

## November 9-10, 2011 Meeting Highlights

Note: The materials listed below are available in the [online packet](#). The online packet now comes in two forms. The regular packet is assembled as a pdf portfolio. This is a larger packet, but preserves all the meeting documents in their native file formats, allowing users to easily print, copy, or amend documents as needed. The alternative packet is one pdf file containing all Board materials in pdf format. We recommend saving either packet to your computer first rather than opening it up in the browser.

On November 9-10, the State Board of Education (SBE) met in Vancouver, Washington, to:

- Review progress on SBE's [strategic plan](#).
- Clarify waiver request criteria from the Basic Education Compliance Act.
- Review feedback on the proposed SBE high school graduation requirements and credit definition rules.
- Hold a public hearing on the proposed amendments to WAC 180-51-066 (high school graduation requirements) and WAC 180-51-066 (definition of a high school credit).
- Recognize Mark Ray, Washington State Teacher of the Year (Skyview High School – Vancouver School District).
- Discuss SBE's future work in the development of P-13 success indicators.
- Review the potential impact of the Common Core State Standards on assessment policy.
- Review the impact of virtual learning on teacher credentialing, funding policy, and basic education regulation (joint session with the Professional Educator Standards Board).
- Review policy issues pertaining to Alternative Learning Experience programs.
- Receive an update on the impact of the transitional bilingual formula proposal.
- Receive an update on Washington STEM partnerships.
- Discuss the state budget impact on School Improvement Grants and the Required Action Districts' process.
- Review the current status of the federal Elementary and Secondary Education Act (No Child Left Behind) reauthorization process, as well as the implications of Washington's seeking a waiver.

## STATE BOARD OF EDUCATION ACTIONS

SBE approved the following:

- Minutes from the September 14-15 Board meeting.
- Commencement of the rule-making process, proposing amendments to the waiver language in WAC 180-18-050 that would reduce the number of waiver days granted under the rule by each day a district reduces its school calendar should legislation reduce the number of school days currently required under state law.
- 2012-2013 meeting dates & locations.
- Revisions to the credit definition rule WAC 180-51-050 (see highlights below).
- High school graduation requirements rule WAC 180-51-066 (with a new section WAC 180-51-067) (see highlights below).

## WAIVER CRITERIA

Members agreed that the waiver application process must include clearer criteria so that there is a sound basis for approval/rejection of an application. Staff will provide example criteria in the January meeting for Board consideration. The Board also indicated their intention to revise specific waiver rules through the rule-making process, including:

- Add language to the current rule to bring Option Three waivers into alignment with Option One waivers (if the legislature reduces the school-year calendar).
- Require districts to submit a summary report upon completion of approved waivers.
- Require districts to submit a calendar and demonstration of how they calculate the required 1,000 instructional hours prior to receiving a waiver.
- Include parent/teacher conferences as an acceptable use of waiver days.

## PROPOSED AMENDMENTS TO WAC 180-51-066 (HIGH SCHOOL GRADUATION REQUIREMENTS) AND WAC 180-51-050 (DEFINITION OF A HIGH SCHOOL CREDIT), AND THE CREATION OF WAC 180-51-067

The November meeting included a public hearing on proposed rule changes to WAC 180-51-050 and WAC 180-51-066 (resulting in a new rule, WAC 180-51-067), as a first step toward moving the state forward to career and college-ready graduation requirements.

The proposed rule revisions would:

- Increase English from 3 credits to 4 credits.
- Increase social studies from 2.5 credits to 3 credits, requiring .5 credit of civics, per [RCW 28A.230.093](#).
- Decrease electives from 5.5 to 4 credits.
- Make successful completion of Washington State history and government a noncredit requirement that must be recorded on a student's transcript.
- Clarify that the 2 credits of health and fitness include .5 credit of health and 1.5 credits of fitness.
- Create a "two for one" policy that would enable students taking a CTE-equivalent course to satisfy two graduation requirements while earning one credit.

SBE also considered draft changes to the definition of a high school credit in [WAC 180-51-050](#), primarily to:

- Substitute a non time-based definition of a credit for the current time-based 150 instructional hours definition.

In addition to the public hearing, Board members reviewed September and October outreach efforts and feedback gathered on the proposed changes to Washington State high school graduation requirements. The outreach included attendance at Washington State School Directors' Association regional meetings, website and social media updates, letters to districts that would need to add more English or social studies credits, articles in the SBE bi-monthly newsletter, and more. Email feedback received prior to November 10 is available on the [SBE website](#).

## ACTION ON PROPOSED RULE CHANGES

SBE approved changes to WAC 180-51-050.

SBE approved the creation of a new rule WAC 180-51-067 for the graduating class of 2016 that would replace WAC 180-51-066.

Based on extensive feedback received by the Board, both during the November 9-10 meeting and in the months prior, the Board modified the requirements to allow school districts to extend implementation of the new social studies, English, and elective credit requirements for two years.

In order to be eligible for the extension, districts electing to delay implementation of the increased English and/or social studies requirements must submit a resolution from the local board to maintain their current English, social studies, and elective credit requirements through the graduating class of 2017. These requirements may be greater than, but no less than, the requirements contained in WAC 180-51-066.

### **P-13 SUCCESS INDICATORS**

Board members reviewed progress on the development of P-13 success indicators, including a proposed web-based framework for the work, a review of findings from stakeholder conversations on the topic, a tentative timeline, and a discussion of obstacles to successful implementation. This work also addresses the Board's responsibility to adopt and revise performance improvement goals as the Board deems appropriate to improve student learning.

The work requires the Board to examine several key questions:

1. How does the educational system define success?
2. What key data points – beyond the test scores printed in the newspaper for broad public consumption – do key educational policymakers track?
3. What data frames policy makers' understanding of the system's needs, and also, therefore, their subsequent legislative or executive recommendations and actions?

To meet this need, SBE will pursue a two-phase structure. Phase I will establish "performance improvement goals," per the Board's statutory responsibilities (RCW 28A.305.130 (4)(a)). Phase II will build upon the Board's strategic oversight role to convene stakeholders in the identification of system strategies to achieve the goals that have been set out in Phase I.

### **COMMON CORE STATE STANDARDS AND ASSESSMENT POLICY**

Members received an update on the implementation timeline and considerations for the Common Core State Standards (CCSS). The Board also discussed the need to consider several policy questions relative to assessment of the CCSS. At a minimum, SBE may elect to play a role in facilitating conversations about these issues in order to anticipate and be better informed about them. SBE will examine several key questions in the coming months as the implications of the new standards and consortium commitments continue to develop. These questions include the following:

1. What role will 11<sup>th</sup> grade SMARTER Balanced Assessment Consortium (SBAC) summative assessments play in state graduation requirements?
2. If the SBAC summative tests become graduation requirements, does Washington need a different standard of proficiency for graduation than the cut score set for career and college readiness?
3. Will the current state assessments in reading, writing, and mathematics continue to be administered along with the SBAC assessments, and will they continue to serve as graduation requirements? If so, what will the state need to do to align the current tests with the CCSS?
4. What relationship will a career and college-ready cut score on the 11<sup>th</sup> grade SBAC have to a student's ability to take college level, credit-bearing classes at a postsecondary institution?

## MEETING WITH THE PROFESSIONAL EDUCATOR STANDARDS BOARD

Board Members joined with members of the Professional Educator Standards Board to review policy and funding issues connected to burgeoning K-12 online learning programs. The session included presentations by Sue Collins, former IT director for the Office of Superintendent of Public Instruction (OSPI), and Ron Mayberry, the principal of the Internet Academy and Career Academy in Federal Way. That evening, both boards were honored with a performance from the Heritage High School Chamber Choir.

## ALTERNATIVE LEARNING EXPERIENCE – POLICY ISSUES

Alternative Learning Experience (ALE) programs are public school alternatives primarily characterized by learning activities that occur away from the regular public school classroom. Although ALE programs encompass a wide variety of program models, the one common characteristic of these programs is that they do not rely on a “seat time” model. Whereas traditional public schools rely on a bricks-and-mortar setting and rely on “seat time” as the basis for defining full or part-time participation (and funding), ALE programs are delivered through a variety of flexibly structured models to meet the needs of students who might not otherwise succeed in a traditional setting.

Several policy issues around ALE funding will likely arise during the 2011-12 session.

1. How do ALE programs fit in the context of basic education minimum compliance?
2. How should the state modify funding (if at all) for students enrolled in ALE programs?
3. Should the state’s Learning Assistance Program funding formula be revised to meet the needs of students in ALE?

## TRANSITIONAL BILINGUAL FUNDING – POLICY ISSUES

Senator Joseph Zarelli shared his perspective on the Transitional Bilingual Instructional Program (TBIP) funding formula changes forthcoming from the 2011 legislative session. Two funding formulas will take effect during the 2012-13 school year.

1. Per student funding allocations to districts will be prorated based on students’ language proficiencies, as determined by the state’s language proficiency test.
2. Bonuses will be established for districts that exit students from the Transitional Bilingual Instructional Program.

The revisions raise several policy issues. To the extent that the changes in the formula are revenue neutral—i.e., funding for the TBIP does not change—introduction of bonuses could potentially divert funding away from students traditionally served by the TBIP. It is also not clear whether the funding formula changes will address the concerns raised by the Quality Education Council’s TBIP Technical Work Group in 2010 about the need for more program accountability and for statewide teacher professional development to work more effectively with English Language Learners. Isabel Muñoz-Colón spoke to these issues from her expert perspective as former chair of the TBIP Technical Work Group and from her current role as Program and Policy Advisor for English Language Learner and Family Support in the City of Seattle’s Office for Education.

## WASHINGTON STEM PARTNERSHIPS

Washington STEM is a nonprofit organization created through the collaboration of business and philanthropic leaders to “cultivate and spread breakthrough approaches in effective STEM (science, technology, engineering and mathematics) teaching and learning so that students are prepared to

succeed in the 21st century.” The organization’s first Executive Director, Julia Novy-Hildesley, hired in 2011, shared the vision for Washington STEM, how it is supporting and promoting achievement in STEM-related fields, and how it is collaborating with an array of partners (including the state) to support state STEM-related directions.

### **SCHOOL IMPROVEMENT GRANT / REQUIRED ACTION DISTRICT UPDATE**

Representatives from OSPI provided an update on the state’s School Improvement Grant (SIG) program and Required Action process. The presentation included an overview of the schools/districts currently participating in the school improvement programs (two cohorts), as well as the resources made available to those schools/districts. In the most recent data, Cohort One have demonstrated academic gains through the extensive use of data, extended learning time, community engagement, and more. OSPI and SBE will continue to monitor the performance of these schools in future meetings. Looking ahead, OSPI will be developing a list of the persistently lowest-achieving schools for Cohort Three, though there is concern that there may not be funding to support future school improvement efforts.

### **ELEMENTARY AND SECONDARY EDUCATION ACT WAIVERS AND DISCUSSION**

While Congress continues to debate reauthorization of the Elementary and Secondary Education Act (ESEA), some states are seeking a waiver from its current requirements. Members reviewed Washington’s readiness and considerations for seeking a waiver.

**The next State Board of Education meeting will be in Tumwater, Washington, on January 11-12 at Educational Service District 113.**

For additional information and Board meeting materials, go to: [www.sbe.wa.gov](http://www.sbe.wa.gov)  
or call the Board office at: 360-725-6025.