the report, as well as direct them to our Student Transitions webpage on our website. Staff will also advertise the report and website via social media and our Constant Contact email lists.

The Board continues to be an active participant of Ready WA, a coalition that supports college- and career-ready learning standards. Additionally, besides helping put on the Washington Achievement Awards, we publicly recognized every WAA award winner on social media in May (2.B.3).

What Lies Ahead

1. Goal 4: We need to strengthen SBE’s identity in terms of leadership, advocacy, and strategic oversight in Washington’s K-12 system. Our Retreat will be an important step toward this, and conversations with partner agencies will need to be continued after the Retreat.
2. 2.A.4: SBE will have to grapple with the new school improvement goals and interim targets set out in ESSA. How will SBE report and what will SBE do when schools don’t meet their target? How will SBE work with partners over the next few years? SBE will have to work out the policy issues for who will develop the reforms for:
 - a. Rule-making for the accountability framework after ESSA gets approved
 - b. In collaboration with OSPI, how will the Index get publicly displayed/reported?
3. 1.C.1: Connecting high school and postsecondary learning. Some examples would include Bridge to College as well as connecting the High School & Beyond Plan with the postsecondary Guided Pathways.
4. 3.B.1: This year’s legislative action ESHB 2224 establishes requirements of all high school and beyond plans, and changes the requirements for a high school diploma. In some cases, it creates specific work for the State Board of Education, including inquiry into the establishment of a 10th grade Career- and College-Ready score on the Smarter Balanced assessment. Linda’s Student Transitions report explores additional ways to enhance the HSBP, and provides some detail on the specific charge provided to the SBE regarding standard-setting on SBA.
5. 3.C.2: What does the system need to make implementation of Next Generation Science Standards successful?
6. 1.A.2: The Retreat will help the Board move toward implementing a policy decision-making framework rooted in equity in opportunity for all students. Consider spending time articulating what this would mean to you or what our stakeholders might say this means to them.
7. SBE will also need to consider how to most effectively leverage its focus and influence in an era of policy implementation. The last ten years the state has been in an era of adopting standards, assessments, and revamping the funding system. How does the work change as the system’s focus begins to shift from development of a standards-based system, to investing more in schools and communities as they implement these systems?

As you reflect on progress on our 2015-18 Strategic Plan, please keep in mind that the Board is only a year away from having to begin the process of writing another strategic plan. You might begin giving some thought to some of the key goals and objectives you would like to see in the next strategic plan.

The Board should also consider the best way to engage with external partners in its next strategic planning process.

Takeaways

Our work on the Strategic Plan brings mixed emotions. On the one hand, there are clearly areas of improvement and advancement in the work that the Board has taken on. It is appropriate to acknowledge, analyze, and in some cases, celebrate those advancements. These include incremental advancements in remediation rates, as well as modest but appreciable increases in the graduation rate, and reduction in graduation rate gaps for the four-year cohort trend data. On the other hand, as was highlighted in our Educational System Health Report, there are still enormous opportunity gaps that exist for disadvantaged students in our system. In such a system, it is difficult to consider our work a success at this juncture. Clearly, our vision has not been realized.

I encourage you to take time and reflect on the plan accomplishments you most value, as well as which parts of the plan that were not accomplished you believe need to be prioritized over the next year. It is important to maintain a focus not only on the quality and timeliness of our process-oriented work as a policy board, but most importantly, on the student achievement outcomes for our students in the system. Given that we are not meeting our student achievement outcome goals, it is appropriate for the Board's work to avoid a sense of complacency, and maintain an overall sense of urgency.

As always, more remains to be done to ensure our educational system meets the expectations of its stakeholders. However, I believe this report demonstrates that the State Board of Education makes the most of its time and effort, targeting the research-based areas that have the greatest impact for our students and following through on its goals.

A handwritten signature in cursive script that reads "Ben Rauch". The signature is written in dark ink on a white background.

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	Achievements – Summer 2016 to Summer 2017
<p>1.A.1 Engage and collaborate with racially, ethnically, and economically diverse communities and organizations to gather input, build relationships and develop policies related to closing the opportunity and achievement gaps.</p>	<p>Ongoing</p>	<p>Engagement and collaboration occur with the EOGOAC and targeted engagement of community-based organizations for input</p>	<ul style="list-style-type: none"> • Three community forums focused on multicultural perspectives on career readiness, including two student panels. • Collaborated with local districts and higher education to promote effective student transitions in Walla Walla, Spokane, and Everett. • Presentations to the EOGOAC. • Solicited and incorporated EOGOAC’s input in Indicators of Ed System Health 2016 biennial report. • Included an EOGOAC member on SBE Indicators of Ed. Health panel in November 2016. • Presented deeper disaggregation to relevant communities (Affiliated Tribes of Northwest Indians, Commission on Asian Pacific American Affairs) and at conferences (WERA, Pave the Way). • Board expanded meeting locations to reach economically, geographically, and demographically diverse areas (For instance, Wellpinit, Stevenson, Winthrop, Walla Walla, and et cetera). • Engaged student panel on Smarter Balanced assessment and student transitions in May 2017. • Engaged in a broad outreach process for the Indicators of Educational System Health that included panels, feedback forms, letters, team meetings, one-on-one meetings, and other efforts. • Broad representation of diverse advocacy groups in ESSA panel in July 2017. • Met with diverse organizations (including nonprofits and professional organizations) to coordinate strategy during legislative session.
<p>1.A.2 Integrate a policy decision-making framework rooted in equity in opportunity for all students.</p>	<p>2017</p>	<p>Equity Tool for Policy Decisions</p>	<ul style="list-style-type: none"> • Contracted equity expert for full year to provide technical assistance. • Staff participated in PSESD racial equity training. • Board members and staff participated in equity workshops with WSSDA and PSESD. • Board member and staff collaboratively examined the Portland equity tool. • Solicited advice from board members, partner organizations including EOGOAC, and others on

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			<p>the development of an equity lens or equity decision-making tool.</p> <ul style="list-style-type: none"> • Equity expert facilitated a half-day of the retreat to focus on equity. • This has been a learning year for the Board on equity and has featured an equity focus at every meeting.
<p>1.A.3 Participate in training and other experiences to deepen cultural competence.</p>	2017	Personal Growth of Board and Staff	<ul style="list-style-type: none"> • Staff participated in PSESD racial equity training with equity expert. • Board members and staff participated in equity workshop coordinated by WSSDA and PSESD. • Outreach events intentionally designed to deepen cultural competence for Board and staff. • School visits to focus on trauma-informed educational practices, including Lincoln High School in Walla Walla and culturally-informed educational practices at Quil Ceda-Tulalip in Marysville. Visits to Challenged Schools in Wellpinit and Wind River MS in Skamania.
<p>1.A.4 Utilize the perspective and experiences of our high school student representatives to shape board policymaking to identify and address opportunity gaps.</p>	Ongoing	Student Input	<ul style="list-style-type: none"> • Student presentation by Lindsey Salinas and Baxter Hershman on normative and non-normative student transitions and opportunity gaps in March 2017. • Distributed a video on student voices on the Smarter Balanced Assessment in 2016. • Lindsey Salinas met with legislators at Capitol in January 2017 and advocated for SBE priorities • Animated whiteboard video on opportunity gaps by Madaleine Osmun in 2016. • Animated whiteboard video by Lindsey Salinas on equity versus equality for September 2017.
<p>Analysis and Promotion of Policies Strategy 1.B Analyze data and promote policies for closing achievement and opportunity gaps.</p>			
<p>1.B.1 Analyze achievement and opportunity gaps through deeper disaggregation of student demographic data with intentional connection to policy opportunities.</p>	Annual - March	Achievement Index Results	<ul style="list-style-type: none"> • Presented deeper disaggregation of Native American student data at the Affiliated Tribes of Northwest Indians, WSAC Pave The Way, and the Washington Educational Research Association. • Updated the data using the latest results and for more student groups.
<p>1.B.2 Research and promote policy to reduce the loss of instructional time resulting from exclusionary discipline, absenteeism, and disengagement.</p>	Annual - September	5491 Additional Indicators	<ul style="list-style-type: none"> • Explored student and teacher absenteeism data in development of a draft Opportunity to Learn Index. • Inclusion of measure of absenteeism in the Achievement Index and ESSA accountability plan. • Explored discipline data and surveys of disengagement, culture, and climate, including for the Opportunity to Learn Index. • Inclusion of discipline data in Indicators of Educational System Health Report.

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			<ul style="list-style-type: none"> • Linda Drake attended two Open Doors dropout reengagement program planning meetings and Andrew Parr has begun examining dropout reengagement. • Organized school visits like Lincoln High School in Walla Walla in May 2017 that focused on dropout reengagement. • MJ Bolt has served on the Expanded Learning Opportunities Council.
<p>Postsecondary Transitions Strategy 1.C: Develop policies to promote equity in postsecondary readiness, access, and transitions.</p>			
<p>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.</p>	<p>Annual - December</p>	<p>5491 Report</p>	<ul style="list-style-type: none"> • Held a three-meeting arc focused on student transitions (planning, supports, and assessments were each of the three focuses). • Explored successful practices of local districts and higher education to promote effective student transitions in Walla Walla, Spokane, and Everett. • Intentionally engaged students, including in community forums and two student panels on Smarter Balanced testing and student transitions during board meetings. • Held a joint meeting with the Workforce Training Board in January 2017. • Attended major meetings of partner agencies and/or organizations, including the following: <ul style="list-style-type: none"> ○ Workforce Training Board ○ WA Student Achievement Council ○ Department of Early Learning ○ Educational Opportunity Gap Oversight and Accountability Committee ○ Association of Washington School Principals ○ Washington State School Directors Association ○ Ready Washington ○ Washington Association of School Administrators ○ Regional Superintendent Mtgs ○ Council of Chief State School Officers ○ National Association of State Boards of Education ○ Learning First Alliance
<p>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.</p>	<p>Ongoing</p>	<p>Policy Proposal</p>	<ul style="list-style-type: none"> • Staff have started an analysis of how HB 2224 will impact the assessment system and alternatives • In July 2017, held a panel of SBA administrators, district officials, student service nonprofits, and community college and 4-year higher education administrators on the use of SBA.
<p>Transitions within K-12 Strategy 1.D: Promote strategies to strengthen key transition points within a student's K-12 experience.</p>			

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<p>1.D.1 With OSPI, analyze data to understand trends and underlying causes in students who are and who are not successfully completing a high school diploma.</p>	<p>Annual - January</p>	<p>Data Analysis and OSPI Report on Practices</p>	<ul style="list-style-type: none"> • Frequent updates to the Board on measures related to students not completing a diploma. • Analysis of Index models related to graduation rates and accountability system. • Reviewed literature on the effects of exit exams and requirements on student outcomes. • Advocated in 2017 legislative session on a priority to expand assessment alternatives. • Included a measure on of 9th-graders on track (credit accrual) in the accountability framework for ESSA. • Examined course failure and credit retrieval data related to 24-credit implementation.
<p>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.</p>	<p>2017</p>	<p>Completion of Analysis and Policy Proposal</p>	<ul style="list-style-type: none"> • Three-meeting arc focused on student transitions (planning, supports, and assessment). • Joint presentation by student members Lindsey and Baxter in March 2017. • Collaborated with OSPI on the ESSA ASW to develop criteria for selecting targeted schools, including for the special education student group. • Data and panel presentation on pathways after high school and on normative/non-normative transitions. • Data and presentation on learning outcomes for traditionally underserved student groups framed in meeting assessment requirements for graduation.

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	Achievements – Summer 2016 to Summer 2017
<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"> • Annually collaborate with OSPI, districts, and technical advisory committee on development of an Index file. • Report results through updated website that now includes participation rates. • Collaboration with OSPI on future reporting displays of the Achievement Index per ESSA changes. • Participated in the Accountability System Workgroup and ESSA Technical Advisory Committee. • Published research on Index results in WERA quarterly journal and presented at WERA annually.

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<p>2.A.2 Revise and implement ambitious yet achievable school improvement goals to ensure alignment with state and federal law.</p>	<p>July 2017</p>	<p>Rule Adoption</p>	<ul style="list-style-type: none"> • Collaborated with OSPI on development of school improvement goals. • Analyzed proposed models of school improvement goals. • Analyzed federal ESSA law requirements to better understand necessary changes in law and/or rule.
<p>2.A.3 Establish Adequate Growth targets to be incorporated into the Achievement Index and the state accountability framework.</p>	<p>March 2018</p>	<p>Inclusion of Adequate Growth in Achievement Index</p>	<ul style="list-style-type: none"> • Analyzed Adequate Growth Percentile data from OSPI. • Explored the use of AGP data in the Index and school improvement goals.
<p>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.</p>	<p>2017</p>	<p>ESSA Consolidated Plan Approval</p>	<ul style="list-style-type: none"> • Inclusion of chronic absenteeism and 9th graders on-track (credit accrual) measures in the Index. • During participation in the Accountability System Workgroup, explored various indicators of school quality and student success. • Analyzed federal ESSA law requirements to better understand necessary changes in law or rule.
<p>Development and Implementation of State Accountability Framework Strategy 2.B: Develop and implement an aligned statewide system of school recognition and support.</p>			
<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.</p>	<p>Annual – On or before March</p>	<p>Identification of Challenged Schools in Need of Improvement</p>	<ul style="list-style-type: none"> • Collaborated with OSPI and Accountability System Workgroup on changes to identification of Challenged Schools due to ESSA. • Provided feedback to OSPI regarding identification of Challenged Schools. • Assembled a comprehensive data file to monitor Challenged Schools for sustainability of improvements. • Visited Wind River Middle School, Wellpinit Elem., and Lincoln HS. • Attended SIG summit in Wellpinit in Fall 2016.
<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 consideration of approval of Required Action Plans.</p>	<p>Annual - Spring</p>	<p>Adherence to Rule</p>	<ul style="list-style-type: none"> • RAD updates in January, May, and July 2017 and in 2016. • E.D. and board members visited Wellpinit and a SIG/RAD Institute. • Collaborated with OSPI on analyzing priority school performance for possible RAD status. • Presented at WERA on how data is used to identify and monitor RADs for release (Lakeridge SD was co-presenter). • Optional site visit to Quil Ceda-Tulalip elementary school in Marysville during March 2017. • Attended SIG summit in Wellpinit in Fall 2016.
<p>2.B.3 Publicly recognize schools through the Washington Achievement Awards.</p>	<p>Annual – May</p>	<p>Washington Achievement Awards</p>	<ul style="list-style-type: none"> • Co-hosted 2017 Achievement Awards with OSPI. • Recognized every WAA award winner on Twitter.

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			<ul style="list-style-type: none"> Analyzed data to ensure correct recognition and reward of high-performing schools. Worked with OSPI to modify criteria to accommodate the shift to Smarter Balanced testing.
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.			
<p>2.C.1 Collaborate with stakeholders and peer agencies in identifying reforms for Washington’s unique context.</p>	Biennial – October	Convene Achievement and Accountability Workgroup	<ul style="list-style-type: none"> Staff presented at WERA, WSAC Pave the Way, Legislature, and other conferences. Reforms were in 2017 legislative priorities and were based on research and analysis. Collaborated with partner agencies to align strategic planning. Convened a panel of peer agency heads in November 2016.
<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>	Annual – December, Biennial Report to Legislature	5491 Report	<ul style="list-style-type: none"> In November 2016, submitted the Report to the Legislature on the Indicators of Ed. System Health. Collaborated with peer agencies to revise the Indicators of Ed. System Health, including a panel in Nov ‘16. Distributed the report to the Legislature and key audiences. Submitted draft bill language regarding a revision to statute. Re-analyzed and reset goals on Indicators of Ed. System Health to reflect Smarter Balanced transition and peer agency reporting.
<p>2.C.3 Engage in a process of inquiry to design explicit connections between data analysis projects and opportunities for policymaking and advocacy for the Board.</p>	2017	Restructured Data Spotlight Format	<ul style="list-style-type: none"> Ongoing research into the effects of exit exams on students outcomes. In Fall 2015, staff began a 50 state analysis of exit exams, in November 2016 staff reviewed literature provided by Ask a Northwest Regional Education Laboratory and again in August 2017. Analyzed different weighting schemes for examination of proposed Index changes (bias examination). Utilized data introduction presentations more than data spotlights (for instance, data intros in student transitions three-meeting arc). Staff have initiated an internal dialogue about potential future research projects, including on exit exams, special education, and transcript study. Explicitly connected Indicators of Educational System Health work to advocacy efforts in the Legislature.

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	Achievements – Spring 2016 to Spring 2017
3.A.1 With OSPI, partner with stakeholders to examine and address implementation issues of the 24 credit career- and college-ready graduation requirements.	Ongoing	School Counselor Conferences and ESD Outreach	<ul style="list-style-type: none"> Presented at one counseling association conferences and two OSPI counseling events. Received second NASBE stipend. Continued focus on career readiness. Community forum focus on 24-credit requirements.
3.A.2 With OSPI, develop guidance on competency-based crediting for use by guidance counselors and administrators.	2017	Guidance on Website	<ul style="list-style-type: none"> Disseminated information and guidance to the field. Updated the competency-based crediting handbook.

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"> Approved Agricultural Power Technology and Viticulture in May 2017. Held a three-meeting arc focused on student transitions (planning, supports, and assessments were each of the three focuses). Discussion of online HSBP tools (Everett, WSIPC, Community College System, and OSPI). Ongoing collaboration with OSPI on HSBP guidance material on CTE course equivalencies.
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"> Received second NASBE stipend. Convened meetings with Workforce Training Board and approved joint resolution on career readiness. Collaborated with WTB on legislative advocacy.
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"> Discussion of online HSBP tools (Everett, WSIPC, Community College System, and OSPI) in March 2017. In March 2017, did an in-depth review of the Everett SD HSBP seminar 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	<ul style="list-style-type: none"> In August 2016, established cut scores on alternative assessments and reviewed math SBA cut score. Staff have begun to analyze HB 2224 and plan for the report to the legislature on the 10th grade SBA in December 2018.
3.C.2 Collaborate with the Office of Superintendent of Public Instruction on	Annual - December	Annual Report, Legislative Priority	<ul style="list-style-type: none"> Collaborating with OSPI, planning to set NGSS cut score in August 2018.

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<p>supporting an effective assessment system that includes alternative assessments and assessment developed for Next Generation Science Standards.</p>			<ul style="list-style-type: none"> • Staff have started an analysis of how HB 2224 will impact the assessment system and alternatives. • Focused July 2017 meeting on assessments as part of a three-meeting arc on career readiness and student transitions. A Smarter Balanced representative participated in a panel in July 2017.
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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	Achievements – Spring 2016 to Spring 2017
<p>4.A.1 Work closely with the Legislature, agencies, and other partners to ensure ample provision of resources for the program of basic education</p>	<p>2017 session</p>	<p>Ample Provision</p>	<ul style="list-style-type: none"> • Advocated for a quality, equitable funding system. • Advocated for ample K-12 funding through: public hearing testimony, advocacy with partner agencies, one-on-one meetings with legislators, et cetera. • Worked to align ample provision legislative priority with efforts of partners and advocates. • Met at least once weekly with a group of other K-12 advocates to coordinate advocacy for ample funding for the program of basic education. • Analyzed all proposed K-12 biennial budgets. • Raised technical issues with legislative staff. • After years of advocacy by SBE and partners, major action was taken on state funding of basic education.

Basic Education Compliance and Waivers
Strategy 4.B Ensure compliance with all requirements for the instructional program of basic education.

<p>4.B.1 Implement timely and full reporting of compliance by school districts with basic education requirements.</p>	<p>Annual – July to November</p>	<p>100% Compliance</p>	<ul style="list-style-type: none"> • Improved the SBE webpage on instructional hours FAQ, waivers, and basic education compliance. • Basic Education Compliance reporting began in early August 2017 and included advisory on future graduation requirements. • Ensured compliance by school districts with basic education requirements for SY 2016-17. • Provided data to the Board and the field on BEA compliance and graduation requirements in November 2016. • Collaborated with OSPI on snow days issues. Updated FAQ. • Collaborated with OSPI on instructional hour compliance for Alternative Learning Experiences. Updated FAQ.
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<p>4.B.2 Provide quality review and approval of private schools as recommended by the Superintendent of Public Instruction.</p>	<p>Annual – Spring</p>	<p>Private Schools Approval List</p>	<ul style="list-style-type: none"> • In Summer 2016 and 2017, approved private schools list.
<p>4.B.3 Conduct thorough evaluations of requests for waivers of Basic Education Act requirements.</p>	<p>As needed</p>	<p>Waiver Request Summaries</p>	<ul style="list-style-type: none"> • Conducted numerous evaluations of Option One and Parent-Teacher Conference waiver requests throughout 2016 and 2017. • Conducted evaluations of requests for waiver of credit-based high school graduation requirements for two schools in Federal Way in the last year. • Conducted evaluations of three Option Two waiver requests for the purposes of economy and efficiency throughout the last year.
<p>Charter Schools Strategy 4.C Assist in ensuring a quality charter school system by fulfilling statutory duties.</p>			
<p>4.C.1 Serve as a primary resource for school districts for information on charter authorizing and the state's charter school law.</p>	<p>Ongoing</p>	<p>Materials on Website, Public Presentations</p>	<ul style="list-style-type: none"> • Updated SBE charter school webpage and materials. • Fielded and addressed questions from the public.
<p>4.C.2 Implement quality review and approval process for charter authorizer applications based on appropriate criteria.</p>	<p>Annual – February</p>	<p>Reviewed Applications</p>	<ul style="list-style-type: none"> • Revised authorizer documents and widely circulated district authorizer information. • Received notice of intent from Tukwila SD.
<p>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.</p>	<p>Annually (12/1) Ongoing and as needed</p>	<p>Annual reports (to Governor, Legislature) Special Performance Reviews if Necessary</p>	<ul style="list-style-type: none"> • Board examined its statutory responsibilities related to charter schools. • Board amended its charter school WACs in July 2017. • Kaaren Heikes participated in all Commission meetings as SBE Chair designee. • Reviewed applications from charter developers. • Developed and sustained relationships in the WA charter schools sector. • Worked with Assistant Attorney General to resolve legal questions. • Coordinated annual reports from all charter school authorizers. • Represented SBE at national NACSA and state charter school conferences. • Coordinated with the Legislature, AAGs, and Commission on legal issues related to annual legislative report. • Served as a resource for Commission leadership through regular meetings. • Board processed, evaluated, and ruled on two charter school contract transfers. • Andrew Parr collaborated with Joshua Halsey on the accountability system as it pertains to charter schools.



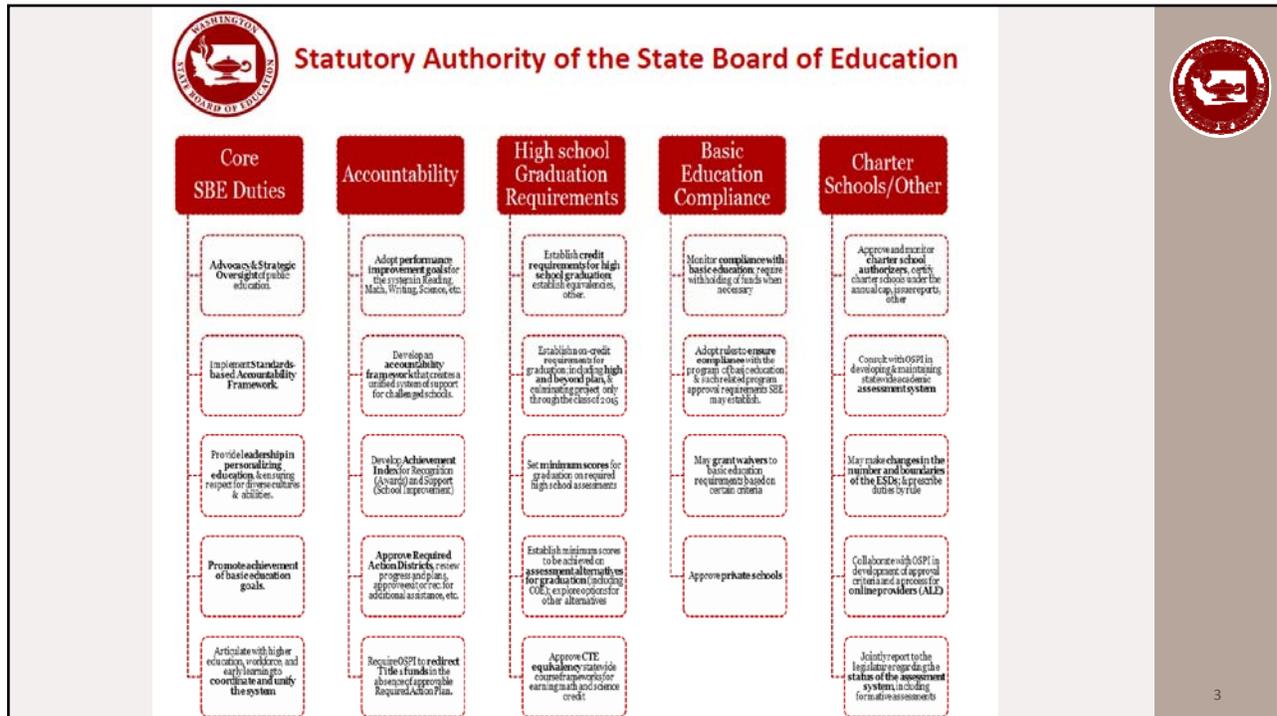
2017 Facts and Figures

Mr. Ben Rarick, Executive Director

August 2017



Statutory Authority and Board Overview



Board Norms for the Washington State Board of Education
Adopted by the Board, November 5, 2015

- Board meetings will focus on State Board of Education goals as articulated in the Strategic Plan, while recognizing that other matters may also be part of a meeting agenda.
- At board meetings, and in all communications with the public and staff, Board members will maintain the dignity and integrity appropriate to an effective public body.
- Every board member should play a meaningful role in the Board's overall operations. Each member expects of others a dedication to the work of the Board and will endeavor to understand the views of other members and to engage in civil discussion. The Board embraces healthy debate on policy issues.
- The purpose of Board meetings, is to discuss policies that help all students to succeed and to graduate college- and/or career-ready. Agendas, presentations, and discussions for each board meeting should reflect this overarching purpose.
- Board meetings should include the following procedures:
 - Board meetings should start on time and end on time.
 - Meeting materials should be made available one week in advance (see Bylaw Article V section 2) and should consistently be of high quality.
 - Board members are expected to consistently attend and prepare for Board meetings and to read the materials in advance of the meeting (see Bylaw Article III, section 2).
 - Each staff presentation should start with clarity of the purpose of the presentation and the decision to be made or issue to be considered.
 - Board members should hold their questions (except for brief clarifying questions) until the end of each presentation, or until the presenter offers a designated "pause" for questions.
 - Each Board member expects of others a commitment to speak with purpose during each discussion. The Board Chair – or his/her designee – will provide leadership to ensure that the discussions and deliberations are leading to a focused outcome.
 - Board meetings should be a forum for Board discussion. Staff and guest presentations should be structured to facilitate this discussion, not supplant it.
- When considering policy proposals, each board member expects of others an opportunity for advance review. The Board agrees to a "no surprises" mode of operation – all significant proposals should be sent in advance of the meeting (preferably before Board packets are sent) to the Chair and Executive Director for their consideration in constructing the agenda and advance materials for the meeting.
- Board members may submit proposed agenda items to the Chair or Executive Director (see Bylaw Article V, section 2) for consideration by the Executive Committee. The Executive Committee will respond to member proposals, as appropriate.
- Although the Board is composed of appointed and elected members, Board members strive for commonality and unity of purpose through their deliberations.
- Board members will maintain the confidentiality of executive sessions.
- Members of the SBE should support board decisions and policies when providing information to the public. This does not preclude board members from expressing their personal views. The executive director or a board designee will be the spokesperson for the board to the media (same as Bylaw Article III, section 3).
- Each year, the Board may choose 1-3 issues to explore and learn more about over the next year with a goal of identifying one or possibly two new initiatives to include in the next iteration of the Strategic Plan. The exploration is not necessarily a commitment to future Board action, but rather lays the groundwork to identify and build the SBE's capacity on possible initiatives where the SBE could have a significant impact.

Process for selection of these 1-3 issues:

 - During a set time period, Board members send the Executive Director suggestions of issues for the Board to consider.
 - Executive Director gathers suggestions, and where appropriate groups or combines related issues.
 - Executive Director analyzes how the suggestions fit into the present Strategic Plan and SBE staff capacity to work on each issue.
 - Executive Committee reviews suggestions and reports back to Board at a subsequent meeting about suggestions and possible recommendations for 1-3 issues.
 - At a subsequent meeting the Board votes on 1-3 issues to work on in coming year.
- For these selected 1-3 issues, the SBE staff will provide Board members with 1) background materials to read (or links to resources); 2) identification of key outside experts and possible partners for an SBE initiative; 3) identification of key questions and issues (including suitability of the area for SBE involvement); 4) description (tentatively, for initiation of discussion) of possible approaches and solutions, including how other states are addressing the issue; and 5) any other information requested by the Board or Executive Committee, or considered appropriate by the Executive Director.
- At a future Board meeting, probably as part of the annual Strategic Plan review, the Board may vote to include one or more of these issues in the SBE Strategic Plan work plan.

Bylaws

of the Washington State Board of Education

Adopted January 15, 2009
Amended January 8, 2015



ARTICLE I Name

The name of this agency shall be the Washington State Board of Education.

ARTICLE II Purpose

The purpose of the Washington State Board of Education is to provide advocacy and strategic oversight of public education; implement a standards-based accountability system to improve student academic achievement; provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and promote achievement of the Basic Education Act goals of RCW 28A.150.210.

ARTICLE III Membership and Responsibilities

Section 1. Board composition. The membership of the Washington State Board of Education is established by the Legislature and specified in the Revised Code of Washington (RCW 28A.305.011).

5

SBE: Accomplishments, 2008-2012



2008	2009	2010	2011	2012
<ul style="list-style-type: none"> Required third credit of math for high school diploma. Developed Core 24 graduation requirements framework. 	<ul style="list-style-type: none"> New definition of basic education adopted. (HB 2261). Developed Achievement Index and made first Washington Achievement Awards. Adopted math and science standards. 	<ul style="list-style-type: none"> Established Required Action school and district accountability process (SB 6696). Completed high school transcript study. 	<ul style="list-style-type: none"> Required additional credit of English and half-credit of social studies. Established competency-based crediting and outcomes-based accountability. 	<ul style="list-style-type: none"> Developed online Achievement Index dashboard. Adopted criteria for evaluation of BEA waiver requests. Convened the Achievement and Accountability Workgroup for input on accountability framework.

6

SBE: Accomplishments, 2013 – 2016



2013	2014	2015	2016
<ul style="list-style-type: none"> Statewide accountability system (HB 5329). Revised Achievement Index to include student growth. Adopted charter authorizer process and approved first district authorizer (Spokane). 	<ul style="list-style-type: none"> 24-credit career and college ready diploma (SB 6552). Statewide CTE course equivalency models. (SB 6552). Achievement Index incorporated into unified accountability system. First educational system health report (HB 5291). 	<ul style="list-style-type: none"> Established first “cut scores” for Smarter Balanced Assessments. Released three districts from Required Action status. 	<ul style="list-style-type: none"> Conducted 24-credit graduation workshops across the state. Convened, with OSPI, a workgroup for accountability provisions of state plan under Every Student Succeeds Act. Received grant for policy work on deeper learning and career readiness from National Association of State Boards of Education.

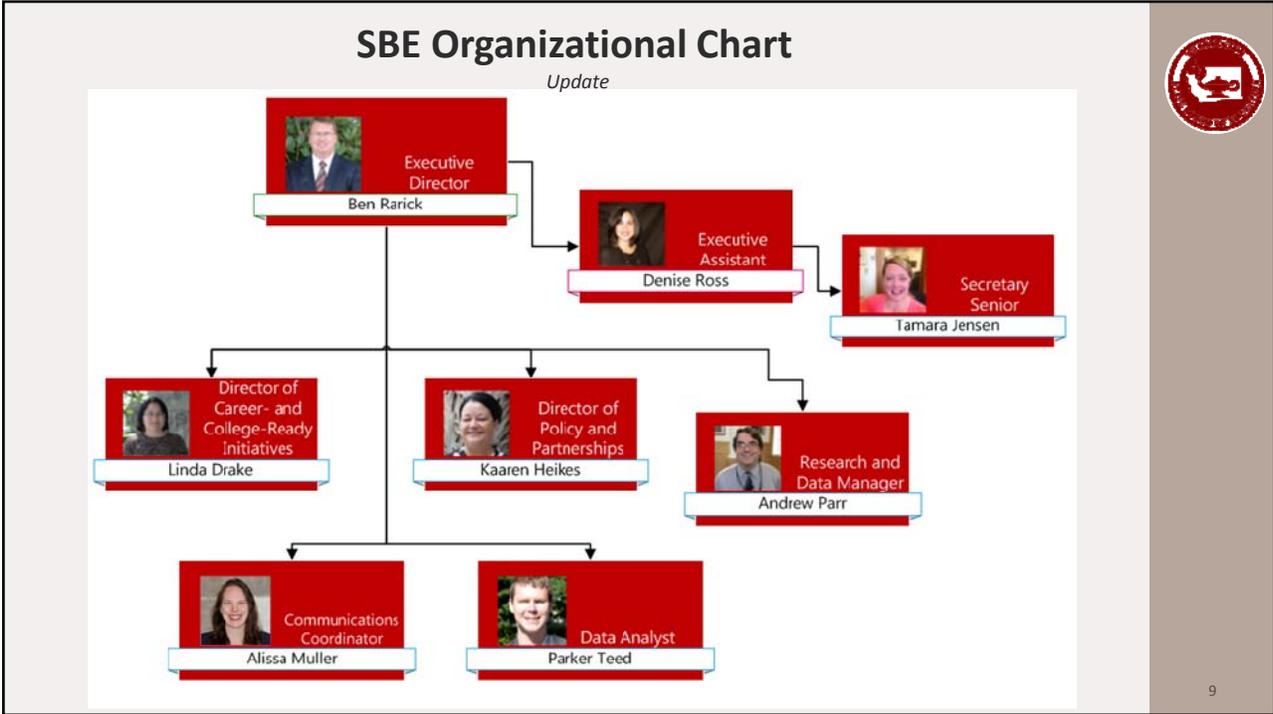
Summary of Board Member Terms



Name	Position Type	Position #	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
MJ Bolt	Elected	Region #1											
Ryan Brault	Elected	Region #2											
Kevin Laverty	Elected	Region #3											
Patty Wood	Elected	Region #4											
Peter Maier	Elected	Region #5											
Mona Bailey	Appointed	Position #1											
Ricardo Sanchez	Appointed	Position #2											
Connie Fletcher	Appointed	Position #3											
Holly Koon	Appointed	Position #4											
Alan Burke	Appointed	Position #5											
Janis Avery	Appointed	Position #6											
Jeff Estes	Appointed	Position #7											
Judy Jennings	Private Schools												
Chris Reykdahl	Superintendent												
Joe Hofman	Student												
Lindsay Salinas	Student												

finished someone else's term
 1st term
 2nd term

Board member terms begin/end 2nd Monday in January
 Student board member terms begin/end May



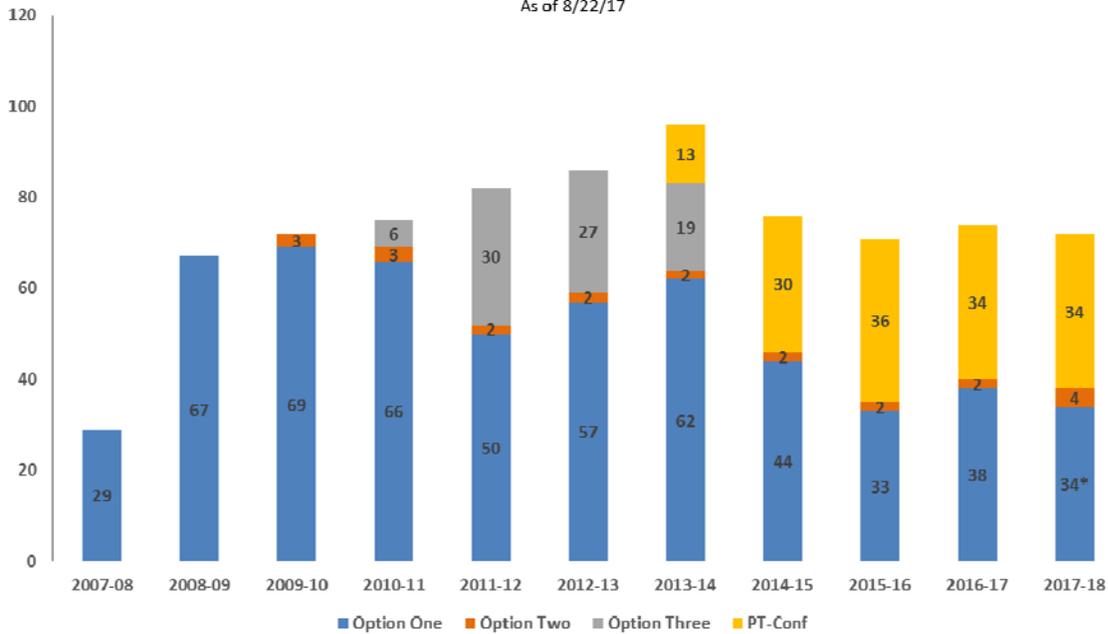
Legislative Facts and Figures



Operations and Organization

Number of Current Waivers Over Time

As of 8/22/17

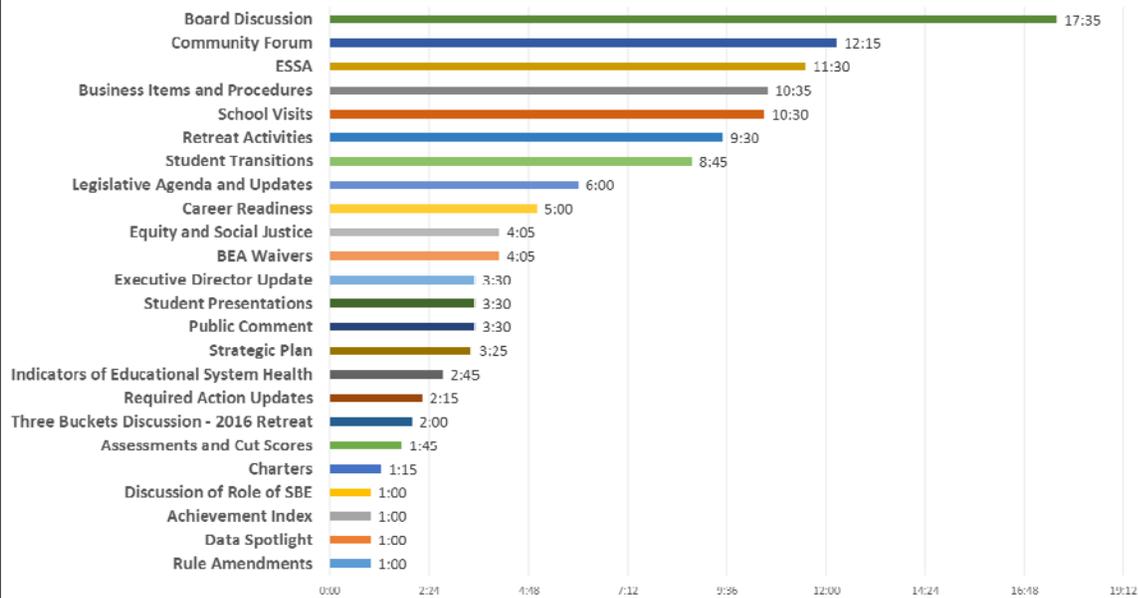


Selected Highlights of This Year's Waivers



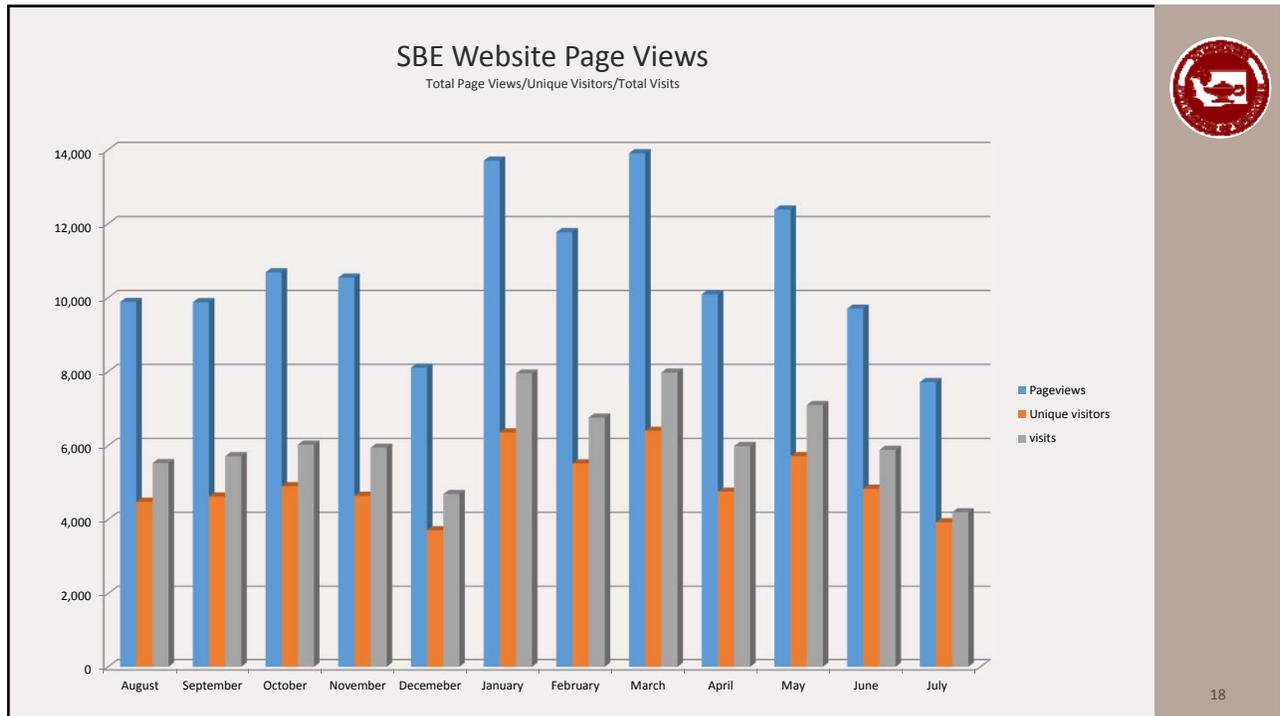
- ❖ Selkirk and Cusick were approved for Option Two waivers for the purposes of economy and efficiency. Currently, a total of four districts have received Option Two waivers for a four-day school week. One slot for a district of 151-500 students remains open.
- ❖ Federal Way was approved for a waiver of credit-based graduation requirements for Career Academy at Truman and Federal Way Open Doors. Currently, a total of five districts including a total of six schools have received this type of waiver.
- ❖ Even though cohorts of affected students are already in high school, requests for temporary waivers of the implementation of career- and college-ready graduation requirements (24 credits) have continued to come in. Currently, a total of 91 districts have received this type of waiver. 88 will delay implementation until 2021 and three will delay until 2020.

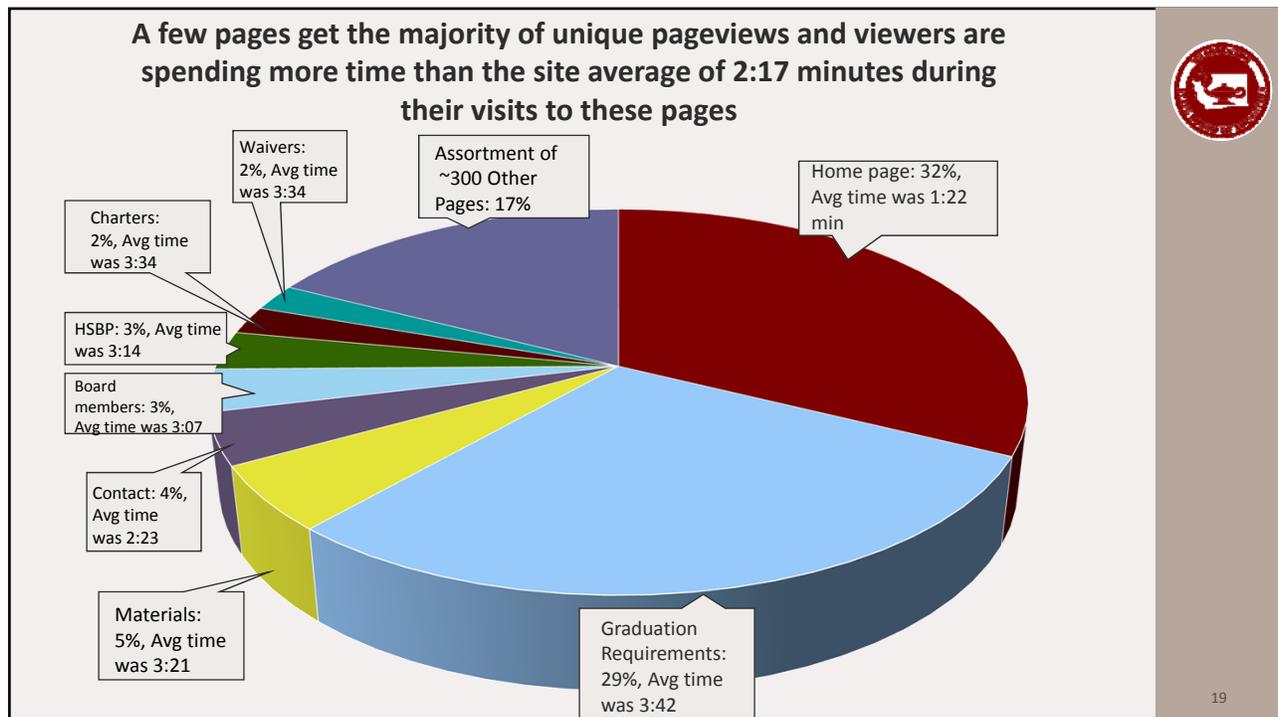
Board Meeting Agenda Time Broken Down from Nine Meetings - July 2016 Through July 2017





Communications Facts and Figures





How are people getting to the highest traffic pages on our site?

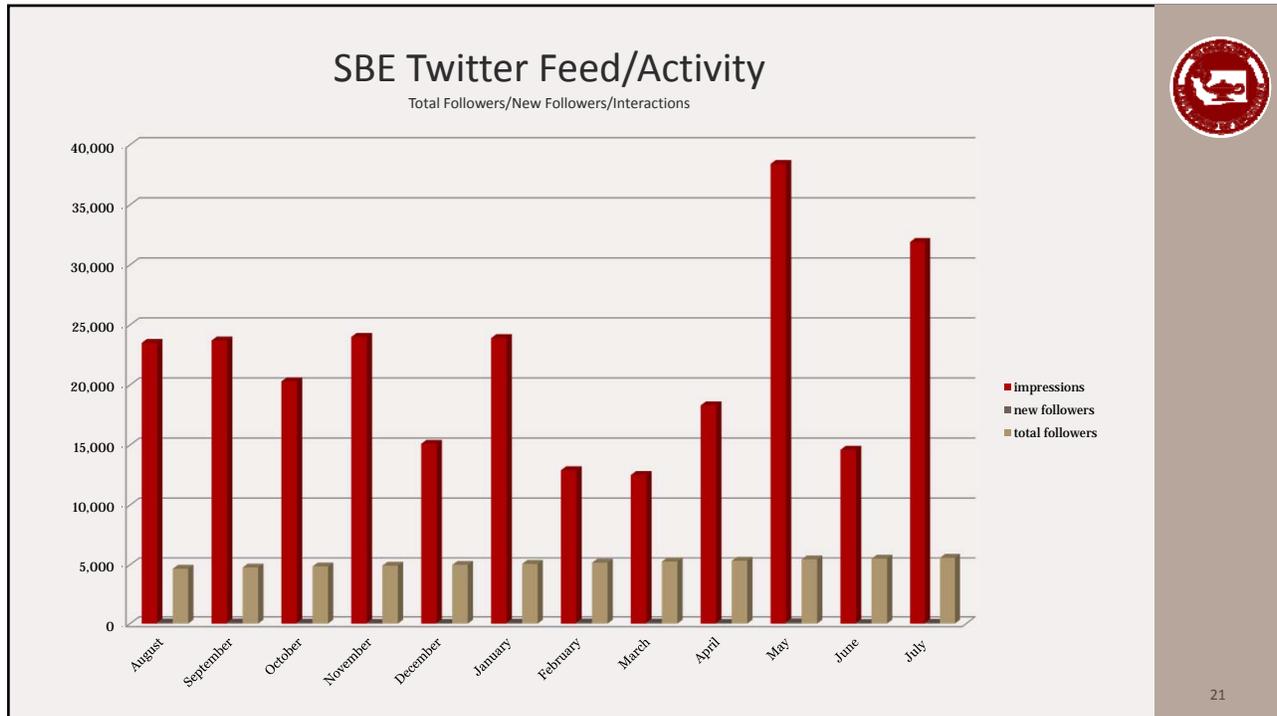
- ❖ Of the highest traffic pages, many visits are “entrances” from a search engine, email or web source other than the SBE site

Of the ~74,000 unique visits to the SBE website, 82% are “entrances” from a web source other than the SBE site

57% are entrances from an organic search (e.g. “Washington state board of education” or “sbe k12”)

24% are referrals (from other websites, e.g. OSPI or school district websites)

18% are direct entrances from typing in www.sbe.wa.gov



Jul 2017 - 31 days

Top Tweet earned 3,019 impressions
Panel on the draft ESSA plan w/ @weareoneamerica @waroundtable @WashingtonStand @edvoters @EEC_WA & Black Education Strategy Roundtable pic.twitter.com/L2OjmSPn5t

Apr 2017 - 30 days

Top Tweet earned 815 impressions
12 schools in Bellevue earned #WaAchievement Awards in 7 categories @TheBSD405 bit.ly/WAIndex

Jan 2017 - 31 days

Top Tweet earned 969 impressions
"I feel good about what we've done in the past and where we're going in the future." Congrats Member Jeff Estes on PNNL retirement! #waedu twitter.com/WAStateLASER/s...

Oct 2016 - 31 days

Top Tweet earned 1,417 impressions
State Board of Education chair applauds Supreme Court McCleary order, points to looming teacher shortage: bit.ly/2dPMQGS #waedu

Mar 2017 - 31 days

Top Tweet earned 1,480 impressions
Looking forward to mtg'ing in @EverettSchools 3/8-9 w/ Community forum at @EverettCC & visit to school in @msd25 on 3/7. @edvoters #waedu

Dec 2016 - 31 days

Top Tweet earned 1,172 impressions
Underperforming, fair, good, exemplary, #Waedu schools in all tier ratings have a familiar gap. bit.ly/2ghz1x2 pic.twitter.com/ojNq4JvDai

Sep 2016 - 30 days

Top Tweet earned 1,126 impressions
Congrats to newest member of SBE Executive committee: Janis Avery (@JanisAverySays); Judy Jennings, & Peter Maier re-elected to 1 yr terms.

May 2017 - 31 days

Top Tweet earned 1,647 impressions
Member Connie Fletcher recognizes @BaxterHershman for his service as Student Board Member, stating, "We are a better Board because of you." pic.twitter.com/UgLPEJROEj

Feb 2017 - 28 days

Top Tweet earned 1,401 impressions
2nd Chance Struggling students can still graduate w/ 22 credits under new 24 credit diploma req's! #waedu #waleg @wasa_ojy @AWSP_Principals pic.twitter.com/B4vHaWpVwA

Board on High School Graduation Licensure

The board seeks to provide all students with the opportunity to complete graduation requirements without discipline and other barriers against or stigma of students. To address the current barriers to high school graduation, the board will:

- Provide students with an ability to attend class
- Limited English proficiency: the student has an individualized education program in place under Title III of the federal Rehabilitation Act of 1973
- Quality of the opportunity to attend classes in order to meet the current class level of change during the last two years of high school
- Transfer credits from a high school from a school with different graduation requirements for the last two years of high school from a school with different graduation requirements (e.g., emergency, natural disaster, trauma, personal or family crisis that directly compromised a student's ability to attend)

The board delegates to the superintendent or teacher response division to grant a waiver of a maximum of two elective credits required for graduation, a student's participation in an adult student must be the district's discretion for waiver of their Student Graduation Credit Allowance.

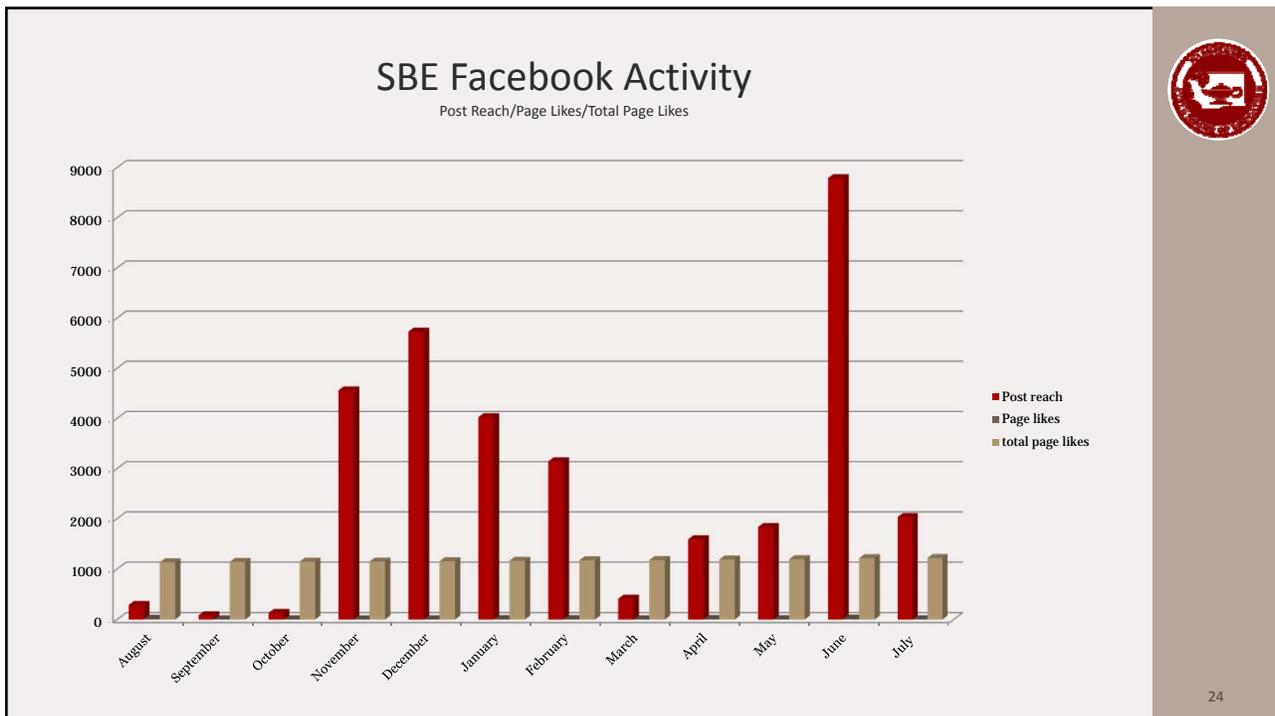
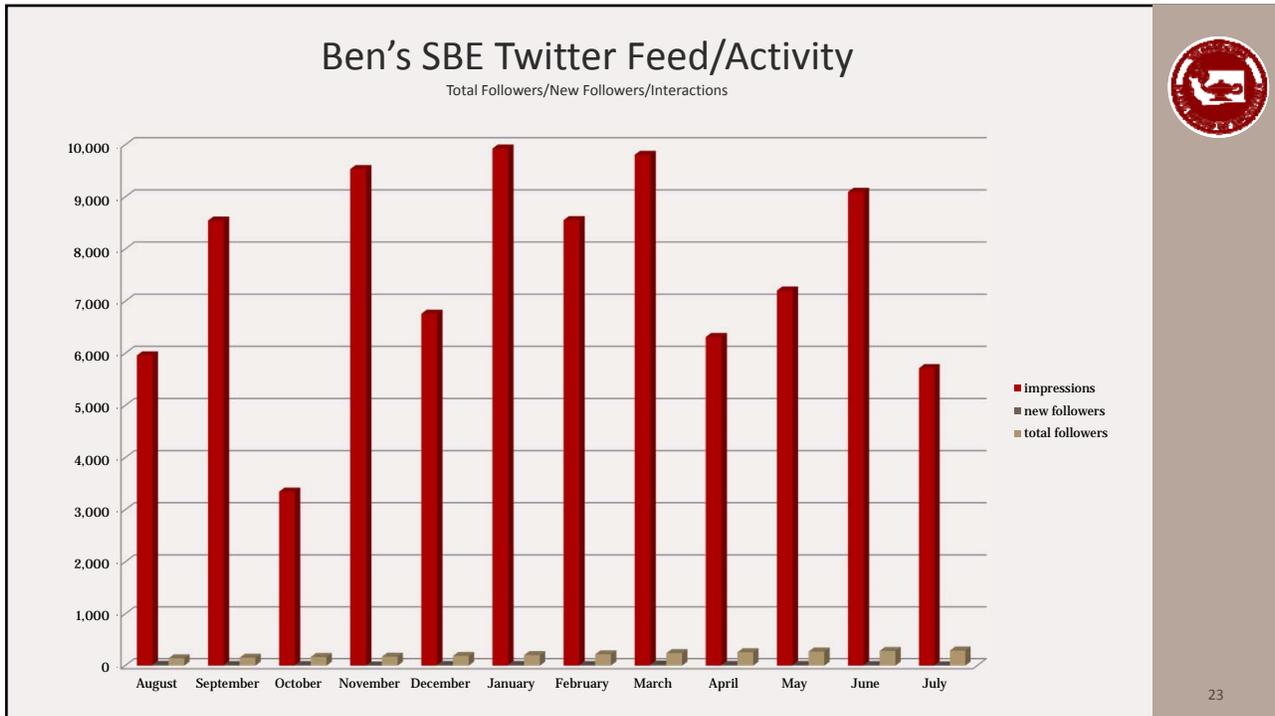
Nov 2016 - 30 days

Top Tweet earned 992 impressions
"I do it because I care about children and their future" - SBE Member Bob Hughes, honored today for 8 years of service! #waedu pic.twitter.com/PQ6iHTKc8w

Aug 2016 - 31 days

Top Tweet earned 1,880 impressions
SBE's Connie Fletcher joins board of National Association of State Boards of Education. Congrats, Connie! #WAedu bit.ly/2aE3kO6

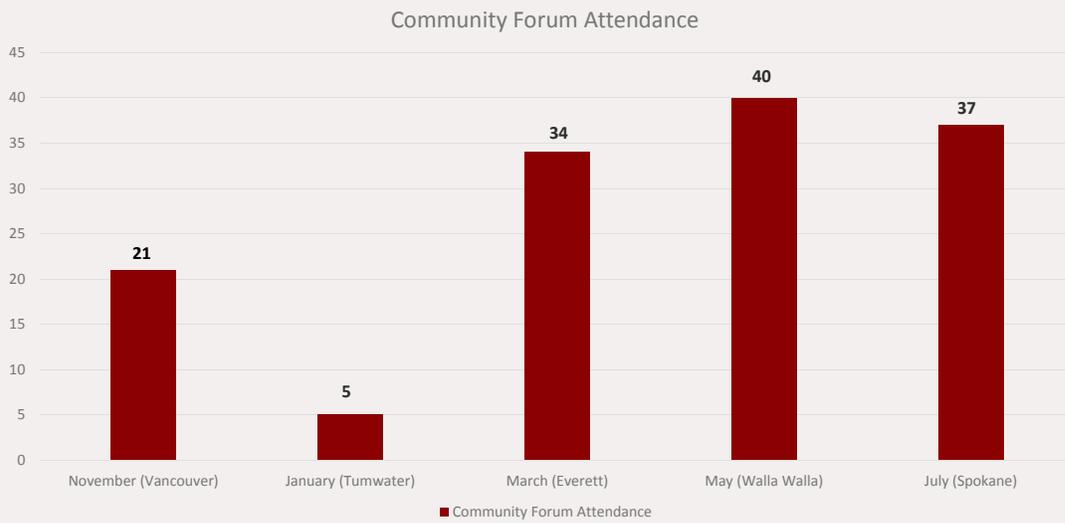




Locations of 2017 Community Forums



Where have community forums been held and how many participants showed up?



March 2017 “Multi-Cultural Perspectives on Career Readiness” Community Forum in Everett



27

May 2017 “Multi-Cultural Perspectives on Career Readiness” Community Forum in Walla Walla



28

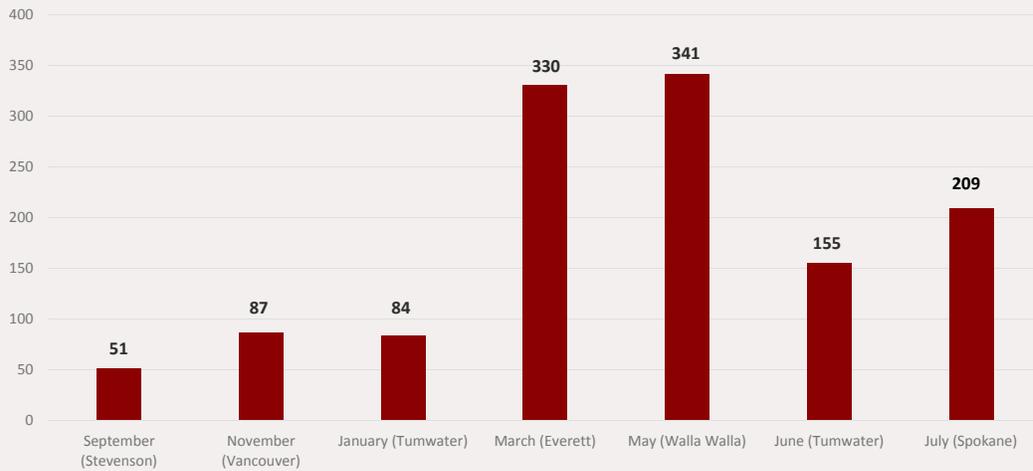
July 2017 “Multi-Cultural Perspectives on Career Readiness” Community Forum in Spokane



Meeting Video Viewing on Periscope



Number of Individuals Watching on Periscope
(streaming service)



Selected quotes from news articles

Source	Date	Title	Quote
Seattle Times	1/27/17	Education reform not only about money	"The Washington State Board of Education wisely has passed an ambitious plan to require every student to earn 24 credits to graduate from high school, with a detailed list of classes closely aligned to the entrance requirements of college and career-training programs."
HeraldNet	2/20/17	Lawmakers seek to give state schools chief more power	Ben Rarick , executive director of the state Board of Education, said the proposed legislation is much more than a clarification. "It's a pretty sweeping change," he said. "Our message is that if they feel like it is time to take a look at the governance issue at-large they should do that. This bill doesn't do that. This is a narrowly tailored bill that goes against us."
Tri City Herald	3/13/17	Ex-Pasco School Board president joins state board	The state board's Executive Director Ben Rarick said board members were impressed with Brault's private sector experience, and hoped he would help steer the school system to provide career-focused education.
North County Outlook	3/15/17	State Board of Ed. visits Quil Ceda Elementary	The Washington State Board of Education came to visit Quil Ceda Elementary on March 7 to see the school's integration of Native American culture into elementary school learning. Ben Rarick, executive director of the State Board of Education, said he was honored to be invited to the school. "It is an honor to share in the culture and understand that you've taken a lot of time to do that for us," he said.
KEPR TV	5/13/15	The State Board of Education wants to hear from Tri-City parents	(Video) The State Board of Education wants to hear from parents in the Tri-Cities this week, about changes they'd like to see in their local schools.
Gateway	5/20/15	Gig Harbor student selected for state board position	While on the board, Hershman said he hopes to give an accurate portrayal of what it's like to be a student. After all, the board deals with policy issues and its students that are affected by policy. Hershman hopes he can give the board a unique point of view.
Inlander	6/23/17	WA lawmakers will likely allow high school seniors who failed state test to graduate	Alissa Muller, spokeswoman for the board of education, says the bill meets three of the board's priorities: ending the biology test as a diploma requirement, expanding alternatives for math and English language arts, and strengthening the role of High School and Beyond Plan for graduation.
EdWeek	7/7/17	Washington State's New Funding Formula Props Up State Powers	When the bill was first introduced, Ben Rarick, the state board's executive director, said to <i>Education Week</i> that board members are best suited to craft the details of the state's accountability policy, not legislators. "We're entering an era, with the importance of ESSA, where most of the board's signature authority in terms of state accountability systems is being stripped," Rarick said. "The board has been a significant player in improving the state's accountability system, and it's the main way that stakeholders see transparency in public deliberations on these topics."



SBE Budget

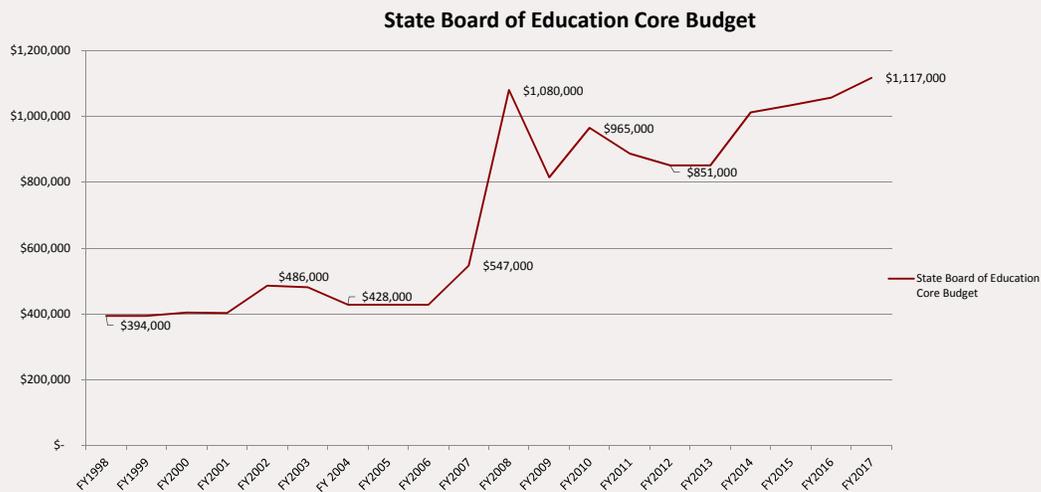
State Board of Education FY 2017 Budget Operating Budget Proviso



25 (3) (a) \$911,000 of the general fund—state appropriation for
 26 fiscal year 2018 and \$911,000 of the general fund—state appropriation
 27 for fiscal year 2019 are provided solely for the operation and
 28 expenses of the state board of education, including basic education
 29 assistance activities.

30 (b) \$322,000 of the Washington opportunity pathways account—state
 31 appropriation is provided solely for the state board of education to
 32 provide assistance to public schools other than common schools
 33 authorized under chapter 28A.710 RCW.

History of SBE Budget Appropriation



STATE BOARD OF EDUCATION CORE BUDGET EXPENDITURE REPORT FY '17					
		FY '17 Budgeted	Spent FY '17	Transfers	Balance
Total Budgeted State Proviso 071, CR1 FOR FISCAL YEAR 2016		\$ 1,072,000.00			
Core office functions 3000 11068 001 071 & 3000 11068 001 RK1					
Object A	SBE Comp costs	586,071.00	563,066.00	(13,165)	9,840.00
Object B	SBE Benefit costs	195,764.00	175,934.00	(19,830)	-
Object C	SBE Contract costs	15,000.00	6,918.00	(8,082)	-
Object E	SBE Goods and services costs	35,000.00	42,647.00	7,647	-
Object G	SBE office transportation, and per diem costs	9,000.00	9,204.00	204	-
Object J	SBE Equipment costs	4,000.00	4,583.00	583	-
X-IND	OSPI Indirect Charge	95,784.00	103,187.00	7,403	-
Subtotal		\$940,619.00	\$905,539.00	(25,240)	\$9,840.00
Board Meetings 3000 11069 001 071					
Object A	SBE Board Member Stipend costs	16,381.00	18,300.00	1,919	-
Object B	SBE Board Member Benefit costs	1,500.00	1,721.00	221	-
Object C	Meeting Contracts (A/V recording, facilitators, other)	2,500.00	1,368.00	-	1,132.00
Object E	Board Member Goods and Services costs	6,000.00	7,944.00	1,944	-
PD/TRV	Board Member Prof Development & Other Travel	30,000.00	37,652.00	7,652	-
Object G	Board Meeting transportation & per diem costs	70,000.00	83,504.00	13,504	-
Subtotal		126,381.00	150,489.00	25,240	1,132.00
Unanticipated/reserve (includes new NASBE grant)		20,000.00	17,605.00		2,395.00
Total		\$1,087,000.00	\$1,073,633.00		\$13,367.00
Percent of Core Budget Expended					98.8%



Core Budget Highlights:

- 99% expended on Core Budget.
- Consultant costs were down.
- Board meetings costs are increasing.
- Member Travel/PD is increasing.
- NASBE costs are increasing.
- SPI administrative charges are increasing.

STATE BOARD OF EDUCATION - PROPOSED 2017-19 CORE BUDGET (FY 18 Adjustments)					
		Budgeted	Spent	% Spent to date	Balance
Total Budgeted State Proviso 071, CR1		\$ 1,096,500	\$ -	\$ -	\$ 1,096,500
Core office functions 3000 11068 001 071 & 3000 11068 001 RK1					
Object A	SBE Salary costs	\$579,511.25		0%	\$579,511
Object B	SBE Benefit costs	\$198,706.41		0%	\$198,706
Object C	SBE Contract costs	\$10,000.00		0%	\$10,000
Object E	SBE Goods and services costs (includes NASBE)	\$40,000.00		0%	\$40,000
Object G	SBE office transportation, and per diem costs	\$9,000.00		0%	\$9,000
Object J	SBE Equipment costs	\$4,000.00		0%	\$4,000
IND	OSPI Indirect Charge (HR, Budget, Facility, Etc)	\$103,500.00		0%	\$103,500
Subtotal		\$944,717.66	-	0%	\$944,718
Board Meetings 3000 11069 001 071					
Object A	SBE Board Member Stipend costs	\$16,782.00		0%	\$16,782
Object B	SBE Board Member Benefit costs	\$1,500.00		0%	\$1,500
Object C	Meeting Contracts (A/V recording, facilitators, other)	\$2,500.00		0%	\$2,500
Object E	Board Member Goods and services costs	\$6,000.00		0%	\$6,000
Object G	Board Meeting Costs (Travel, Convening, Etc)	\$70,000.00		0%	\$70,000
PD	Board Member Professional Development & Other	\$35,000.00		0%	\$35,000
Subtotal		\$131,782.00	-	0%	\$131,782
UA	Unanticipated/reserve	\$20,000.00		0%	\$20,000
Subtotal		\$1,096,500	-	0%	\$1,096,500



Key Differences & Considerations:

- This budgets \$20k for NASBE – You are a member in good standing until next payment, which is would be end of FY18.
- Effort to accommodate more outreach efforts as part of Board meeting cost structure.
- Reflects SBE share of 17-19 COLA distribution from legislature.
- \$5k increase for Member PD
- \$5k decrease for consultant costs

Professional Development for Members

How Staff Evaluate/Approve Conferences



- First rule of thumb is that we do what we can afford w/in budget. Policy changes to accommodate emerging needs, changing conference structures, or costs.
- We try to balance professional development needs w/ setting responsible limits on spending. We maintain fidelity to SBE mission and strategic plan. Try to avoid having 1 or 2 members going to disproportionate number of conferences because they have the time and inclination; balancing availability & equity.
- Accordingly, we generally refer to three categories of conferences:
 - ✦ **“Automatics”** - generally in-state conferences where we want broad representation and visibility. They are typically lower cost & sometimes involve SBE presentations. We routinely approve. These include:
 - WASA/AWSP Summer Conference – Spokane, June
 - WSSDA Legislative Assembly – September
 - WSSDA Legislative Conference – January/February
 - WSSDA Annual Conference – November
 - ✦ **“Optionals”** – we generally give members a chance to pick one “other” conference, either in state or out-of-state, to further their knowledge & membership. Examples include:
 - NASBE National
 - Education Commission of States
 - National Charter Schools Conference
 - ✦ **“Subsidized”** – This is when someone is invited and paid for. Connie's engagement with NASBE as a Leg. Committee Member is one example. “New Member” NASBE conference is another.

STATE BOARD OF EDUCATION FY 2016 Private Funds Budgets				
	Budgeted	Spent	% spent to date	Balance
FY 2016 Budgeted Partnership for Learning	\$50,000	\$0		\$50,000
PFL costs	\$50,000	\$0	0%	\$50,000
OSPI Indirect charge on costs	\$0	\$0	0%	\$0
Remaining amount available for PFL expenditures 3000-11PFL-001-500-7PFL	\$50,000	\$0	0%	\$50,000
FY 2016 Budgeted Gates Grant	\$87,260	\$0		\$87,260
Gates Grant costs	\$87,260	\$0	0%	\$87,260
OSPI Indirect charge on costs	\$0	\$0	0%	\$0
Remaining amount available for Gates expenditures 3000-11082-001-2A1-WS08	\$87,260	\$0	0%	\$87,260
FY 2016 NASBE Career Readiness Grant	\$15,000			
NASBE Grant costs	\$15,000	\$15,000	100%	\$0
OSPI Indirect charge on costs	\$0	\$0	0%	\$0

\$15k stipend/grant from NASBE offsets some of increase in NASBE dues for FY '17. Still have legacy Gates & PFL grant for stability.

STATE BOARD OF EDUCATION - 6696/ACCT BUDGET				
	FY '17 Budgeted	Spent FY '17	Transfers	Balance
Total Budgeted 1F1 Proviso (6696)	178,000.00			
Object A 6696 Salary costs	79,651.00	72,810.00		6,841.00
Object B 6696 Benefit costs	26,606.00	22,595.00		4,011.00
Object C 6696 Contracts costs	15,000.00	5,375.00		9,625.00
Object E 6696 goods and services costs	20,000.00	17,677.00		2,323.00
Object G 6696 travel costs	10,000.00	10,012.00		(12.00)
Object J 6696 equipment costs	4,607.00	2,000.00		2,607.00
X-IND OSPI Indirect Charge	17,136.00	14,366.00		2,770.00
Reserve/unanticipated	5,000.00			
Subtotal 3000 505BE-001-R1	178,000.00	144,835.00		28,165.00

Board expended less on 6696/Achievement Awards this year due to fewer awards (impact of test refusals, etc) & workgroups

Percent of 6696 Budget Expended **81.4%**





Website: www.SBE.wa.gov
Blog: washingtonSBE.wordpress.com
Facebook: www.facebook.com/washingtonSBE
Twitter: [@wa_SBE](https://twitter.com/wa_SBE)
Email: sbe@k12.wa.us
Phone: 360-725-6025
Web updates: bit.ly/SBEupdates



THE WASHINGTON STATE BOARD OF EDUCATION

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

REQUEST FOR WAIVER OF MINIMUM REQUIREMENTS OF THE PROGRAM OF BASIC EDUCATION

Policy Considerations

Should the Option One request presented for a waiver of the minimum 180-day school year requirement be approved, based upon the criteria for evaluation in WAC 180-18-040? Are there deficiencies in the application that may warrant resubmittal of the application, with corrections, for consideration by the Board at a subsequent meeting per WAC 180-18-050?

Summary

Please see the following table that organizes critical information that a requestor must provide in order to complete their waiver request and be considered by the Board for approval.

District	Number of Waiver Days Requested	Number of Years Requested	Purpose of Waiver	Student Instructional Days	Additional Work Days Without Students	New or Renewal	Were the required documents submitted and complete?
Onion Creek	3	3	Professional Development	177	0	Renewal	Yes
What are the goals of this waiver? Academic improvement as measured by local assessments (AIMSweb, SBA interims, iReady, ALEKS, IXL, QRI, and Wright Group) and state assessments. The district anticipates a 15% increase in assessment results over three years, or a 5% increase each year, of the waiver.							
If a renewal, what progress on original goals has been made? District is so small that state assessment data are suppressed due to privacy rules. However, the district reported gains in local assessment results and implemented its professional development. Although the district cannot publicly report Smarter Balanced results due to small n-count, the district noted an increase in the number of students meeting or exceeding a level three on the SBA and reaching at least a year of growth on a local assessment, thereby meeting the goals of the original waiver application.							



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Background: Option One Waivers

The SBE uses the term “Option One” waiver to distinguish the regular 180-day waiver available to school districts under RCW 28A.305.140 from the “Option Two” waiver available to a limited number of districts for purposes of economy and efficiency under RCW 28A.305.141. RCW 28A.305.140 authorizes the Board to grant waivers from the minimum 180-day school year requirement of RCW 28A.150.220(5) “on the basis that such waivers are necessary to implement a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student.”

WAC 180-18-040 implements this statute. It provides that “A district desiring to improve student achievement for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement . . . while offering the equivalent in annual minimum instructional hours . . . in such grades as are conducted by the school district.” The Board may grant a request for up to three school years. There is no limit on the number of days that may be requested. Rules adopted in 2012 as WAC 180-18-040(2) and (3) establish criteria for evaluating the need for a new waiver and renewal of an existing one.

WAC 180-18-050 sets procedures to be followed to request a waiver. A district must provide, in addition to the waiver application, an adopted resolution by its school board requesting the waiver, a proposed school calendar for each year to which the waiver would apply, and information about the collective bargaining agreement with the local education association.

Summary of Current Option One Requests

Onion Creek, a small district of about 40 students in Northeastern Washington, requests a renewal of its waiver of three days for the 2017-18, 2018-19, and 2019-20 school years. The district states that it will meet and exceed minimum instructional hours, continue to have one half day, and have six days that are half normal instructional time and half parent-teacher conference time. The district has zero additional work days without students.

The purpose of the waiver is professional development. The district will use its professional development for implementation of learning standards, focusing on selected teaching and instructional frameworks, strengthening the use of data, improving its use of differentiated interventions, and strengthening its professional learning communities. The district states that its use of waiver days is aligned to its District Visioning/Strategic Improvement Plan.

The district states that its goal is to improve achievement as measured by local assessments (AIMSweb, SBA interims, iReady, ALEKS, IXL, QRI, and Wright Group) and state assessments. The district anticipates a 15% increase in assessment results over three years, or a 5% increase each year, of the waiver.

The district provides detail of how it will use its waiver days. The renewal request clearly builds upon the work of the previous waiver in that the district notes its next steps in addressing each one of the aforementioned focuses of the waiver plan. The district notes its continuous use of data, particularly

local assessments, across years of the waiver. The district states that it communicated about its waiver plan with the community through a monthly newsletter to each family, during student-led conferences, and during a community event to showcase learning. The district reports that the community is supportive of the waiver renewal.

In response to renewal questions, the district stated that it met the goals of its original waiver request over the past three years. The district is so small that state assessment data are suppressed due to privacy rules. However, the district reported gains in local assessment results and implemented its professional development. Although the district cannot publicly report Smarter Balanced results due to small n-count, the district noted an increase in the number of students meeting or exceeding a level three on the SBA and reaching at least a year of growth on a local assessment, thereby meeting the goals of the original waiver application. The district notes the use of data to monitor its continuous improvement throughout the years of its waiver.

Action

The Board will consider whether to approve the request for an Option One waiver presented in the application by Onion Creek School District and summarized in this memorandum.

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



THE WASHINGTON STATE BOARD OF EDUCATION

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

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

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

Instructions:

Form and Schedule

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

Application Contents:

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

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

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

Submission Process:

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

Parker Teed
Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6047
parker.teed@k12.wa.us

**Onion Creek School District No. 30
Colville, Washington**

RESOLUTION NO. 2017-02

180-DAY WAIVER RENEWAL REQUEST FOR 2017-2018, 2018-2019, 2019-2020 SCHOOL YEARS

A RESOLUTION requesting the State Board of Education grants a renewal of waiver of the minimum 180-day requirement for three school years, 2018-2020. (WAC 180-18-040)

WHEREAS, the Onion Creek School District has established goals to implement changes that will increase student learning and individual achievement; and

WHEREAS, the Onion Creek School District's goals include increasing understanding of the academic needs of students and to provide more academic options for all students; and

WHEREAS, in order to achieve these goals, staff need additional non-student time which require whole staff release for collaboration between staff of different grade levels, curriculum planning and parent conferencing to improve student learning; and

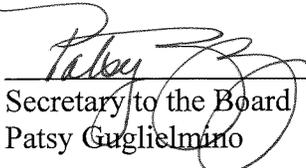
WHEREAS, the student contact hours and program offerings would exceed state requirements and certificated staff work hours would be according to the full teacher contract requirements; and

WHEREAS, the Washington Board of Education has recognized the importance of education improvements and has established waivers of the 180-day school year requirement for collaboration to improve student learning.

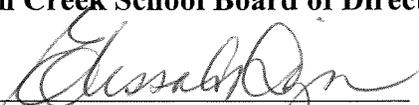
NOW, THEREFORE, BE IT RESOLVED, that the Onion Creek School District No. 30 Board of Directors requests that the minimum 180-day school-day-year requirement be waived for the Onion Creek School District to allow for up to three (3) waiver days in the school years 2017-2018, 2018-2019, 2019-2020 for the purpose of enhancing the educational program, as well as providing more academic options for all students. During this time, students would not attend school in order to allow for all staff to participate in collaborative activities, such as instructional planning, conferencing, and curriculum alignment, between staff of different grade levels, which would require whole staff release.

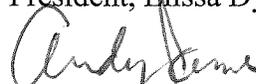
ADOPTED by the Board of Directors of the Onion Creek School District No. 30, Colville, Washington, in its regular meeting of April 20, 2017.

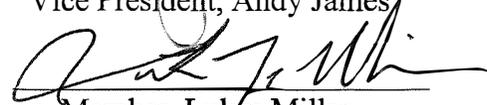
Attest: April 20, 2017


Secretary to the Board
Patsy Guglielmino

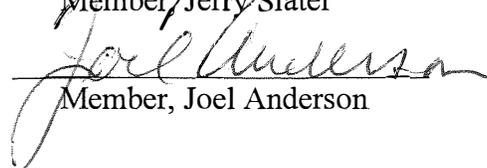
Onion Creek School Board of Directors


President, Elissa Dyson


Vice President, Andy James


Member, Lukas Miller


Member, Jerry Slater


Member, Joel Anderson

The SBE will provide written confirmation (via e-mail) of receipt of the application materials. **Part A: For all new and renewal applications:**

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

School District Information	
District	Onion Creek School District #30
Superintendent	Patsy Guglielmino
County	Stevens
Phone	509.732.4240
Mailing Address	2006 Lotze Creek Rd. Colville, WA 99114
Contact Person Information	
Name	Stephanie Amaya
Title	Business Manager
Phone	509.732.4240
Email	samaya@ocsd30.org
Application type:	
New Application or Renewal Application	Renewal Application
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	Three
School Years	2017-18, 2018-19, 2019-20
Will the waiver days result in a school calendar with fewer half-days? No	
Number of half-days reduced or avoided through the proposed waiver plan	
Remaining number of half days in calendar	
Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?	
Yes or No	Yes

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

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

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

In order for the faculty and staff in the Onion Creek School District to continue to adequately impact/increase students' academic growth and effectively learn and implement the state initiatives such as, Washing State Learning Standards, Eight Teaching Criteria, Instructional and Leadership Frameworks, Teacher and Principal Evaluation Program (TPEP) and Smarter Balanced Assessment (SBA), etc., collaborative professional development time is required. Due to our remote and rural location, it is often cost prohibitive and very challenging to send staff to trainings and/or hire substitutes to provide critical learning time for teachers and para-educators. In addition, due to some of our students' longer than average bus routes, we strive to keep half days to a minimum. Waiver days will provide the much needed professional development time to solve our problems of practice as we move forward.

Our goals are as follows:

- Incorporate and strengthen the implementation of the Washington State Learning Standards (WSLS) and Next Generation Science Standards (NGSS)
 - Incorporate and strengthen the Eight Teaching Criteria and the Instructional Frameworks
 - Incorporate and strengthen the use of data stemming from the SBA, Interim Assessments, universal screening, benchmark assessments, progress monitoring, and teacher developed common formative assessments
 - Incorporate and strengthen core instruction as well as tiers 2 and 3 interventions (Response to Intervention – RtI/MTSS)
 - Incorporate and strengthen the Nine Characteristics of High Performing Schools
 - Incorporate and strengthen the effective principles of Professional Learning Communities, based on DuFour's work
2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

The above outlined plan is in direct alignment to our District Visioning/Strategic Improvement Plan, which can be accessed at www.ocsd30.org. The improvement plan outlines goals and action plans for strengthening the instructional program and assisting students and staff with reaching and exceeding their potential.

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

As a result of being engaged in the work outlined in #1, district AIMSweb benchmark scores and classroom-based assessment scores will improve by a minimum of 15% district-wide by spring of 2020.

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

- Incorporate and strengthen the WSLS and NGSS.
 - Staff will participate in unpacking/deconstructing the NGSS and will transition to using the NGSS in their instructional planning and delivery. Data will be collected via classroom observations, Interim Assessment results and instructors' lesson plans.
- Continue to impliment and strengthen the Eight Teaching Criteria and the Instructional Frameworks

- Staff will continue to participate in the deep learning of Charlotte Danielson's Instructional Frameworks.
- Instructional Rounds will be conducted using TeachingChannel.org videos and peer observations.
- Staff will continue to learn about the teacher and principal evaluation (TPEP). Participants will refine SMART instructional goals and action plans aimed at strengthening instructional practices and improving student growth outcomes and periodically self-evaluate progress on goal attainment via artifact/evidence review. Data will be collected via classroom observations.
- Staff will continue to effectively implement the eight teacher evaluation criteria.
- Continue to implement the SBA assessment, SBA interim assessments, I-Ready, universal screening, benchmark assessments, progress monitoring and tiers 2 and 3 interventions
- Staff will implement benchmark, interim, I-Ready and SBA assessments, etc. with fidelity and disaggregate data to evaluate core curricula and instruction and to plan interventions. Student achievement data will be evaluated for subsequent changes in instructional practices/delivery. Participants will also explore and implement tier 2 and 3 intervention(s) and monitor effectiveness of interventions.
- Staff will continue to learn about the Smarter Balanced Assessment (SBA) and the interim assessments and understand how curriculum, instruction and assessment will be aligned in the Onion Creek School District. P-8 alignment processes will be conducted and scope/sequence/pacing guides will be collaboratively created by all educators, including special education.
- Incorporate and strengthen the Nine Characteristics of High Performing Schools
- Staff will delve into the research behind the Nine Characteristics of Highly Effective Schools. Action plans will be developed to strengthen areas of weakness and build upon strengths.
- Incorporate and strengthen the effective principles of Professional Learning Communities, based on DuFour's work.
 - Staff will deepen their knowledge and implementation of DuFour's work around Professional Learning Communities and will utilize PLC time to advance individual and school goals. During PLC time, participants will analyze data, plan collaboratively and design common formative assessments and interventions for individuals/groups.
 - Staff will read and implement the tenants from "In Praise of American Educators" and "Learning by Doing".

From the work described above, we anticipate that our students will increase assessment scores by a minimum 15%, or 5% each year.

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

Achievement results from AIMSweb, SBA interims, I-Ready, ALEKS, IXL, QRI and Wright Group assessments will be evaluated a minimum of three times per year to assist with determination of goal achievement. Mid-course corrections (new interventions) will take place if/when students are not making expected gains.

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

The waiver proposal, specified above, is a robust, continuous, multi-year, job-embedded professional development plan. The challenge of changing and improving professional practice is an adaptive one and takes continuous learning and practice over time. Each year (or as soon as problems of practice are solved) new SMART goals, action plans based on data, will be written and addressed.

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

Our Visioning and Planning Team, comprised of community members, board members, parents, classified and certified school employees provide feedback on our District Visioning/Improvement Plan and review progress on goal attainment. Moreover, we provide a monthly newsletter to all of our families, which appraises stakeholders of our school improvement work. Additionally, we hold three student-led conferences per year. During conferences, students share their progress on goal achievement.

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

The Onion Creek School District does not have a CBA. Rather, we make decisions by consensus. For the 2017-18 school year, we have a consensus agreement on:

- 3 professional development days
- 170 full instructional days
- 1 late start/early release days
- 6 half days for parent-teacher conferences

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

Student instructional days (as requested in application)	177
Waiver days (as requested in application)	3
Additional teacher work days without students	0
Total	180

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

Not Applicable

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1				
2				
3				
4				
5				

6				
7				
Check those that apply				

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

Not Applicable

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

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

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

As proposed in 2014, the previous waiver days were used to research, select and implement evidenced-based tier 2 and 3 interventions/ instructional strategies and practices for students. Much professional development time was devoted to analyzing diagnostic data and planning collaboratively to address the learning needs of all students. The valuable professional learning time was also used to read professional books (“Visible Learning for Teachers” and “Visible Learning for Literacy”, Hattie and “Poor Students, Rich Teaching”, Jensen), as well as review and implement research based practices (Hattie, 2009).

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

The professional development, made possible through the waiver days, brought about higher achievement as evidenced by classroom-based assessments, observation data, goal achievement on student learning plans, as well as district and state assessments. Specifically, we experienced an increase of students meeting or exceeding a level 3 on the SBA and demonstrating more than a year of growth on the AIMSweb benchmark assessment, which was our target for the previous waiver. (Note – our N in less than ten in each grade level.)

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

Our goals, moving forward and as stipulated in A1, shows a continuation of the building blocks of continuous work on our goals in our improvement plan. The new goals are a natural progression and a refinement of the work accomplished as a result of our previous waiver.

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

The valuable professional development time, provided for via the waiver, will make a significant, positive impact on moving our district forward on attaining our important student achievement goals. If we did not have the professional development time provided for by the waiver, making changes to increase student outcomes would be much slower as we have few options to carve out time for staff learning and collaboration beyond the school day. Moreover, in our remote and rural location, finding substitutes to provide staff release time is a tremendous hardship and often not possible. Utilizing waiver days to promote professional learning is a perfect solution for our small district.

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

Every district family receives our monthly newsletter. Additionally, parents are informed of the impact of staff professional development and the positive impact of achievement via 3 student-led conferences per year. Moreover, the district hosts special events for our community called “museums” to showcase student learning.

The waiver days have become commonplace in our district. Administrators, teachers, other district staff, parents, the community and board understand the need for professional learning time. It is a belief that we are actually setting a good example of lifelong learning by taking the time to learn, collaborate and improve our practice together.

C. Last Steps:

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

Thank you for completing this application.

2017-2018



AUGUST				
M	T	W	T	F
	1	2	3	4
21	22	23	24	25
			31	

25 Prep Day
 28 First Staff Day
 29 Teacher Pro. Day
 30 First Student Day

SEPTEMBER				
M	T	W	T	F
4	5			
18	19	20	21	22
20	25	26	27	28
				29

4 Labor Day
 20

M	T	W	T	F
9	10	11	12	
23	24	25	26	27
26-27 Conferences	30	31		

13 Teacher Pro. Day
 Half Days
 26-27 Conferences

M	T	W	T	F
20	21			
18		29	30	

10 Veterans' Day
 22-24 Thanksgiving B

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 1

DECEMBER				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

DEC. 18--JAN. 2
 Winter Break

JANUARY				
M	T	W	T	F
1				
20	29	30		

1 Winter Break
 12 Teacher Pro. Day
 15 MLK Day
 25-26 Conferences
 Half Days

FEBRUARY				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
		28		

19 Presidents' Day

M	T	W	T	F
5	6	7	8	9
12	13	14	15	16
22	26	27	28	29
				30

22

APRIL				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

2-6 Spring Break

MAY				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

28 Memorial Day

JUNE				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

6-7 Conferences
 Half Days
 8 Student Last Day

JULY				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

WAC 180-18-040

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

WAC 180-18-050

Procedure to obtain waiver.

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

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

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

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

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

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

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

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

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

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

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

Option One Waiver Application Worksheet

District: **Onion Creek**

Date: **9/14/2017**

Days requested: **3**

Years requested: **3**

New or Renewal: **R**

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

District: Onion Creek

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

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



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APPROVAL OF PRIVATE SCHOOLS FOR 2017–18

Policy Consideration

Approval of Private Schools under RCW 28A.195.040 and Chapter 180-90 WAC at the September 12-14, 2017, Washington State Board of Education meeting.

Summary

Approval of Private School for the 2017–18 School Year.

Background

Each private school seeking State Board of Education approval is required to submit an application to the Office of Superintendent of Public Instruction. The application materials include a State Standards Certificate of Compliance and documents verifying that the school meets the criteria for approval established by statute and regulations.

Enrollment figures, including extension student enrollment, are estimates provided by the applicants. Actual student enrollment, number of teachers, and the teacher preparation characteristics will be reported to OSPI in October. This report generates the teacher/student ratio for both the school and extension programs. Pre-school enrollment is collected for information purposes only.

Private schools may provide a service to the home school community through an extension program subject to the provisions of Chapter 28A.195 RCW. These students are counted for state purposes as private school students.

Action

This approval is being requested due to extra ordinary circumstances involving a change of leadership for Olympic Christian School. The resultant problems with the staff at the time resulted in the approval not being processed for either the May or July approval cycles. We are, therefore, requesting approval for this school for the 2017–18 school year..

Kevin Laverty, *Acting Chair* • Ben Rarick, *Executive Director*
Mona Bailey • Dr. Alan Burke • Lindsey Salinas • Patty Wood • Ryan Brault • Joe Hofman • MJ Bolt
Peter Maier • Holly Koon • Ricardo Sanchez • Connie Fletcher • Judy Jennings • Jeff Estes • Janis Avery
Chris Reykdal, *Superintendent of Public Instruction*

Old Capitol Building • 600 Washington St. SE • P.O. Box 47206 • Olympia, Washington 98504
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Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Olympic Christian School Mitch Johnson 43 O'Brien Road Port Angeles WA 98362-9225 360.457.4640	K-8	0	70	0	Clallam



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BOARD MEMBER LIAISON ASSIGNMENT TO PARTNER GROUPS

Organization	Primary Liaison
Education Opportunity Gap Oversight and Accountability	Janis Avery
Washington Charter School Commission	Peter Maier
Expanded Learning Opportunities Council	MJ Bolt
ESD 101 (Spokane)	MJ Bolt
ESD 105 (Yakima)	Jeff Estes
ESD 112 (Vancouver)	Patty Wood
ESD 113 (Olympia)	Alan Burke
ESD 114 (Bremerton)	Alan Burke
ESD 123 (Tri Cities)	Ryan Brault
NCESD 171 (Wenatchee)	MJ Bolt
NWESD 189 (Anacortes)	Kevin Laverty
Puget Sound ESD 121 (Renton)	Peter Maier
Learning First Alliance	Connie Fletcher
PESB: Professional Educator Standards Board	Ricardo Sanchez
WASA: Washington Association of School Administrators	Ricardo Sanchez
WASC: Washington Association of Student Councils	Joe Hofman, Lindsey Salinas
AWSP: Association of Washington School Principals	Judy Jennings
WSAC: Washington Student Achievement Council	Alan Burke
WEA: Washington Education Association	Holly Koon
WFIS: Washington Federation of Independent Schools	Judy Jennings
WSSDA: Washington State School Directors' Association	Patty Wood
NASBE Board of Directors	Connie Fletcher
NASBE Governmental Affairs Committee	Patty Wood



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Title: House Bill 2224 (Providing flexibility in high school graduation requirements)—Update and Next Steps		
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 checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant to Board roles:	<input checked="" type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	The Board may consider approving a plan or process for identifying a score that indicates a student is on-track for career and college readiness by the time they graduate from high school for students taking Smarter Balanced tests in the tenth grade.	
Relevant to business item:	Approval of Process for Tenth Grade Smarter Balanced Assessment Standard-Setting Report to the Legislature.	
Materials included in packet:	1. A memo 2. ESHB 2224 Bill Report	
Synopsis:	At the September 2017 board meeting, members will be updated on a recommended process for tenth grade career and college ready standard-setting by staff from the Office of the Superintendent of Public Instruction (OSPI). By December 2018, the State Board of Education, in consultation with OSPI, will report on the standard-setting to the governor, and the education policy and fiscal committees of the Legislature. The memo provides information about the bill and some of its effect on the educational system.	



THE WASHINGTON STATE BOARD OF EDUCATION

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HOUSE BILL 2224 (PROVIDING FLEXIBILITY IN HIGH SCHOOL GRADUATION REQUIREMENTS) – UPDATE & NEXT STEPS

Policy Considerations

New legislation, ESHB 2224—Providing Flexibility in High School Graduation Requirements, directs the State Board of Education (SBE) to identify and report “on the equivalent student performance standard that a tenth grade student would need to achieve on the state assessment to be on track to be career and college ready at the end of the student’s high school experience” (chapter 31, laws of 2017). The law requires the State Board of Education, by December 1, 2018, in consultation with the Superintendent of Public Instruction, to report to the governor and the education policy and fiscal committees of the legislature on the performance standard. The law also states that the score for career and college readiness may be a different score than the score required for graduation.

At the September 2017 Board meeting, the Board will receive an update from the Office of the Superintendent of Public Instruction (OSPI) assessment staff on plans to work with the Smarter Balanced consortium on addressing an equivalent performance standard for tenth grade students. The Board may consider approving a plan or process for examining an on-track career and college ready score for the tenth grade.

This memo briefly summarizes the new legislation, lists some possible concerns that districts may have in implementing the new legislation, and describes Smarter Balanced achievement level and graduation score issues.

Summary of ESHB 2224

The new legislation affects a number of topics in the K-12 educational system. Among the topics are:

- High School and Beyond Plans (HSBP)
- State high school assessments
 - The high school math and English Language Arts (ELA) assessment will be administered to tenth graders, rather than eleventh graders, beginning with the Class of 2020 (tenth graders in 2017-2018).
 - The SBE must identify and report an “on-track” to career and college readiness score for tenth graders.
- Supports and interventions for high school students who:
 - Have not earned a Certificate of Academic Achievement (met assessment graduation requirements) by the end of the eleventh grade; or
 - Have not earned a Level 3 or Level 4 Achievement Level score on the middle school math assessment.

Table 1 summarizes in more detail the changes in the system directed by the legislation. The Legislative Bill Report is also included in this section of the Board packet. Two particular areas that relate to the work of the Board includes 1) the High School and Beyond Plan, and 2) identifying an equivalent performance standard (an “on-track” score) on the Smarter Balanced assessment administered in tenth grade. Many of the provisions of the law go into effect immediately while a few provisions have

specified dates for implementation or graduating class for whom the provisions apply. Provisions associated with a date or a graduating class are shown in bold in Table 1.

Table 1. Summary of ESHB 2224. Provisions that have a timeframe for being implemented are in **bold**. All other provisions are in effect now.

Concerning Smarter Balanced Assessments (SBA):

- **Beginning with the graduating Class of 2020 (10th graders in 2017-2018), SBA will be administered in the 10th grade.**
- **By December 1, 2018, the SBE in consultation with OSPI, will identify the performance standard for 10th grade students to be on-track for career and college readiness.**

Eliminates:

- Collections of Evidence (COE)
- The Biology End-of-Course exam as a graduation requirement.

Concerning Assessment Alternatives and Assessment Appeals:

- Dual credit that earns college credit in English and math is an alternative to meeting standard on assessments.
- **Beginning in the 2018-19 school year, students who haven't been successful may take a locally determined course and associated assessment.**
- **For students in the Classes of 2014 to 2018, who have passed all other graduation requirements except for one or more assessments, an expedited appeal process is established.**

Science Assessment:

The comprehensive science assessment aligned to the Next Generation Science Standards will be required for graduation beginning with the Class of 2021.

The High School and Beyond Plan:

- Guides a student's high school experience and prepares a student for postsecondary education or training and career.
- Must be initiated during the 7th or 8th grade.
- Must start with a career interest and skills inventory.
- Must be updated to reflect assessment results, assess progress, changing interests, goals, and needs.
- Must identify available interventions, academic support, and courses that are designed for students who have not yet met high school graduation standards.
- Districts are encouraged to involve parents and guardians in the developing and updating of the HSBP.
- Required elements:
 - Identification of career goals, aided by the skills and interest inventory.
 - Identification of education goals.
 - A four-year plan for course-taking that fulfills graduation requirements and aligns with career and education goals.
 - By the end of the 12th grade, a resume, or activity log.

Supports and Interventions:

- Districts must provide students who have not earned a certificate of academic achievement before the beginning of the 11th grade with the access to interventions, supports, or courses that are rigorous and consistent with their HSBP.
- For students who have not earned a score of level 3 or 4 on the middle school math test by the 9th grade, districts must update the student's HSBP to ensure students take math in both 9th and 10th grade.

Appendix A of this memo is a table summarizing assessment requirements of the Class of 2017 to the Class of 2021, taking into the account the new provisions of the law. Appendix B of this memo is a draft HSBP Frequently Asked Questions (FAQ) that SBE ad OSPI staff have been collaborating on.

Possible Implementation Challenges for Some Districts

The following are possible areas of concern for some districts as they implement the new law:

- Districts that have not started their HSBP process in middle school may find implementing the new HSBP requirements challenging. Starting the planning process in seventh or eighth grade may require shifting counseling staff or hiring additional counseling staff.
- Some districts will have enrolled students in Collections of Evidence (COE) courses at the end of the 2016-2017 school year. These courses are eliminated by the law. Districts will need to change these courses or move student from these courses into other appropriate courses.
- The Class of 2019 (incoming 11th graders) will have fewer alternatives than Classes of 2017 and 2018. They will not be able to do a Collection of Evidence, and will not be able to access the expedited appeals process. The Class of 2019 will need to complete an alternative their senior year if they are unsuccessful on a test required for graduation.
- Middle school students who have not earned a Level 3 or 4 on the middle school math test must take math in both 9th and 10th grade. This means that current 9th and 10th graders who did not meet this standard must be enrolled in math this 17-18 academic year—this could require a schedule change for some students.
- In the 2017-2018 academic year, both tenth graders (the Class of 2020) and eleventh graders (the Class of 2019) will be taking the math and ELA Smarter Balanced Tests. There may be computer lab capacity issues in some schools.

Scores on the Smarter Balanced Assessments

Background

In the 2014 session, the Legislature passed [HB 1450](#), which articulated a transition to new high school assessments. A description of the transition to the new assessments is described in a [memo](#) prepared for the August 2015 special board meeting.

In January 2015, the SBE approved threshold scores that defined the achievement levels on the Smarter Balanced math and ELA assessments (Figure 1). These threshold scores were identified by a process conducted by the Smarter Balanced Consortium and involving many educators and members of the public from all the consortium states. The process was observed by SBE staff. OSPI staff provided members with a [video](#) about setting the scores. Level 3 of the achievement levels defined by the scores indicates a student is on-track to be career and college ready by the time the student graduates.

In August 2015, the [SBE identified scores for graduation](#) on the Smarter Balanced assessments. Because the participation rate for eleventh graders was very low, an ELA graduation score was identified using tenth grade results. The score identified corresponded approximately to a “2.6” achievement level—the i.e. the score was about 60 percent of the way between the threshold score between Level 1 and 2, and the threshold score between Level 2 and Level 3.

The graduation score identified by the Board was based on an “equal impact” approach, an approach articulated by the [SBE position statement](#) adopted in January 2015. This statement indicated that the SBE:

Intends to set initial minimum scores for graduation on the high school SBAC that bridges past statewide performance on exit exams to the initial statewide performance of students on the

SBAC assessments. This approach will begin the process of moving toward the more rigorous SBAC college- and career-ready level by setting initial high school proficiency scores that would impact students in the next few years approximately equally to how students have been impacted by exit exams during the past few years. These initial minimum scores would be re-evaluated over the following years, as new standards are implemented and as more students gain the skills necessary to be SBAC College and Career Ready.

As directed by ESHB 2224, the SBE will report on an equivalent, on-track score for tenth graders taking the Smarter Balanced assessment. The report is not due until December of 2018. However, identifying a score before testing starts in the 2017-2018 school year would allow schools and parents and students to receive their assessment score results on a similar schedule as previous years.

Tables 3 show the threshold scores approved by the SBE in January 2015. Scores on the Smarter Balanced assessment are scale scores—the achievement level scores for one grade relate to scores in other grades on a consistent scale. Plotting the scores from the tables shows this relationship in figure 1.

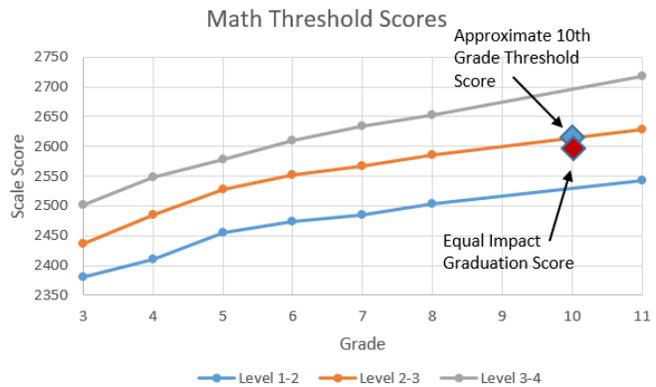
An approximate on-track score for tenth graders taking the high school Smarter Balanced assessments may be obtained by extrapolating a linear relationship between the threshold scores in eighth and eleventh grade. This extrapolation yields approximate scores of 2614 for math and 2578 for the equivalent on-track scores. These scores are approximately the threshold score between Level 2 and 3 for tenth graders.

The current graduation scores set by the Board in August 2015 based on an equal impact approach are slightly lower than the extrapolated approximate tenth grade on-track scores. The graduation scores are 2595 for math and 2548 for ELA, and are also shown on figure 1.

Figure 1. Threshold scores on Smarter Balanced assessments, approved by the SBE in January 2015.

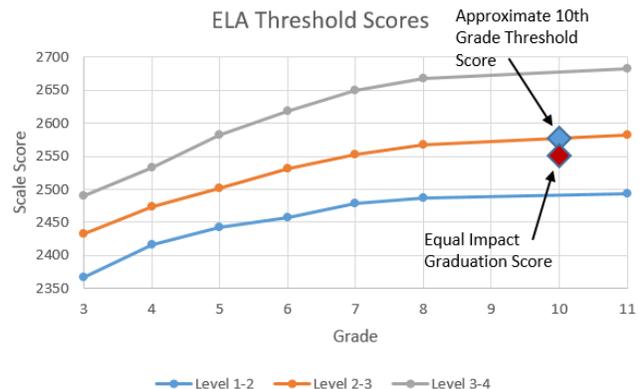
Math Threshold Scores

Grade	Level 1-2	Level 2-3	Level 3-4
3	2381	2436	2501
4	2411	2485	2549
5	2455	2528	2579
6	2473	2552	2610
7	2484	2567	2635
8	2504	2586	2653
11	2543	2628	2718



ELA Threshold Scores

Grade	Level 1-2	Level 2-3	Level 3-4
3	2367	2432	2490
4	2416	2473	2533
5	2442	2502	2582
6	2457	2531	2618
7	2479	2552	2649
8	2487	2567	2668
11	2493	2583	2682



The extrapolated on-track scores are only an approximation—they are possibly a starting point for looking at results and test items in more detail and determining more refined scores. At the July 2017 board meeting, the Executive Director of the Smarter Balanced Consortium visited with the Board, and stated that the consortium would work with Washington on looking at the effects of administering the high school assessments in tenth rather than eleventh grade. At the September board meeting, OSPI will update the Board on working with the consortium on a process for recommending an on-track tenth grade score to the Board. The process may involve a team of educators including curriculum experts and experienced teachers examining test items and identifying a likely on-track to career and college readiness score for tenth graders taking the Smarter Balanced test.

The new legislation does not require that the SBE reexamine the scores students must meet for graduation. The Board may wish to reexamine the graduation scores in 2018 or 2019 as the system adjusts to the new standards and assessments and as more students take the tests, to make sure the scores for graduation are consistent and fair for students.

Action

At the September 2017 Board meeting, the Board will receive an update from the Office of the Superintendent of Public Instruction (OSPI) assessment staff on plans to work with the Smarter Balanced consortium on addressing an equivalent performance standard for tenth grade students. The Board may consider approving a plan or process for examining an on-track career and college ready score for the tenth grade.

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



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APPENDIX A. Summary of Assessment Requirements for Graduating Classes

Class of:	2017	2018	2019	2020	2021
Grade in 2017-18	(13)	12	11	10	9
ELA assessments for graduation	SBA 10 th and 11 th grade administration	SBA 10 th and 11 th grade administration	SBA 11 th grade administration	SBA 10 th grade administration	SBA 10 th grade administration
Math assessments for graduation	EOC or EOC Exit Exam or SBA	EOC or EOC Exit Exam or SBA	SBA 11 th grade admin	SBA 10 th grade admin	SBA 10 th grade admin
Science assessments for graduation	N	N	N	N	Comprehensive NGSS-aligned WCAS
Collection of Evidence alternative	Y	Y/N (not available in senior year)	N	N	N
Locally determined course/ assessment alternative	N	N	N/Y (not available until senior year)	Y	Y
Other Alternatives		Dual Credit Courses starting in 17-18	Transition courses starting in 18-19		
Expedited appeal option	Y	Y	N	N	N

Appendix B

DRAFT High School and Beyond Plan (Draft 8.17.17 from Linda Drake and Danise Ackelson)

1. What is the High School and Beyond Plan?

A: The High School and Beyond Plan is a state graduation requirement. Each student must have a High School and Beyond Plan (HSBP) to guide the student's high school experience and prepare the student for postsecondary education or training and career (ESHB 2224, Chapter 31, Laws of 2017). Students start their plan in seventh or eighth grade and then continue to revise them throughout high school to accommodate changing interests or educational and career goals.

2. What is the purpose of the High School and Beyond Plan?

A: The High School and Beyond Plan may provide students with the opportunity to explore their own skills and interests and discover potential career and educational options. This personalized plan helps to connect career interests with courses and courses with career pathways or college majors. The plan helps students identify the steps needed to reach postsecondary goals. Students should be encouraged to take ownership over their high school experience and choose coursework and activities that are relevant to their goals. The High School and Beyond Plan also provides a means of tracking requirements for graduation from high school and entry into postsecondary programs and careers.

3. Who is responsible for determining if a student has met the graduation requirement of a High School and Beyond Plan?

A: Whether a student's plan meets applicable requirements is determined at the district level ([RCW 28A.230.090](#)). A student's high school transcript must contain a notation as to whether the student met the High School and Beyond Plan requirement.

4. What are the elements of a High School and Beyond Plan?

A: A law passed in 2017 ([ESHB 2224, Chapter 31, Laws of 2017](#)) that specifies elements that all High School and Beyond Plans must contain. The required elements include the following:

- an identification of career goals, aided by a skills and interest assessment;
- an identification of educational goals;
- a four-year plan for course-taking that fulfills state and local graduation requirements and aligns with the student's career and educational goals;
- and by the end of twelfth grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, and any community service and how the school district recognized the community service.

In addition the High School and Beyond Plan must also:

- be revised as necessary for changing interests, goals, and needs of the student.
- include a personalized pathway course plan that aligns with graduation requirements and post-high school plans.
- identify available interventions and academic support, courses, or both, that enable students who have not met the high school graduation assessment standards to do so.
- be advised for an 8th grade student who has not learned a Level 3 on middle school state assessment in math, the student must take a math course in both 9th and 10th grades.

- for a student who takes a career and technical education (CTE) course that has been determined to be equivalent to an academic core course (a CTE course equivalency), include a record of a certificate of CTE course completion. The academic course is recorded on the students transcript and the record that the student completed a CTE course is part of the High School and Beyond Plan.
- for students subject to the 24-Credit Graduation Requirements (the Class of 2019 and beyond, or, for districts that have a waiver to delay implementation, the Class of 2020 or 2021 and beyond), guide a student's Personalized Pathway Requirement. A Personalized Pathway is a locally determined body of coursework that is deemed necessary to attain the post-secondary career or educational goals chosen by the student. Within the 24-credit graduation requirement framework, the Personalized Pathway Requirements are three flexible credits that a chosen by student that help prepare the student for specific education or career goals.

5. When does the High School and Beyond Plan begin?

A: A High School and Beyond Plan must be initiated for each student during the seventh or eighth grade. In preparation for that initiation, each student must first be administered a career interest and skills inventory.

6. What tools or resources are available for the required career interest inventory?

A: No-cost career interest inventory tools include:

- Career Bridge, <http://www.careerbridge.wa.gov/>, from WA Workforce Training & Education Coordinating Board
- Career One Stop, <https://www.careeronestop.org/>, and Occupational Outlook Handbook, <https://www.bls.gov/ooh/>, US Department of Labor

7. Can the High School and Beyond Plan take the place of the Student Learning Plan in 8TH grade?

A: The implementation of the Student Learning Plan and the High School and Beyond Plan is locally determined. They may be separate plans or they may be combined, as long as the state-required elements of both plans are included in the combined plan, including the requirement to notify parents or guardians, and including any local required elements.

8. When is a Student Learning Plan required and what are the elements of the Student Learning Plan?

A: Student Learning Plans are “required for 8th grade students who were not successful on any or all of the content areas of the state assessments during the previous year or and who may not be on track to graduate due to credit deficiencies or absences.” ([RCW 28A.655.061](http://leg.wa.gov/RCW/default.aspx?cite=28A.655.061)).

The 8th grade Student Learning Plan are specified in [RCW 28A.655.06](http://leg.wa.gov/RCW/default.aspx?cite=28A.655.06) and include:

- the student's results on the state assessment
- if the student is in the transitional bilingual program, the score on his or her Washington language proficiency test II
- any credit deficiencies
- the student's attendance rates over the previous two years.

- the student’s progress toward meeting state and local graduation requirements.
- the courses, competencies, and other steps needed to be taken by the student to meet state academic standards and stay on track for graduation.
- remediation strategies and alternative education options available to students, including informing students of the option to continue to receive instructional services after grade twelve or until the age of twenty-one.
- the alternative assessment options available to students to meet graduation requirements.
- available programs offered through skill centers or community and technical colleges, including the college high school diploma options under RCW 28B.50.535.

In addition, school districts must notify students and their parents or guardians about the information in the Student Learning Plan. To the extent possible, the plan should be translated into the primary language of the family.

9. When do the new changes to the High School and Beyond Plan begin?

A: The provisions of ESSB 2224 (Chapter 31, Laws of 2017) concerning the High School and Beyond Plan are effective immediately, implemented for the 2017-2018 school year.

10. What is the process for creating, revising, and completing a High School and Beyond Plan?

A: School districts are responsible for creating processes and procedures for students to develop, revise and complete individualized High School and Beyond Plans that meet requirements. School districts may also establish additional, local requirements for High School and Beyond Plan that serve the needs and interests of the district's students and for other specified purposes.

11. Will the High School and Beyond Plan change when the graduation requirements change for the Class of 2019’s 24-credit requirements?

A: The 24-credit graduation requirements ([WAC 180-51-068](#)) which take effect for the Class of 2019 (for districts that do not have a waiver to delay implementation by up to two years) places a greater emphasis on the role of the High School and Beyond Plan in student course selection. The plan will guide a student’s choice for the third credit of math and third credit of science, with parent/guardian approval ([RCW 28A.230.090](#)), and the development of a Personalized Pathway. Personalized Pathways are based on the career and educational goals articulated in a student’s High School and Beyond Plan. The Personalized Pathway Requirements are classes selected that will help a student develop skills or meet requirements associated with a student’s postsecondary goals.

12. How does the High School and Beyond Plan connect with the state assessments?

A: New requirements for academic interventions and supports was established by [ESHB 2224](#) (Chapter 31, Laws of 2017). School districts must provide students who have not earned a Certificate of Academic Achievement (CAA) before the beginning of eleventh grade with the opportunity to access interventions and academic supports, courses, or both, designed to the enable students to meet the high school graduation standard. The interventions, supports, or courses must be rigorous and consistent with the student's educational and career goals identified in his or her High School and Beyond Plan, and may include Career and Technical Education equivalencies in English Language Arts or mathematics. In addition, school districts must update the High School and Beyond Plan for each student who has not earned a level 3 or 4 score on the middle school mathematics assessment by the ninth grade. The purpose of this update is to ensure that the student takes a mathematics course in the ninth and tenth grades. These courses may include Career and Technical Education equivalencies in mathematics.

13. For students who have not earned a certificate of academic achievement (CAA) by the 11th grade, who implements interventions, supports, or course selection consistent with student's educational and career goals as identified in the student's High School and Beyond Plan?

A: Local school districts have decision-making authority for implementation of interventions, supports and the High School and Beyond Plan. Best practices utilize school counselors and teachers in an advisory program or designated class for developing and completing student High School and Beyond Plans.

14. What are examples of acceptable interventions and activities based on the High School and Beyond Plan for students who have not met standard on state assessments?

A: The High School and Beyond Plan must be updated to reflect high school assessments, review transcripts, and assess progress toward identified goals. The High School and Beyond Plan must be revised as necessary for changing interests, goals, and needs, and must identify available interventions and academic support, courses, or both, that enable students who have not met the high school graduation standard to do so. Priority for changing student schedules, providing mentoring, academic counseling are included in this work. Students should be provided guidance on assessment alternatives, if needed. High school transition courses, Senior Year Bridge to College courses and their associated assessments, are acceptable as alternatives to demonstrating that students have met the high school graduation standard. These interventions, supports, or specific courses must be rigorous and consistent with educational and career goals from the High School and Beyond Plan and **may** also include dual credit courses (AP,IB,CI, College in HS, Running Start and Tech Prep) or remedial courses.

15. How are parents and guardian involved with the High School and Beyond Plan or process?

A: Each student shall have a high school and beyond plan to guide his or her high school experience, including plans for post-secondary education or training and career. School districts are encouraged to involve parents and guardians in the process and development and updating the High School and Beyond Plan. A best practice would be to update the plan at least once a year, with the involvement of the parents or guardians.

16. What resources does the state provide for the High School and Beyond Plan development?

A: The Office of Superintendent of Public Instruction has resources about graduation requirements at <http://www.k12.wa.us/GraduationRequirements/default.aspx>. Career Guidance WA at <http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/default.aspx> has a series of guidance curriculum for grades 6-12 with templates and planning tools for developing a school-wide career and college readiness program. Templates for the High School and Beyond Plan are included.

17. Is there a digital/electronic free resource for the High School & Beyond Plan?

A: A no or low-cost digital tool developed by WSIPC's My School Data is available through school district student information systems. The electronic platform used the format in the OSPI Career Guidance WA High School and Beyond Plan template to provide career interest inventory, postsecondary choices, pre-populated 4-year course plan, and captures activities, experiences, resume, and academic plans. Parent access and school counselor tracking tools are also a part of this digital format. This digital plan can follow students who transfer to other middle and high schools in our state.

18. How does the High School and Beyond Plan relate to a student's IEP transition plan?

A: ESHB 2224 (Chapter 31, Laws of 2017) states that each student must have a High School and Beyond Plan. By the age of 16, students receiving special education services with an Individualized Education Plan (IEP) must begin to develop a transition plan as part of their IEP. These plans include setting

postsecondary goals for employment and education, developing a high school course of study and other activities for skills development to help students reach their goals. IEP teams are encouraged to incorporate other components of their local school or district's High School and Beyond Plan that are appropriate for the student into the transition plan. A district or school may determine that a student's transition plan is the High School and Beyond Plan, provided the plan meets the required elements of both the IEP transition plan and the required elements of the High School and Beyond Plan.

19. How are Career and Technical Education (CTE) Equivalency credits accounted for in a student's High School and Beyond Plan?

A: If a student has completed a CTE course for equivalency credit, the certificate of completion of the CTE course must be included in the student's High School and Beyond Plan (RCW 28A.230.097). A CTE course equivalency is when a CTE course is recognized as equivalent to a core academic course. A student may earn a core academic credit and meet a core subject area graduation requirement and a CADR (College Academic Distribution Requirement, an admission requirement for state 4-year postsecondary institutions) upon completion of the class. The core academic credit is noted on the student transcript and the CTE course completion is included in the student's High School and Beyond Plan.

20. How is the High School and Beyond Plan verified? What documentation is required?

A: Local school districts determine how the High School and Beyond Plan is verified. High School and Beyond Plan must be noted on the student transcript as "Met" or "Not Met" under Additional State Requirements in the milestone section.

21. Are the High School and Beyond Plan resources available in a variety of languages?

A: Updated templates and tools are in development for the High School and Beyond Plan.

HOUSE BILL REPORT

ESHB 2224

As Passed Legislature

Title: An act relating to providing flexibility in high school graduation requirements and supporting student success during the transition to a federal every student succeeds act-compliant accountability system.

Brief Description: Providing flexibility in high school graduation requirements and supporting student success during the transition to a federal every student succeeds act-compliant accountability system.

Sponsors: House Committee on Education (originally sponsored by Representatives MacEwen, Dolan, Appleton, Haler, Harris, Sells, Tarleton, J. Walsh, Santos and Doglio; by request of Superintendent of Public Instruction).

Brief History:

Committee Activity:

Education: 6/19/17 [DPS].

Floor Activity:

Passed House: 6/27/17, 94-0.

Passed Senate: 6/30/17, 49-0.

Passed Legislature.

Brief Summary of Engrossed Substitute Bill

- Delays a requirement obligating students in the graduating class of 2017 onward to meet standard on a high school science assessment as a graduation prerequisite until the graduating class of 2021.
- Establishes an expedited appeal process authorizing the Superintendent of Public Instruction (SPI) to waive requirements for certificates of academic achievement (CAA) and certificates of individual achievement for qualifying students in the graduating classes of 2014 through 2018 who have not met standard on English language arts (ELA) assessments, mathematics assessments, or both.
- Requires, beginning in the 2017-18 school year for the graduating class of 2020, that the statewide high school assessments in ELA and mathematics be administered in the tenth grade.
- Discontinues the collection of evidence objective alternative assessment.

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.

- Establishes new options for demonstrating student achievement of state standards, including completing dual credit courses and locally determined courses with qualifying assessments.
- Requires school districts to provide students who have not earned a CAA before the beginning of the eleventh grade the opportunity to access interventions and academic supports, courses, or both to enable the students to meet minimum high school graduation standards.
- Adds specificity to High School and Beyond Plan requirements.
- Requires the State Board of Education, in consultation with the SPI, to identify and report on the equivalent student performance standard that a tenth grade student would need to achieve on state assessments to be career and college ready.
- Includes an emergency clause making all provisions effective immediately.

HOUSE COMMITTEE ON EDUCATION

Majority Report: The substitute bill be substituted therefor and the substitute bill do pass. Signed by 15 members: Representatives Santos, Chair; Dolan, Vice Chair; Stonier, Vice Chair; Harris, Ranking Minority Member; Muri, Assistant Ranking Minority Member; Bergquist, Caldier, Johnson, Kilduff, Lovick, Senn, Slatter, Steele, Valdez and Volz.

Staff: Ethan Moreno (786-7386).

Background:

Statewide Student Assessment System.

The Superintendent of Public Instruction (SPI), in consultation with the State Board of Education (SBE), is authorized to maintain and revise a statewide academic assessment system to measure student knowledge and skills on state learning standards and to use it for purposes of state and federal accountability. The state assessment system must cover the content areas of reading, writing, mathematics, and science for elementary, middle, and high school years. The federal Every Student Achieves Act requires states to assess students based on state learning standards in reading and mathematics in each of grades 3 through 8 and one high school grade, as well as in at least one grade in elementary, middle, and high school in science.

In recent years, high school mathematics have been assessed in Washington using end-of-course tests (EOCs) in Algebra I and Geometry, and a tenth grade reading and writing assessment has also been utilized. In 2011 legislation directed that high school science be assessed using a Biology EOC. The Legislature subsequently expressed intent to transition from a Biology EOC to a comprehensive science assessment. Assessments based on the Next Generation Science Standards (NGSS), standards which are being phased in, will begin in 2018.

In 2013 the SPI was directed to implement, beginning in the 2015 school year, student assessments developed with a multistate consortium in English language arts (ELA) and mathematics. (Washington is part of the Smarter Balanced Assessment Consortium, known as SBAC.) The SPI was also directed to use test items from the SBAC assessments to develop a tenth grade ELA assessment and modify the Algebra I and Geometry EOCs for use through the transition period.

The SBE is responsible for establishing the performance scores that students must meet on state assessments. In accordance with statutory requirements, the SBE has established performance scores for the assessments used during the transition period, as well as the SBAC assessments. In setting scores for the high school SBAC assessments, the SBE must review the experience during the transition period, and examine scores used in other states for the SBAC assessments, including states that require passage of an eleventh grade assessment for graduation. The scores established for purposes of graduation may be different from the scores used for the purpose of determining career and college readiness.

High School Graduation Requirements.

A Certificate of Academic Achievement (CAA) or a Certificate of Individual Achievement (CIA) is one of the requirements for graduation from a Washington public high school. To obtain a CAA, a student must meet state standards on required statewide assessments. Students requiring special education who are not appropriately assessed by the state assessment system, even with accommodations, may earn a CIA through a variety of ways to demonstrate skills and abilities commensurate with their individual education programs.

Since the graduating class of 2008, Washington students have been required to meet the state standards on the assessment in reading and mathematics to obtain a CAA and graduate from high school. Legislation adopted in 2004 required the graduating classes of 2010 onward to also meet standard on a statewide high school science assessment to earn a CAA for purposes of high school graduation, but subsequent legislation has thrice delayed this requirement.

Graduation requirements obligate students in the graduating classes of 2017 and 2018 to meet standard on: (1) the state assessments in ELA or the ELA SBAC; (2) at least one of the mathematics EOCs or the mathematics SBAC; (3) and the Biology EOC or the NGSS Assessment for the classes of 2017 and 2018, respectively. Beginning with the graduating class of 2019, the SBAC assessments in ELA and mathematics will be used to demonstrate that students meet the state standard in those subjects, and the NGSS assessment will be used to demonstrate that students meet the state standard in science.

Below is a chart illustrating the assessments required for the graduating class of 2017 and beyond.

Graduating Class	English Language Arts	Mathematics	Science
2017 and 2018	Grade 10 ELA Or	Algebra I EOC Or Geometry EOC	Biology EOC (2017) with Next Generation

	Grade 11 ELA (SBAC)	Or Grade 11 Mathematics (SBAC)	Science Standard Assessment for 2018
2019 Onward	Grade 10 ELA (SBAC)	Grade 10 Mathematics (SBAC)	Next Generation Science Standard Assessment

Objective Alternative Assessment Options.

Objective alternative assessment options (alternative assessments) may be utilized by students who have taken an assessment at least once. The alternative assessments, which may only be approved by the Legislature, must be comparable in rigor to the skills and knowledge that the student must demonstrate on the statewide student assessments, and must be objective in their determination of student achievement of state standards. If a student meets the state standard on the alternative assessment, he or she must earn a CAA. The alternative assessments include:

- grade comparison, provided the student has a qualifying grade point average;
- earning a high enough score on the SAT or ACT;
- earning a high enough score on an Advanced Placement/International Baccalaureate exam; and
- collection of evidence, scored at the state level or by regional panels of educators.

Current law also includes provisions for waiving specific requirements pertaining to the CAA for students who transferred to a Washington public school in their junior or senior year or who have special, unavoidable circumstances.

High School and Beyond Plan.

One of the state graduation requirements is the completion of a High School and Beyond Plan (HSBP). The SBE provides that each student must have a HSBP for their high school experience, including what they expect to do the year following graduation. The content of the plan, and whether a student's plan meets applicable requirements, is determined at the district level. A student's high school transcript must contain a notation as to whether the student met the HSBP requirement.

Summary of Engrossed Substitute Bill:

High School Graduation Requirements - Modification to Assessment Requirements.

Certain high school graduation requirements are modified, including provisions requiring assessments in science, ELA, and mathematics, and provisions governing alternative assessment options.

The statewide high school science assessment will continue to be administered, but the requirement obligating students in the graduating classes of 2017 onward to obtain a sufficient score on the assessment (currently the Biology EOC) as a graduation prerequisite is delayed until the graduating class of 2021. The science assessment administered to that class must be a comprehensive science assessment based on applicable essential academic learning requirements adopted by the SPI in 2013. The provisions delaying the science assessment as a graduation prerequisite apply retroactively to students in the graduating class of 2017.

The administration of the statewide SBAC ELA and mathematics assessments is specifically directed to occur in the 10th grade. This change will take effect in the 2017-18 school year and will apply beginning with students in the graduating class of 2020. A student who meets the high school graduation standard on the high school ELA and mathematics SBAC assessments and satisfies all other graduation requirements will earn a CAA.

"High school graduation standard" is not defined, but references to "state standard" or "state standards" in provisions governing assessment requirements and the earning of CAAs for the graduating classes of 2016 onward are changed to "high school graduation standard."

Establishment of CAA/CIA Appeals Process.

The SPI is directed to implement an expedited appeal process for waiving requirements for CAAs and CIAs for students in the graduating classes of 2014 through 2018 who have not met standard on ELA assessments, mathematics assessments, or both, but have met all other state and local graduation requirements. Eligible students in the graduating class of 2018 must also have attempted at least one alternative assessment option.

An appeal may be initiated with the applicable school district by a student or the student's parent, guardian, or principal. Districts are charged with determining which appeals will be submitted to the SPI for final review and approval. The SPI may approve an appeal only if it has been demonstrated that the student has: the necessary skills and knowledge to meet the high school graduation standard; and the skills necessary to successfully achieve the college or career goals established in his or her HSBP. Pathways for demonstrating the necessary skills and knowledge may include, but are not limited to:

- successful completion of a college level class in the relevant subject area;
- admission to a higher education institution or career preparation program;
- award of a scholarship for higher education; or
- enlistment in a branch of the military.

Discontinued and New Alternative Assessment Options.

The collection of evidence alternative assessment option is discontinued, but a student who completes a dual credit course in ELA or mathematics in which the student earns college credit may use passage of the course as an alternative assessment for earning a CAA.

Beginning in the 2018-19 school year, students who do not qualify for a CAA because they have not met the high school graduation standard for the mathematics or ELA assessment may take and pass a locally determined course in the content area in which the student was not successful. The course must be rigorous and consistent with the student's educational and career goals identified in his or her HSBP, and may include career and technical education (CTE) equivalencies in ELA or mathematics.

If the student passes the locally determined course, he or she may then take a locally administered assessment associated with the course as an alternative assessment for demonstrating that the student has met or exceeded the required high school graduation standard and qualifies for a CAA.

Locally administered assessments, in accordance with specified requirements, must be reviewed and, if appropriate, approved for use by the Office of the Superintendent of Public

Instruction (OSPI). Additionally, the OSPI must post on its website a compiled list of district-administered assessments approved as alternative assessments, including the comparable scores necessary to meet the standard.

Related provisions regarding high school transition courses are established. High school transition courses and the assessments offered in association with the courses are an approved locally determined course and assessment for demonstrating that the student met or exceeded the high school graduation standard. A "high school transition course" is defined as an ELA or mathematics course offered in high school whose successful completion by the student will ensure college-level placement at participating institutions of higher education, but a student's successful completion of the course does not entitle the student to be admitted to any public institution of higher education. As further specified in the definition, high school transition courses must satisfy core or elective credit graduation requirements established by the SBE.

Student Interventions and Academic Supports.

New requirements for academic interventions and supports are established. School districts must provide students who have not earned a CAA before the beginning of eleventh grade with the opportunity to access interventions and academic supports, courses, or both, designed to enable students to meet the high school graduation standard. The interventions, supports, or courses must be rigorous and consistent with the student's educational and career goals identified in his or her HSBP, and may include CTE equivalencies in ELA or mathematics.

High School and Beyond Plans.

Additional requirements for HSBPs are established. Each student must have an HSBP to guide the student's high school experience and prepare him or her for postsecondary education or training and career. An HSBP must be initiated for each student during the seventh or eighth grade, and in preparation for that initiation, each student must first be administered a career interest and skills inventory.

The HSBP must be updated to reflect high school assessments, review transcripts, and assess progress toward identified goals. The HSBP must be revised as necessary for changing interests, goals, and needs, and must identify available interventions and academic support, courses, or both, that enable students who have not met the high school graduation standard to do so.

All HSBPs must include the following elements:

- an identification of career goals, aided by a skills and interest assessment;
- an identification of educational goals;
- a four-year plan for course-taking that fulfills state and local graduation requirements and aligns with the student's career and educational goals; and
- by the end of twelfth grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, and any community service and how the school district recognized the community service.

School districts may also establish additional, local requirements for HSBPs that serve the needs and interests of the district's students and for other specified purposes.

School districts must update the HSBP for each student who has not earned a level 3 or 4 score on the middle school mathematics assessment by the ninth grade. The purpose of this update is to ensure that the student takes a mathematics course in the ninth and tenth grades. These courses may include CTE equivalencies in mathematics.

New and Modified Accountability Duties of the State Board of Education.

Numerous accountability-related duties of the SBE are modified or repealed. Examples of repealed duties include provisions obligating the SBE to:

- by the end of the 2014-15 school year, establish the scores students must achieve to meet the standard and earn a CAA on the SBAC high school ELA and mathematics assessments. (The statutory directive obligating the SBE to identify the scores that students must achieve in order to meet the standard on statewide student assessments remains);
- establish scores students must achieve on tenth grade ELA and EOC mathematics assessments that predate the full implementation of the SBAC assessments;
- consider the incorporation of the standard error of measurement into decisions regarding CAAs; and
- advise the Legislature of initial performance standards for high school statewide assessments, including presenting subsequently recommended changes to the education committees of the Legislature for potential legislative action.

Additionally, a provision specifying that the scores established by the SBE for earning a CAA and high school graduation may be different from the scores used for determining a student's career and college readiness is repealed and replaced with a similar provision indicating that the SBE is not prohibited from identifying a college and career readiness score that is different from the score required for high school graduation purposes

Regarding new duties, the SBE, in consultation with the SPI, is directed to identify the equivalent student performance standard that a tenth grade student would need to achieve on the state assessments to be career and college ready at the end of the student's high school experience. A report on this performance standard must be submitted by the SBE to the Governor and the education policy and fiscal committees of the Legislature by December 1, 2018.

Appropriation: None.

Fiscal Note: Requested on June 26, 2017.

Effective Date: The bill contains an emergency clause and takes effect immediately.

Staff Summary of Public Testimony:

(In support) This bill represents a good compromise for the roadblocks the House of Representatives has run into in the other chamber. The bill will help students in this graduating year and in years to come. Moving assessments to an earlier point in the high school process will give students ample time to make needed course corrections; this is vital to the success of the students.

The SPI supports delinking assessments from graduation requirements. The OSPI finds no evidence between high stakes testing and graduation results. Thirty-six states do not link high stakes tests with graduation requirements. Two-thirds of dropouts occur in the senior year, and they are dropping out with more math, science, and ELA credits than ever before. The eleventh grade high stakes tests cause more harm than good. Legislative proposals continue to evolve, but moving assessments to the tenth grade has emerged as a common idea. This change will be beneficial to student growth and success. The underlying bill would have allowed students to demonstrate proficiencies through other means without having to first take statewide assessments. The Senate wants assessments to be linked to graduation requirements, so the underlying bill calls for locally determined courses and locally administered assessments.

A constituent's daughter met all other graduation requirements, but did not pass the Biology EOC. As a result, she will not be able to attend a fashion college in California this fall. The bill should be supported, but high stakes tests should be delinked from graduation requirements. High stakes tests have second and third order effects, including effects related to higher dropout and crime rates. High stakes tests are not fair to children: they adversely affect minorities, English as a second language students, and struggling students. The underlying bill is a good compromise: it maintains rigor, and offers supports and alternatives to students. The OSPI, the SBE, the Senate, and others agree that the Biology EOC is either outdated or flawed. At a minimum, the Biology EOC should be delinked from graduation requirements for the class of 2017.

Principals support the striking amendment and appreciate the flexibility provided in its provisions, but the Legislature should make sure that the OSPI has the staff and resources necessary to implement the appeals process. The transition course and HSBP provisions create staffing issues that should be properly addressed by the Legislature.

The Washington State PTA has a long-standing resolution against high stakes testing. Delinking only the Biology EOC is not sufficient for students. While the exams are necessary for compliance with federal requirements, the 15,000 students affected by the Biology EOC, most of whom are minority and low-income students, should not be penalized for the system's failures and should be allowed to graduate; they are sitting on pins and needles waiting for the Legislature to issue a verdict. The ELA, mathematics, and science assessments should be delinked from graduation requirements for the classes of 2017 and 2018 until sufficient student supports can be implemented. The HSBP should be more robust, but without significant funding for counselors, HSBPs will not be useful. The final plan of the bill needs to be easily understood for families, reasonable for districts to implement, and meaningful to students. All students should have an achievable but rigorous path to graduation with a truly meaningful diploma.

(Opposed) The Washington Education Association (WEA) and its members have had an unwavering 20-year policy providing that standardized tests are not designed for, and should not be used for, high stakes decisions for students, including graduation. The WEA will continue to oppose the use of test scores, directly or indirectly, for making decisions about graduation or remediation—those decisions are best made by teachers. The WEA

understands efforts to secure the best possible legislative compromise, but it continues to support House Bill 1046 as the best, simplest, and clearest policy for students and teachers.

(Other) The ideas put forward in the bill and the striking amendment address important issues related to the role of state mandated tests as prerequisites for graduation, and warrant a more comprehensive and inclusive conversation with participation from additional stakeholders. A full decoupling of assessments from graduation requirements is important for students and will allow for a greater focus on meaningful pathways for students. Without greater clarity and participation criteria, the legislation might be more confusing for districts. The clock is ticking for the high school students who are facing uncertainty regarding legislative decisions. A streamlined and expedited appeals process by the OSPI for assessments is necessary.

The SBE believes the system needs to change. The SBE supports provisions of the bill, including the elimination of the Biology EOC as a graduation prerequisite, the expansion of alternatives for meeting graduation requirements, strengthening the HSBP, and establishing additional interventions. The SBE has reservations regarding clarity in the striking amendment, including concerns about: unclear references to "minimum" graduation standards; the process of assessment score setting and related modifications to the SBE's authority to do so; locally determined courses and assessments, and related rigor requirements; and the retroactive appeal process.

The Tacoma and Everett school districts have been working on issues related to community-based transition students that are currently counted as dropouts. In order to maintain federal funding for these students, the districts must keep the students on district rolls until they are 21 years old. Many of the students on these rolls have met all graduation requirements, but districts have not been graduating them because doing so would disrupt federal funding for the student. The state could make up these financial losses for districts, but it has not chosen to do so. The students in community-based transition programs should not be considered in overall graduation rate calculations, and the committee should consider an amendment to make this change.

Persons Testifying: (In support) Representative MacEwen, prime sponsor; Chris Reykdal, Office of the Superintendent of Public Instruction; Madelyn Campbell; Bryan Campbell; Jerry Bender, Association of Washington School Principals; and Heidi Bennett, Washington State PTA.

(Opposed) Wendy Rader-Konofalski, Washington Education Association.

(Other) Jessica Vavrus, Washington State School Directors' Association; Ben Rarick, State Board of Education; and Charlie Brown, Tacoma School District and Everett School District.

Persons Signed In To Testify But Not Testifying: None.



THE WASHINGTON STATE BOARD OF EDUCATION

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Title: Consideration of EOGOAC Recommendations from SBE's July Board Meeting		
As related to:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.
	<input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system.
		<input type="checkbox"/> Other
Relevant to Board roles:	<input checked="" type="checkbox"/> Policy leadership	<input checked="" type="checkbox"/> Communication
	<input checked="" type="checkbox"/> System oversight	<input checked="" type="checkbox"/> Convening and facilitating
	<input checked="" type="checkbox"/> Advocacy	
Policy considerations / Key questions:	SBE's consideration and formal response to the July EOGOAC panel's recommendations to SBE regarding its work to close opportunity and achievement gaps.	
Relevant to business item:	No action anticipated during this meeting. Acting Chair Lavery will communicate the Board's responses to these recommendations via a post-retreat letter.	
Materials included in packet:	<ul style="list-style-type: none">• July EOGOAC panelist recommendations• July 17, 2017 letter from SBE/Acting Chair Lavery to the EOGOAC	
Synopsis:		

At the July 2017 SBE meeting, three representatives of the Education Opportunity Gap Oversight and Accountability Committee (EOGOAC) addressed the Board as a panel, per the Board's request, to make recommendations about how SBE could strengthen its relationship with the EOGOAC and utilize its unique role to help close the persistent opportunity and achievement gaps for students of color.

EOGOAC July panelists: Senator John McCoy (Committee Member), Dr. Wanda Billingsly (Committee Member), and Maria Flores (Committee Coordinator).

The Board committed to the EOGOAC that during the Board's September retreat, it would consider and respond to its specific recommendations, as well as possibilities for joint endeavors.

If you have questions regarding this information, please contact Kaaren Heikes at Kaaren.heikes@k12.wa.us.



THE WASHINGTON STATE BOARD OF EDUCATION

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Education Opportunity Gap Oversight and Accountability Committee (EOGOAC) Panel Recommendations to SBE

At the July 2017 SBE meeting, three representatives of the EOGOAC addressed the Board as a panel, per the Board's request, to make recommendations about how SBE could strengthen its relationship with the EOGOAC and utilize its unique role to help close the persistent opportunity and achievement gaps for students of color. EOGOAC panelists: Senator John McCoy, Dr. Wanda Billingsly, and Maria Flores.

Suggestions the panelists made to SBE:

1. EOGOAC and SBE, both created in statute, with similar goals, need to get together and fill in structural gaps jointly.
2. Recommend incorporating into our legislative agenda:
 - a) Discipline –
 - i. Restorative justice
 - ii. Elements of 1541
 - iii. Help to define the “comparable, equitable and appropriate” education that must be provided to students during exclusionary period
 - b) Professional Development – specific to equity and cultural competency training, providing 2nd language for all teachers
 - c) Family Engagement – add 1.0 FTE Family Engagement coordinator, psychologist, or counselor per school
3. As we focus on prioritizing equity in our decision-making, keep in mind that equity is STRUCTURAL.
4. Suggest SBE play key role in two key components of Civil Rights Law - DISPROPORTIONALITY and DISPARATE IMPACT – by looking at our policies and decisions with those at forefront (Litmus test?).
5. Disaggregation of student data.
6. SBE should be a leader in defining equity. One possibility is partnering with EOGOAC on a symposium to create a state-level definition of equity for K-12.
7. Hold joint EOGOAC - SBE meetings, particularly on E side of mountains.
8. Formal communication between EOGOAC & SBE (e.g., EOGOAC expects SBE to send a reply to any letters or other written communication from EOGOAC; EOGOAC implores SBE to send a formal response to the EOGOAC's annual report – to specify which pieces we support and do not support, as well as commonalities in our legislative agendas, etc.).
9. Engage in dialogue with communities of color. Invite people of color to participate in dialogue, but not in tokenized way. Use the “For us by us” (FUBU) model – engage people who will be impacted by the policy to help create the policy.
10. Ask Andrea Cobb with OSPI to present on the Integrated Student Supports model (October release date; perhaps a Board presentation in November or January?)

If you have questions regarding this information, please contact Kaaren Heikes at Kaaren.heikes@k12.wa.us.



THE WASHINGTON STATE BOARD OF EDUCATION

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July 17, 2017

The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)
c/o Office of the Superintendent of Public Instruction

Dear EOGOAC Members:

Thank you for accepting our invitation and sending Senator McCoy, Dr. Billingsly and Maria Flores to present at our meeting on July 12, 2017 in Spokane. These EOGOAC representatives shared policy priorities for closing opportunity and achievement gaps and made suggestions regarding how the State Board of Education (SBE) might assist with advocacy, policies, and practices to close these persistent gaps.

SBE members would like the opportunity to review your recommendations and share our thoughts with you in the near future. We will consider and respond to other suggestions for possible joint efforts following our September retreat. The SBE has been and remains committed to closing achievement and opportunity gaps for children of color.

Because SBE members and staff have been formally exploring equity for the last year, we believe the most valuable work we can do in the next year is define equity for the Board and apply an equity analysis to our work in public at every board meeting. Publicly and transparently addressing equity will be major work for the board. Our September retreat will provide additional foundation for this work.

As we shared with the EOGOAC representatives after their presentation last week, I believe the SBE needs to work more closely with the EOGOAC in the future.

Again, thank you for sharing your work and perspective on the causes of and potential solutions for unacceptable achievement and opportunity gaps for affected children.

Sincerely,



Kevin Laverty
Acting Chair

Kevin Laverty, *Vice Chair* • Ben Rarick, *Executive Director*
Janis Avery • Mona Bailey • MJ Bolt • Jeff Estes • Connie Fletcher • Joe Hofman • Patty Wood
Ricardo Sanchez • Peter Maier • Lindsey Salinas • Dr. Alan Burke • Judy Jennings • Holly Koon
Chris Reykdal, *Superintendent of Public Instruction*



THE WASHINGTON STATE BOARD OF EDUCATION

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Title: SBE Legislative Advocacy

As related to:

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

Relevant to Board roles:

<input checked="" type="checkbox"/> Policy leadership	<input type="checkbox"/> Other
<input checked="" type="checkbox"/> System oversight	<input type="checkbox"/> Communication
<input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Convening and facilitating

Policy considerations / Key questions:

- 2017 Legislative Session: Outcomes of our priorities and efficacy of our advocacy strategies
- How could an explicit committee focus (ad hoc Legislative Advocacy Committee or existing Executive Committee) fortify our legislative advocacy?
- Potential 2018 legislative priorities?

Relevant to business item: N/A

Materials included in packet:

- Outcomes of 2017 SBE Legislative Priorities
- New state-level K-12 Funding
- Results of Board Member Legislative Advocacy Survey

Synopsis:

During this segment of the retreat, the Board will:

- Reflect on the outcomes of SBE's 2017 legislative priorities
- Discuss SBE's top effective and ineffective advocacy strategies during 2017 session(s)
- Identify SBE's next steps re: advocacy
- Consider potential 2018 legislative priorities

If you have questions regarding this information, please contact Kaaren Heikes at Kaaren.heikes@k12.wa.us.



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	SBE 2017 Legislative Priorities	Status as of 8/25/17
	<p>Resolve McCleary Implementation Fully implement ESHB 2261 and SHB 2776; make ample provision for basic education programs, and eliminate the state’s unconstitutional reliance on local levies. The 2017 Legislature is requested to define the constitutionally permissible uses of local maintenance and operations levies and increase state funding to ensure that basic education programs and compensation of school district staff for basic education duties are fully funded from dependable state sources, and not from local levies. <i>Additionally, the Legislature is requested to restore funding enhancements to per pupil allocations provided for career and technical education.</i></p>	The Legislature asserts that EHB 2242 (2017) resolves McCleary Implementation.
	<p>End Biology End of Course as a Diploma Requirement Immediately eliminate the biology End-of-Course exam as a high school graduation requirement, and replace it with a comprehensive science assessment aligned with the Washington State Science Learning Standards (i.e., Next Generation Science Standards), when it becomes available.</p>	
	<p>Expand Assessment Alternatives Expand assessment alternatives for high school graduation, including successful completion of state-approved transition courses and dual credit courses.</p>	
	<p>Remedy Teacher Shortage and Align and Enhance Educator Compensation and Credentialing Identify and fund additional effective strategies to address the multi-faceted problem of teacher shortages. The Legislature is requested to align the new system of professional certification with a new model of professional compensation based on the career ladder compensation model recommended by the Compensation Technical Work Group.</p>	
Partial	<p>Provide Professional Learning for Educators The 2017 Legislature is requested to include ten days, or 60 hours, of professional development in the state’s program of basic education and require that all professional learning funded by state basic education allocations be designed to meet the standards for high-quality professional learning established in RCW 28A.300.602. Ensuring that all students are prepared for career and college requires sustained, state-funded time for professional learning outside of the 180-day school calendar. Renewed state support for professional learning will ease the strain on families and children from the proliferation of partial school days, reverse the erosion of instructional time from the state’s abandonment of this responsibility, and promote equity for districts less able to support this necessary activity through local levies</p>	Phase-in of three PD days, 2018-2021

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Partial</p>	<p>Strengthen Career Readiness and Fortify the High School and Beyond Plan in the Program of Basic Education for All Students</p> <p>The career- and college-ready graduation requirements directed by the Legislature in 2014 make the High School and Beyond Plan essential to the state’s new high school diploma. In order to ensure that every student has access to a high-quality High School and Beyond Plan, the Legislature is requested to define and fund the following minimum elements of the plan:</p> <ul style="list-style-type: none"> • Identification of career goals • Identification of educational goals in support of anticipated career and life goals • A four-year plan for course-taking aligned with career and educational goals • Identification of assessments needed to earn a diploma and achieve postsecondary goals. <p>The Board also urges legislation that requires the development of career readiness standards for all students, as a guide for K-12 curricula and a support for students, parents and counselors.</p>	<p>No movement in the development of career readiness standards with associated curricula and supports.</p>
<p style="font-size: 2em; font-weight: bold;">X</p>	<p>Strengthen Expanded Learning Opportunities</p> <p>Establish, fund, and increase access to high-quality expanded learning opportunities for historically underserved students and students that are credit- deficient and not on track for on-time graduation. Summer learning loss widens achievement gaps and reduces academic results for economically disadvantaged students. The Legislature should support expanded learning opportunities that align with the quality indicators designed by the Expanded Learning Opportunity Council pursuant to SSB 6163.</p>	

Please contact Kaaren Heikes with any questions or for additional information at Kaaren.heikes@k12.wa.us.

Brief Summary of K12 Basic Education Program Allocations and Additional Support Provided in the 2017-19 Biennial Budget (NGF-S+OpPath - dollars in thousands)						
<i>Program</i>	<i>Funding Change</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>FY 2021</i>	<i>4-Year Total</i>
K-12 Salary allocations	Increase minimum salary allocations to: CIS - \$64,000; CLS - \$45,912; Admin - \$95,000. Each staff type is further localized and adjusted for inflation. One-time COLA restored in for SY 2017-18	93,071	1,002,042	1,995,360	2,201,250	5,291,723
Professional Learning Days	Implement 3 professional learning days, phased in over three years, beginning with SY 2018-19	-	26,378	66,013	106,335	198,726
Health Benefit Allocation	Transition all school employees to a SEBB by SY 2019-20. State-funded benefit rate aligned with state PEBB rate	39,858	70,498	164,040	187,612	462,008
Subtotal: Compensation Related Allocations		132,929	1,098,918	2,225,413	2,495,197	5,952,457
General Apportionment: Vocational Education Class Sizes	Class sizes in CTE reduced from 26.58 to 23 students in CTE and from 22.76 to 20 students in Skills Center Programs	33,744	48,277	55,877	59,613	197,511
General Apportionment: Vocational Education MSOC	Increases Skills Center MSOC to align with CTE MSOC	831	1,087	1,152	1,223	4,293
Highly Capable Program	Increases allocation for services for a district's most highly capable students to from 2.314% to 5% of a district's enrollment	10,992	15,591	17,717	18,550	62,850
Learning Assistance Program	Provides a new high poverty-based school building allocation of 1.1 increased hours of instruction	91,886	130,660	149,329	156,027	527,902
Special Education Program	Increases the allocation from a cap of 12.7% to a cap of 13.5% of enrollment	9,439	13,258	15,034	15,740	53,471
Transitional Bilingual Program	Increases middle and high school instruction by 2 hours from 4.778 hours to 6.778 hours	11,004	15,939	18,678	20,124	65,745
Local Effort Assistance	Funding increased to support 1 year levy cliff delay and a new program of equalization that begins in CY 2019.	60,523	104,760	102,168	102,924	370,375
Hold Harmless	Funding provided to guarantee districts receive no less than the funding they would have received under the current law as of January 1, 2017.		5,000	2,000	2,000	9,000
Other increases	Funding is provided to support the BEST program, paraeducator training, support for low achieving schools, and implementation of basic education legislation.	8,984	13,912	13,000	33,945	69,841
Subtotal: Categorical and Other Programmatic Increases		227,403	348,484	374,955	410,146	1,360,988
Total		360,332	1,447,402	2,600,368	2,905,343	7,313,445

Legislative Advocacy: Next Steps
Key Results of Board Member Legislative Advocacy Survey

Proposed ad hoc Legislative Advocacy Committee

The Leadership/Process Retreat Committee proposes that the Board put together an ad hoc committee on legislative advocacy.

The role of this committee will include:

- Reviewing all potential legislative priorities (post-September retreat), then recommending legislative priorities to the full board for November consideration/adoption.
- Assisting in creation of a year-round legislative advocacy plan.
- Galvanizing the fellow board members as needed to maximize collective and individual relationships and expertise.
- Advising Executive Director and Director of Policy and Partnerships during legislative sessions, as necessary, to support nimble and strategic advocacy.

Board members interested in participating on this ad hoc legislative advocacy committee (indicated in August 2017 Board Member Legislative Advocacy Survey):

- Holly Koon
- Kevin Laverty
- Patty Wood
- MJ Bolt
- Ricardo Sanchez
- Peter Maier
- Judy Jennings
- Connie Fletcher
- Alan Burke

Potential 2018 Legislative Priorities – Per results of August 2017 Board Member Legislative Advocacy Survey; each Member recommended his/her top three legislative priorities for SBE for the 2018 short session and staff organized by issue.

Ample Provision (Concern with Special Education Funding Noted)

Recommended Legislative Priority	Rationale
Ample funding	How do we lead the community in evaluating adequacy of funding and measuring accountability to the tax payers and legislators for results with students?
Further funding work	Legislature didn't fully fund K-12, and not in a sustainable manner. Special Ed funding is especially needing attention. Legislature needs to clarify what is established at the state level and what is locally bargained.
Equitable funding	The inequity of funding amongst districts across the state must be addressed in order to “amply fund the program of basic education” for all schools and students.
Advocate for additional state financial support of struggling schools.	WA’s current draft ESSA plan IDs 800+ schools for comprehensive or targeted support. Financial assistance is needed to serve more needy schools.
SpEd Funding and other <i>McCleary</i> shortfalls	Opportunity Gap Closure
SPED Funding	Inadequate funding by Legislature will make it more challenging to help these students meet HS graduation standards

Implementation of 24-Credit and Assessment System

Recommended Legislative Priority	Rationale
Revisit 24-credit graduation requirement, course taking options, and exit exams.	Strategic Plan: Goal 1 – Gap Closure; 3.A – 24-Credit Diploma; 3.B Flexible Crediting and Course Taking
Strengthen districts' ability to implement the 24-credit graduation requirements, including efforts related to HSBP, CCR standard attainment and implementation of an aligned assessment system.	Aligns with goals and existing strategic plan
Assessments	Strategic plan
Defeat any attempt to further delink assessments from graduation	The bipartisan agreement on this issue was negotiated last session and signed into law. It does not need re-visiting.
Assessment alternatives	How do we assure proficiency in high school? How do we inspire different strategies for young children who are not proficient?

Closing the Opportunity and Achievement Gaps

Recommended Legislative Priority	Rationale
Promote policies for closing achievement and opportunity gaps.	Aligns with goals and existing strategic plan
School Discipline Policies	There is evidence that discipline inequities impact the students most in need of support for graduation. We need to take a look at how to use this in a way that is incorporated into system accountabilities.
Expanded learning opportunities	Decrease opportunity gap
Develop the means and a process to examine current and future SBE policies through an equity lens.	Strategic Plan: Goal 1 – Gap Closure; 1.B – Postsecondary Readiness; 2.A.1 – Accountability

Every Student Succeeds Act Rule-Making and/or Implementation

Recommended Legislative Priority	Rationale
Amend state statutes to align with new ESSA requirements and implementation plans.	Align federal and state law.
Rule-making and oversight for ESSA.	Statutory charge.
The new ESSA plan calls for additional supports for 800+ schools, most of whom have higher populations of low income children, Special Ed and ELL students. More funding will be needed to support these schools. Funding for 10 days of professional development. More emphasis on career center education.	These are issues that we see that keep our state from moving forward.
Advocate for additional state financial support of struggling schools.	The current draft of the state's ESSA plan IDs 800+ schools for comprehensive or targeted support. Financial assistance is needed to serve more needy schools.

SBE-OSPI Roles and Governance

Recommended Legislative Priority	Rationale
Clarify statutes between SBE and OSPI duties	Better alignment and governance.
SBE's role vis a vis OSPI	Probably will need to be proactive on this issue
Governance	Effective K-12 educational leadership
Defeat any remix of HB 1886	If the SBE's statutory authority to guide schools on important items like high school graduation requirements and the state's accountability system are removed, there is little reason to have a SBE.

Career- and College-Ready Transitions

Recommended Legislative Priority	Rationale
Develop a plan and request funding for a joint initiative (K-12 higher education institutions) aimed at promoting a college-going culture that permeates all of Washington's middle and high schools.	Strategic Plan: Goal 1 – Gap Closure; 1.B. -- Postsecondary Readiness and Access; 1.C -- P-13 Transition Points
Strengthen transition to career and college.	Transition work remains incomplete. Opportunities with HSBP.
Promote policies and strategies to strengthen key transition points within the student's P-16 experiences.	Aligns with goals and existing strategic plan.

Educator Professional Development

Recommended Legislative Priority	Rationale
Professional Development	We're far from the 10 days we advocated for - worth continued work.
Funding for 10 days of professional development.	
Professional development – additional state-funded days (10), some required to address “cultural competency,” social-emotional learning and trauma-informed instruction	Closing opportunity and achievement gaps

Other Important Information for the Board to Consider in its Legislative Strategy in the Year Ahead (Compilation of Board Member Input from August 2017 Board Member Legislative Advocacy Survey).

1. *We need to think both in terms of the upcoming session – very succinct and short list of “asks” that are achievable – and longer term – positioning ourselves for the next full session.*
2. *It is better to take the right stand that is controversial and take fire than to take no stand and not contribute to the dialog. Most political speech is binary – I believe we can introduce more nuance and encourage improvement rather than the wild swinging that frequently takes the place of progressive policy.*
3. *Earlier engagement. Meet before session starts.*
4. *Invite legislators along when we do school tours in their area.*
5. *Serve as a resource for information when they express interest in a given subject that matches our expertise.*
6. *If legislative plans change, a strategy to move nimbly to adjust.*
7. *Let all members know when they need to be ready and available to participate as needed.*
8. *Have ongoing evaluation of our efforts and adjust as needed.*
9. *SBE should be tracking each and every issue with the 2017 legislature’s K-12 “funding fix” and deciding which ones we want to play a bigger advocacy role in.*
10. *I think our legislative strategy ought to be grounded in the research on change management in schools. At a minimum, the strategy we pursue ought to be informed by a basic framework for organizational change (i.e., awareness—desire—knowledge—skills/capabilities—reinforcement of results). I also believe that whatever school improvement strategy we pursue ought to consider basic principles of change as they will play out in these schools. A good set of principles have been articulated in the Concerns-Based Adoption Model (CBAM). They include:*
 - 1) *Change is a process, not an event.*
 - 2) *There are significant differences in what is entailed in development and implementation of an innovation.*
 - 3) *An organization does not change until the individuals within it change.*
 - 4) *Innovations come in different sizes.*
 - 5) *Interventions are the actions and events that are key to the success of the change process.*
 - 6) *Although top-down and bottom-up change can work, a horizontal perspective is best.*
 - 7) *Administrator leadership is essential to long-term change success.*
 - 8) *Mandates can work.*
 - 9) *The school is the primary unity of change.*
 - 10) *Facilitating change is a team effort.*
 - 11) *Appropriate interventions reduce the challenges of change.*
 - 12) *The context of the school influences the process of change.*
11. *Identify and lead on the issues for which the Board has responsibility or jurisdiction, e.g., achievement index, graduation requirements, so that we’re not being pulled by legislators or others; we should anticipate those issues that are most germane to K-12 and have clear positions going into the legislative session.*

12. *Our long term vision for what we want education to look like in Washington State, as well as innovation we would like to see and encourage.*
13. *I think we need to be aware of legal actions and lawsuits involving districts both in our state and nationally. I believe that many of the recent interpretations of the law, and rulings by the courts, have had a negative impact on schools and we need to be very diligent and aware of what is going on not, just legislatively, but in the courts as well.*
14. *Less is more. 2018 is a monumental election and members are not interested in extensive budget work leading to the election. They want an on-time 60 day session.*
15. *Over the next couple of years, SBE should determine which parts of Chris/SPI's "six year vision for K-12 education" we can get behind and support.*
16. *The Board needs to look at how to provide leadership in those areas that most impact the inequities between students of color and the performance of Asian and White subgroups in schools. Possible common interests with the EOGOAC may help us further address this.*

If you have questions regarding this information, please contact Kaaren Heikes at Kaaren.heikes@k12.wa.us.