



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	<u>Strategic Plan Review and Board Priorities</u>	
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 type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<ul style="list-style-type: none"> • What SBE has learned over the past year from the data about achievement gaps and input from the community? • What work is needed going forward based on the Board's understanding of achievement gaps and community input? 	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The following materials in this section are relevant to discussion from 8:00 a.m. to 11:30 a.m. on Wednesday:</p> <ul style="list-style-type: none"> • Memo on opportunity gaps and the role of cultural competency • Strategic plan update (contains hyperlinks in the online version that allow board members to drill down into staff achievements – www.sbe.wa.gov/materials.php) • May 12, 2015 community forum feedback summary • Reports from the ethnic commissions on opportunity and achievement gaps (available online only at www.sbe.wa.gov/materials.php) • The following three videos will be emailed to the Board and available at www.sbe.wa.gov/materials.php: <ul style="list-style-type: none"> ○ Facts and figures about SBE operations ○ ESSB 5491 Indicators of Educational System Health ○ "What we are proud of," a video featuring brief interviews with staff members • Executive Committee Retreat: Five Big Ideas • Career readiness definition brief • Competency-based education memo 	



CULTURAL COMPETENCY TRAINING AND OPPORTUNITY GAPS

Policy Considerations

Passed and signed into law during the 2013 Legislative Session, ESSB 5491 authorized SBE to lead the effort in identifying system-wide performance goals and measurements for the six statewide indicators specified in the legislation. As delineated in the most recent SBE Strategic Plan, the SBE will strive to identify and understand opportunity gaps through deeper disaggregation of data, and propose reforms or interventions to eliminate or reduce opportunity gaps.

At the July 2015 Washington State Board of Education meeting and retreat, the Board will participate in cultural competency training in an effort to better understand opportunity gaps. Prior to that training, it would be valuable to have an understanding of how the performance of each student group changed over the last three years (upward, downward, or unchanged) and the approximate size of the opportunity gap as measured by the performance differences based on race/ethnicity on the Statewide Indicators of the Educational System.

Background

The Recommendation of Cultural Competency Training from the EOGOAC

Cultural competency training for educators was included in previous recommendations by the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC). The EOGOAC previously stated, "...regarding strategies to close achievement gaps, the Committee recommends that our state recruit, develop, place, and retain educators who are culturally competent ..." In the 2014 annual report of the EOGOAC, the EOGOAC further recommends that all educators (but most importantly all classroom staff) complete a foundational course in multicultural education as part of preservice training and that ongoing cultural competence training should be provided for all educational staff in public schools, as part of the requirements for continuing education. The EOGOAC recommends that the training provide information regarding best practices to implement the tribal history and culture curriculum.

Opportunity Gaps

The following paragraphs briefly describe the performance gaps for various race/ethnicity groups as measured through the Statewide Indicators of Educational System Health (ESSB 5491). The following tables and bullet points are meant to show that substantial performance gaps exist for various race/ethnicity groups as compared to White student groups. For purposes here, the performance gap measurement is derived from two-year averages of the student groups. In other words:

$$\text{Gap} = \text{White (two-year average)} - \text{**** (two-year average)}.$$

To learn more about the achievement and opportunity gaps regarding race/ethnicity, please refer to the reports from the EOGOAC, the Commission on African American Affairs, the Commission on Hispanic/Latino Affairs, the Commission on Asian American Affairs, the Commission on Pacific Islander American Affairs, and the Commission on Native American Affairs that are included with the online Board meeting materials.

Kindergarten Readiness

The Kindergarten Readiness indicator is a measure of the percent of kindergartners who meet or exceed all six domains of the Washington Kindergarten Inventory of Developmental Skills (WaKIDS). In the 2013-14 school year fewer than 50 percent of kindergarten students sat for the WaKIDS, meaning that the results reported here may not reflect the entire population. Of the federal race/ethnicity student groups, only the Black/African American group showed a decline in 2014 as compared to 2013. Even though most groups showed a modest increase in 2014, a large performance gap is evident for all of the student groups when compared to the White student group. The gaps increased for four of the student groups from the previous year.

- The 2013-14 kindergarten readiness rate (42.5 percent) for Black/African American students was approximately 2.5 percentage points lower than the 2012-13 rate. The two-year kindergarten readiness rate average of 40.0 percent is approximately **11 percentage points lower** than the two-year average rate for White students.
- The 2013-14 readiness rate (38.7 percent) for American Indian/Native Alaskan students was approximately 5.8 percentage points higher than the 2012-13 rate. The two-year kindergarten readiness rate average of 33.1 percent is approximately **17.9 percentage points lower** than the two-year average rate for White students.
- The 2013-14 readiness rate (45.0 percent) for Asian students was approximately 2.9 percentage points higher than the 2012-13 rate. The two-year kindergarten readiness rate average of 43.6 percent is **7.4 percentage points lower** than the two-year average rate for White students.
- The 2013-14 readiness rate (25.4 percent) for Hispanic/Latino students was approximately 1.5 percentage points higher than the 2012-13 rate. The two-year kindergarten readiness rate average of 24.7 percent is approximately **26.3 percentage points lower** than the two-year average rate for White students.
- The 2013-14 readiness rate (30.4 percent) for Pacific Islander/Native Hawaiian students was unchanged from the 2012-13 rate. The two-year kindergarten readiness rate average of 30.4 percent is **17.0 percentage points lower** than the two-year average rate for White students.

Kindergarten Readiness	2011-12	2012-13	2013-14	2-Year Average	Gap*	Change in Gap* from Previous Year
All Students	40.2%	37.2%	40.8%	39.0%		
Black / African American	34.9%	41.3%	38.7%	40.0%	11.0	UP 0.5
American Indian / Alaskan Native	33.8%	30.2%	36.0%	33.1%	17.9	UP 1.3
Asian	40.9%	42.1%	45.0%	43.6%	7.4	UP 0.3
Hispanic / Latino	29.9%	23.9%	25.4%	24.7%	26.3	UP 4.6
Pacific Islander / Native Hawaiian		30.4%	30.4%	30.4%	17.0	DOWN 3.1
White	46.9%	50.3%	51.7%	51.0%		
Two or More		45.3%	47.6%	46.5%	4.5	DOWN 0.5
Students with Disabilities	19.6%	16.2%	18.7%	17.5%		
Limited English	26.1%	19.0%	20.3%	19.6%		
Low-Income	33.5%	30.1%	32.3%	31.2%		

*Note: Gap is measured in percentage points.

3rd Grade Literacy (Recommended Indicator)

The 3rd Grade Literacy indicator is a measure of the percentage of third grade students who meet or exceed standard on the 3rd Grade MSP in reading. In the 2013-14 school year, approximately one-third of Washington schools participated in the Smarter Balanced Field Test, and after a data analysis, the OSPI concluded that the 2013-14 MSP results were unbiased and valid. Large performance gaps (19 to 27 percentage points) are evident for the Black/African American, American Indian/Alaskan, Hispanic/Latino, and Pacific Islander/Native Hawaiian student groups. The Asian student group outperforms the White student group by approximately 5.2 percentage points. The gaps decreased for three of the student groups from the previous year.

- The 3rd Grade Literacy rate for Black/African American students was 1.8 percentage points lower in 2013-14 (57.3 percent) as compared to the previous year. The two-year average of 58.2 percent is **20.4 percentage points lower** than the two-year average for White students.
- The 3rd Grade Literacy rate for American Indian/Native Alaskan students was 3.1 percentage points lower in 2013-14 (49.7 percent) as compared to the previous year. The two-year average of 51.3 percent is **27.3 percentage points lower** than the two-year average for White students.
- The 3rd Grade Literacy rate for Asian students was 1.5 percentage points higher in 2013-14 (84.6 percent) as compared to the previous year. The two-year average of 83.8 percent is **5.2 percentage points higher** than the two-year average for White students.
- The 3rd Grade Literacy rate for Hispanic/Latino students was 0.7 percentage points higher in 2013-14 (57.9 percent) as compared to the previous year. The two-year average of 57.6 percent is **21.0 percentage points lower** than the two-year average for White students.
- The 3rd Grade Literacy rate for Pacific Islander/Native Hawaiian students was 6.1 percentage points lower in 2013-14 (56.8 percent) as compared to the previous year. The two-year average of 59.8 percent is **18.8 percentage points lower** than the two-year average for White students.

3 rd Grade Literacy	2011-12	2012-13	2013-14	2-Year Average	Gap*	Change in Gap* from Previous Year
All Students	68.8%	73.1%	72.0%	72.6%		
Black / African American	54.9%	59.1%	57.3%	58.2%	20.4	UP 0.2
American Indian / Alaskan Native	52.1%	52.8%	49.7%	51.3%	27.3	UP 2.6
Asian	78.9%	83.1%	84.6%	83.8%	-5.2	DOWN 1.4
Hispanic / Latino	52.1%	57.2%	57.9%	57.6%	21.0	DOWN 1.6
Pacific Islander / Native Hawaiian	53.3%	62.9%	56.8%	59.8%	18.8	DOWN 0.3
White	75.0%	79.4%	77.8%	78.6%		
Two or More	71.7%	75.9%	73.7%	74.8%	3.8	UP 0.4
Students with Disabilities	37.7%	37.4%	37.8%	37.6%		
Limited English	28.7%	41.4%	44.6%	43.0%		
Low-Income	56.6%	61.4%	59.6%	60.5%		

*Note: Gap is measured in percentage points.

4th Grade Reading Indicator (ESSB 5491 Specified Indicator)

The 4th Grade Reading indicator specified in the original legislation is a measure of the percentage of fourth grade students who meet or exceed standard on the 4th Grade MSP in reading. In the 2013-14 school year, approximately one-third of Washington schools participated in the Smarter Balanced Field Test and the OSPI concluded that the 2013-14 MSP results were unbiased and valid after an analysis. Large performance gaps (19 to 27 percentage points) are evident for the Black/African American, American Indian/Native Alaskan, Hispanic/Latino, and Pacific Islander/Native Hawaiian student groups. The Asian student group outperforms the White student group by approximately 4.9 percentage points. The gaps decreased for four of the student groups from the previous year.

4 th Grade Literacy	2011-12	2012-13	2013-14	2-Year Average	Gap*	Change in Gap* from Previous Year
All Students	71.5%	72.4%	69.9%	71.2%		
Black / African American	56.5%	59.9%	55.9%	57.9%	19.1	DOWN 0.5
American Indian / Alaskan Native	52.3%	53.9%	46.5%	50.2%	26.8	UP 2.1
Asian	81.0%	82.7%	81.2%	81.9%	-4.9	DOWN 0.9
Hispanic / Latino	56.3%	57.7%	54.7%	56.2%	20.8	UNCHANGED
Pacific Islander / Native Hawaiian	56.1%	55.5%	55.2%	55.3%	21.7	DOWN 0.3
White	77.5%	78.1%	76.0%	77.0%		
Two or More	73.4%	75.0%	72.6%	73.8%	3.2	DOWN 0.4
Students with Disabilities	41.9%	42.1%	42.4%	42.3%		
Limited English	31.4%	33.8%	35.7%	34.7%		
Low-Income	59.7%	60.9%	57.3%	59.1%		

*Note: Gap is measured in percentage points

- The 4th Grade reading proficiency rate for Black/African American students was 4.0 percentage points lower in 2013-14 (55.9 percent) as compared to the previous year. The two-year average of 57.9 percent is **19.1 percentage points lower** than the two-year average for White students.
- The 4th Grade reading proficiency rate for American Indian/Native Alaskan students was 7.4 percentage points lower in 2013-14 (46.5 percent) as compared to the previous year. The two-year average of 50.2 percent is **26.8 percentage points lower** than the two-year average for White students.
- The 4th Grade reading proficiency rate for Asian students was 1.5 percentage points lower in 2013-14 (81.2 percent) as compared to the previous year. The two-year average of 81.9 percent is **4.9 percentage points higher** than the two-year average for White students.
- The 4th Grade reading proficiency rate for Hispanic/Latino students was 3.3 percentage points lower in 2013-14 (54.7 percent) as compared to the previous year. The two-year average of 56.2 percent is **20.8 percentage points lower** than the two-year average for White students.
- The 4th Grade reading proficiency rate for Pacific Islander/Native Hawaiian students was 0.3 percentage points lower in 2013-14 (55.2 percent) as compared to the previous year. The two-year average of 55.3 percent is **21.7 percentage points lower** than the two-year average for White students.

8th Grade Math (ESSB 5491 Specified Indicator)

The 8th Grade Math indicator specified in the original legislation is a measure of the percentage of eighth grade students who meet or exceed standard on the 8th Grade MSP in math. Large performance gaps (19 to 27 percentage points) are evident for the Black/African American, American Indian/Native Alaskan, Hispanic/Latino, and Pacific Islander/Native Hawaiian student groups. The Asian student group outperforms the White student group by approximately 4.9 percentage points. The gaps decreased for five of the six student groups from the previous year.

8 th Grade Math	2011-12	2012-13	2013-14	2-Year Average	Gap*	Change in Gap* from Previous Year
All Students	55.5%	53.2%	55.8%	54.4%		
Black / African American	32.3%	32.1%	33.7%	32.9%	26.8	DOWN 0.8
American Indian / Alaskan Native	30.3%	29.3%	26.4%	27.9%	31.8	UP 1.8
Asian	75.0%	75.4%	78.6%	77.0%	-17.3	DOWN 1.9
Hispanic / Latino	39.7%	37.2%	40.0%	38.6%	21.1	DOWN 0.3
Pacific Islander / Native Hawaiian	36.8%	34.4%	41.3%	37.9%	21.8	DOWN 2.4
White	61.1%	58.5%	60.8%	59.7%		
Two or More	56.8%	55.4%	58.0%	56.6%	3.1	DOWN 0.6
Students with Disabilities	13.4%	12.4%	14.3%	13.4%		
Limited English	16.6%	17.4%	18.0%	17.7%		
Low-Income	40.9%	39.0%	40.9%	40.0%		

*Note: Gap is measured in percentage points

- The 2013-14 8th Grade Math proficiency rate (33.7 percent) for Black/African American students was approximately 1.6 percentage points higher than the 2012-13 rate. The two-year 8th Grade Math proficiency rate average of 32.9 percent is approximately **26.8 percentage points lower** than the two-year average rate for White students.
- The 2013-14 8th Grade Math proficiency rate (26.4 percent) for American Indian/Native Alaskan students was approximately 2.9 percentage points lower than the 2012-13 rate. The two-year 8th Grade Math proficiency rate average of 27.9 percent is approximately **31.8 percentage points lower** than the two-year average rate for White students.
- The 2013-14 8th Grade Math proficiency rate (78.6 percent) for Asian students was approximately 3.2 percentage points higher than the 2012-13 rate. The two-year 8th Grade Math proficiency rate average of 77.0 percent is approximately **17.3 percentage points higher** than the two-year average rate for White students.
- The 2013-14 8th Grade Math proficiency rate (40.0 percent) for Hispanic/Latino students was approximately 2.8 percentage points higher than the 2012-13 rate. The two-year 8th Grade Math proficiency rate average of 38.6 percent is approximately **21.1 percentage points lower** than the two-year average rate for White students.
- The 2013-14 8th Grade Math proficiency rate (41.3 percent) for Pacific Islander/Native Hawaiian students was 6.9 percentage points higher than the 2012-13 rate. The two-year 8th Grade Math proficiency rate average of 37.9 percent is approximately **21.8 percentage points lower** than the two-year average rate for White students.

8th Grade High School Readiness (Recommended Indicator)

The 8th Grade High School Readiness indicator is a measure of the percent of 8th grade students meeting standard on all three (reading, math, and science) content area MSP assessments. The OSPI determined that the 2013-14 statewide assessment results were valid. Large performance gaps (24 to 32 percentage points) are evident for the Black/African American, American Indian/Native Alaskan, Hispanic/Latino, and Pacific Islander/Native Hawaiian student groups. The Asian student group outperforms the White student group by approximately 15 percentage points. The gaps decreased for four of the student groups from the previous year.

8 th Grade High School Readiness	2011-12	2012-13	2013-14	2-Year Average	Gap*	Change in Gap* from Previous Year
All Students	45.8%	43.8%	46.9%	45.4%		
Black / African American	23.5%	22.3%	22.7%	22.5%	29.1	UP 1.0
American Indian / Alaskan Native	21.4%	20.7%	19.1%	19.9%	31.7	UP 1.7
Asian	64.3%	63.4%	69.7%	66.6%	-15.0	DOWN 2.2
Hispanic / Latino	27.1%	25.6%	28.7%	27.2%	24.4	DOWN 0.3
Pacific Islander / Native Hawaiian	23.4%	23.0%	26.4%	24.7%	26.9	DOWN 1.0
White	52.0%	50.1%	53.0%	51.6%		
Two or More	47.5%	45.7%	48.8%	47.2%	4.4	DOWN 0.1
Students with Disabilities	5.7%	5.2%	6.9%	6.1%		
Limited English	4.4%	4.5%	5.9%	5.2%		
Low-Income	29.6%	27.9%	30.1%	29.0%		

*Note: Gap is measured in percentage points

- The 2013-14 8th Grade High School Readiness rate (22.7 percent) for Black/African American students was approximately 0.4 percentage points higher than the 2012-13 rate. The two-year 8th Grade High School Readiness rate average of 22.5 percent is approximately **29.1 percentage points lower** than the two-year average rate for White students.
- The 2013-14 8th Grade High School Readiness rate (19.1 percent) for American Indian/Native Alaskan students was approximately 1.6 percentage points lower than the 2012-13 rate. The two-year 8th Grade High School Readiness rate average of 19.9 percent is approximately **31.7 percentage points lower** than the two-year average rate for White students.
- The 2013-14 8th Grade High School Readiness rate (69.7 percent) for Asian students was approximately 6.3 percentage points higher than the 2012-13 rate. The two-year 8th Grade High School Readiness rate average of 66.6 percent is approximately **15.0 percentage points higher** than the two-year average rate for White students.
- The 2013-14 8th Grade High School Readiness rate (28.7 percent) for Hispanic/Latino students was approximately 3.1 percentage points higher than the 2012-13 rate. The two-year 8th Grade High School Readiness rate average of 27.2 percent is approximately **24.4 percentage points lower** than the two-year average rate for White students.
- The 2013-14 8th Grade High School Readiness rate (26.4 percent) for Pacific Islander/Native Hawaiian students was 3.4 percentage points higher than the 2012-13 rate. The two-year 8th Grade High School Readiness rate average of 24.7 percent is approximately **26.9 percentage points lower** than the two-year average rate for White students.

High School Graduation Indicator

The Graduation Rate indicator is a measure of the percentage of students who graduate in four years as computed through the National Governors Association Adjusted Cohort Graduation Rate (ACGR). Large performance gaps (13 to 27 percentage points) are evident for the Black/African American, American Indian/Native Alaskan, Hispanic/Latino, and Pacific Islander/Native Hawaiian student groups. The Asian student group outperforms the White student group by approximately 5.3 percentage points. The gaps decreased for four of the student groups from the previous year.

4-Yr Cohort Grad Rate	2011-12	2012-13	2013-14	2-Year Average	Gaps*	Change in Gap* from Previous Year
All Students	77.2%	76.0%	77.2%	76.6%		
Black / African American	66.9%	65.4%	67.8%	66.6%	13.4	DOWN 0.3
American Indian / Alaskan Native	56.4%	52.5%	53.7%	53.1%	26.9	UP 1.6
Asian	84.4%	84.1%	86.5%	85.3%	-5.3	DOWN 0.9
Hispanic / Latino	66.5%	65.6%	67.3%	66.4%	13.6	DOWN 0.2
Pacific Islander / Native Hawaiian	64.4%	62.3%	64.6%	63.5%	16.5	UP 0.1
White	80.2%	79.4%	80.5%	80.0%		
Two or More	78.1%	76.2%	75.5%	75.9%	4.1	UP 1.5
Students with Disabilities	57.4%	54.4%	55.7%	55.1%		
Limited English	53.8%	50.4%	53.7%	52.1%		
Low-Income	66.0%	64.6%	66.4%	65.5%		

*Note: Gap is measured in percentage points

- The ACGR for Black/African American students was 2.4 percentage points higher in 2013-14 (67.8 percent) as compared to the previous year. The two-year average of 66.6 percent is **13.4 percentage points lower** than the two-year average for White students.
- The ACGR for American Indian/Native Alaskan students was 1.2 percentage points higher in 2013-14 (53.7 percent) as compared to the previous year. The two-year average of 53.1 percent is **26.9 percentage points lower** than the two-year average for White students.
- The ACGR for Asian students was 2.4 percentage points higher in 2013-14 (86.5 percent) as compared to the previous year. The two-year average of 85.3 percent is **5.3 percentage points higher** than the two-year average for White students.
- The ACGR for Hispanic/Latino students was 1.7 percentage points higher in 2013-14 (67.3 percent) as compared to the previous year. The two-year average of 66.4 percent is **13.6 percentage points lower** than the two-year average for White students.
- The ACGR for Pacific Islander/Native Hawaiian students was 2.3 percentage points higher in 2013-14 (64.6 percent) as compared to the previous year. The two-year average of 63.5 percent is **16.5 percentage points lower** than the two-year average for White students.

Action

No Board action is anticipated on this topic.

Please contact Andrew Parr at andrew.parr@k12.wa.us if you have questions regarding this memo.

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

Strategy 1.A: Research and communicate information and tools on promising practices for closing achievement and opportunity gaps.

Action Step	Timeline	Measure	Achievements
<p>1.A.1 Analyze achievement and opportunity gaps through deeper disaggregation of student demographic data.</p>	Annual - March	Achievement Index Results	<p>Data spotlights or analyses on the following:</p> <ul style="list-style-type: none"> • Migrant education memo and presentation • Special education memo and presentation • Advanced Placement and advanced course-taking memo and presentation • Graduation rate memo and presentation • Hispanic/African American performance gap blog • Foster kids memo • Former- and Current-ELL report with CEE and presentation <p>The Seattle Times has done articles on two of our data spotlights.</p>
<p>1.A.2 Research and promote policies to close opportunity gaps in advanced course-taking.</p>	Annual - September	Spotlight Report on Advanced Course-Taking Data	<ul style="list-style-type: none"> • Data spotlight on advanced course-taking and Advanced Placement memo and presentation
<p>1.A.3 Research and promote policy to reduce the loss of instructional time resulting from disciplinary actions, absenteeism, disengagement and promote interventions grounded in an understanding of diverse cultures.</p>	Annual - September	5491 Additional Indicators	<ul style="list-style-type: none"> • Madaleine presenting on attendance and discipline during the July board meeting • Sent letter to OSPI regarding discipline rules • Recommended incorporating discipline indicator in the ESSB 5491 report on educational system health • Data spotlight on attendance memo and presentation
<p>1.A.4 Advocate for increased access to early learning opportunities.</p>	Annual - December	Legislative Priorities, 5491 Report	<ul style="list-style-type: none"> • Recommended increased access to early learning opportunities as a reform in the ESSB 5491 report on educational system health
<p>1.A.5 Advocate for expanded learning opportunities.</p>	Annual – Legislative Session	Final ELO Council Report	<ul style="list-style-type: none"> • Staff attendance at ELO Council meetings • Presentation at ELO Council in Renton
<p>1.A.6 Study English Language Learner student performance data to inform policymaking for ELL accountability and goals-setting regulations.</p>	January 2016	Commissioned Research, Revised AMAOs	<ul style="list-style-type: none"> • Research with the Center for Educational Effectiveness • Presentation at the Council of Chief State School Officers National Conference on Student Assessment
<p>1.A.7 Identify strategies and develop a plan for effective outreach to diverse communities in order to gather input, build partnerships and</p>	Ongoing	Have a Plan, Track Plan Completion	<ul style="list-style-type: none"> • Diverse communities roundtable in March in Tacoma

develop policies around specific issues related to closing the opportunity and achievement gaps.			<ul style="list-style-type: none"> • Upcoming attendance at Tribal Leadership Conference on Education • Kids at Hope visit based on a connection made at the diverse communities roundtable • Community forum in May in Pasco • Draft communications plan has been created for outreach to diverse communities
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Strategy 1.B: Develop policies to promote equity in postsecondary readiness and access.

<p>1.B.1 Advocate for expanded programs that provide career and college experiences for underrepresented students.</p>	Annual, March 2015	Achievement Index Dual Credit and Industry Certification Data	<ul style="list-style-type: none"> • Achievement Index now includes Dual Credit data • Data spotlight on advanced course-taking and Advanced Placement memo and presentation • Mara and Madaleine testified on bills to expand access to college in the high school
<p>1.B.2 Work with partner agencies and stakeholders to expand access for all students to postsecondary transitions.</p>	Annual - December	5491 Report	<ul style="list-style-type: none"> • Participated with SBCTC Core-to-College project and WSAC Improving Student Learning at Scale collaborative
<p>1.B.3 Partner with other education agencies to use the high school Smarter Balanced assessment to improve college placement, admissions, and course-taking outcomes.</p>	September 2015	Legislative Priority	<ul style="list-style-type: none"> • Collaborated with the Core-to-College project to use the Smarter Balanced assessment to test out of remediation • Sent letter to the Core-to-College project • Participation in the WSAC Improving Student Learning at Scale collaborative
<p>1.B.4 Collect and analyze data on waivers of career and college ready graduation requirements and student course-taking.</p>	March through July 2015	Briefing	<ul style="list-style-type: none"> • Data will be presented in September after receiving all graduation requirement waiver requests

Strategy 1.C: Promote strategies to strengthen key transition points in a student's education.

<p>1.C.1 With OSPI, analyze data on graduation rates and students who drop out to understand trends and underlying causes in students successfully completing a high school diploma.</p>	Annual - January starting in 2016	Data Analysis Report	<ul style="list-style-type: none"> • OSPI presented to the Board on the assessment alternatives that students use
<p>1.C.2 Research data capacity to inform student transitions at key points in the P-13 pipeline.</p>	July 2015	Briefing on P-13 Pipeline and 5491 Report	<ul style="list-style-type: none"> • Met with OSPI Student Data Information and Early Learning staff in spring 2015 to discuss student level monitoring through K-12 system. The capacity to track students exists but would require annual delivery of student-level data and approval of K-12 Data Governance Committee.

Goal 2: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

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

Action Step	Timeline	Measure	Notes
2.A.1 Establish Indicators of Educational System Health including measures of student outcomes and measures of equity and access in the system.	Annual – December, Biennial Report to Legislature	5491 Report	<ul style="list-style-type: none"> A video on the Indicators of Educational System Health is being produced for the July board meeting
2.A.2 Publicly report on the Indicators of Educational System Health through an enhanced website.	Annual – December	Enhanced Website	<ul style="list-style-type: none"> Released website that reports 2014 data on the Indicators of Educational System Health
2.A.3 Publicly report the Achievement Index results through a website that enables summary and disaggregated profiles.	Annual – On or before March	Enhanced Website	<ul style="list-style-type: none"> Achievement Index has been released to the public and allows for disaggregated profiles
2.A.4 Update the school improvement goal rules established in WAC 180-105-020 to ensure consistency with Washington’s federal ESEA flexibility application and other goals established in state law.	July 2016	Rule Adoption	<ul style="list-style-type: none"> Awaiting reauthorization of the Elementary and Secondary Education Act
2.A.5 Establish Adequate Growth targets in the accountability system as an enhancement to year-to-year proficiency level targets.	March 2017	Inclusion of Adequate Growth in Achievement Index	<ul style="list-style-type: none"> Awaiting multiple years of Smarter Balanced assessment data to calculate adequate growth

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

2.B.1 Expand performance indicators in the Achievement Index to include Dual Credit, Industry Certification, and the high school Smarter Balanced assessment results.	March 2017	Inclusion in the Achievement Index	<ul style="list-style-type: none"> Reported Dual Credit data in the Achievement Index Achievement and Accountability Workgroup convened
2.B.2 Partner with the Office of Superintendent of Public Instruction to ensure alignment of the Achievement Index for the identification of Challenged Schools in Need of Improvement in the state’s aligned accountability framework.	Annual – On or before March	Identification of Challenged Schools in Need of Improvement	<ul style="list-style-type: none"> AAW meeting on June 10 Board position statement on the transition of the accountability system to be considered in July
2.B.3 Monitor and evaluate Required Action District schools for entry to or exit from Required Action status, assignment to Required Action level II status, and considerable approval of Required Action Plans.	Annual - Spring	Adherence to Rule	<ul style="list-style-type: none"> Exited three districts from Required Action District status, kept one in RAD status The Board will consider Soap Lake’s Required Action Plan in July
2.B.4 Seek necessary flexibility from federal No Child Left Behind requirements to align state and federal goals-setting and accountability systems.	2015 Legislative Session	ESEA Flexibility Waiver	<ul style="list-style-type: none"> Waiver request submitted Analysis of ESEA Reauthorization and panel held at March meeting Trip to D.C. with OSPI to visit Senator Murray
2.B.5 Explore the inclusion of additional indicators into the state’s accountability framework that reflect student social and emotional well-being and readiness for academic success.	Annual – December 5491	5491 Report	<ul style="list-style-type: none"> Recommended inclusion of discipline in the ESSB 5491 Indicators of Educational System Health
2.B.6 Partner with OSPI to advocate for the provision of adequate supports for Challenged Schools in Need of Improvement.	Ongoing	Budget	<ul style="list-style-type: none"> Staff have testified during the 2015 session Budget has increases to the provision of adequate supports to Challenged

			Schools
2.B.7 Publicly report school recognition through the Washington Achievement Awards as required by RCW 28A.657.110.	Annual - May	Washington Achievement Awards	<ul style="list-style-type: none"> The Washington Achievement Awards ceremony

Goal 3: Ensure that every student has the opportunity to meet career and college ready standards.

Strategy 3.A: Support district implementation of the 24-credit high school diploma framework.

Action Step	Timeline	Measure	Notes
3.A.1 Partner with stakeholders to examine and address implementation issues of the 24 credit career- and college-ready graduation requirements.	Ongoing	Guidance for Counselors on Website	<ul style="list-style-type: none"> Linda presented to the Board on 24-credit graduation requirement implementation in May Upcoming Washington Educational Research Association presentation on 24-credit graduation requirement implementation Linda and Julia presenting to the Summer Counseling Institute and surveying counselors on the HSBP
3.A.2 Develop a variety of communication tools to provide guidance on implementation of the 24 credit requirements.	July 2015	Video and Summary Materials	<ul style="list-style-type: none"> Graduation requirements website with tabs by graduating class Graduation requirement video with Linda has had nearly 2,000 hits Media coverage of graduation requirements Linda presented to counselors during visits to Bremerton and Sunnyside districts Civics requirement page

Strategy 3.B: Promote expansion and use of flexible crediting and course-taking options.

3.B.1 Partner with the Office of Superintendent of Public Instruction to develop criteria for approval of math and science equivalency courses.	May 2015	Approved State Equivalencies	<ul style="list-style-type: none"> Approved list of CTE course equivalencies in May
3.B.2 Provide guidance to districts on implementing equivalency credit and meeting two graduation requirements with one credit.	July 2015	Guidance on Web Page	<ul style="list-style-type: none"> Linda and Julia presented at the Counselors Summer Institute, June 23; feedback from counselors is informing the development of guidance.
3.B.3 Provide guidance to districts on implementing personalized pathway requirements as part of the 24-credit high school diploma framework.	July 2015	Guidance on Web Page	<ul style="list-style-type: none"> Information from counselors is being collected to aid the development of the guidance

Strategy 3.C: Strengthen student academic planning processes and enhance access to planning experiences.

3.C.1 In partnership with OSPI, develop tools and resources for use by students, families, schools, and districts to engage in the High School and	Summer 2015	HSBP Web Page	<ul style="list-style-type: none"> Posted HSBP webpage Collaboration with WSIPC and other stakeholders
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Beyond Plan process.			
3.C.2 Promote research-based practices in student personalized learning plans to encourage expanded student planning experiences.	September 2015	Guidance on Web Page, 5491 Report	<ul style="list-style-type: none"> Guidance posted on HSBP webpage FAQ on the HSBP updated Ad hoc stakeholder group to discuss high quality High School and Beyond Plan, barriers to implementation, and how to address these barriers
3.C.3 Create guidance for and provide examples around Washington state of successful student planning processes to encourage meaningful, high-quality High School and Beyond Plan processes for every student.	Summer 2015	Video, Sample Plans, and District Highlights on Website	<ul style="list-style-type: none"> Collaboration with WSIPC and other stakeholders Posted HSBP webpage Madaleine and Mara conducted original research and made a video that interviewed teachers and advisors on the HSBP. They presented this to the Board and the EOGOAC.
3.C.4 Utilize the perspective and experiences of our high school student representatives to inform board policymaking and guidance on High School and Beyond plan Implementation.	January to September 2015	Interview with Student Board Members	<ul style="list-style-type: none"> Madaleine and Mara conducted original research and made a video that interviewed teachers and advisors on the HSBP. They presented this to the Board and the EOGOAC.
Strategy 3.D: Support the implementation of career and college ready standards and an aligned assessment system.			
3.D.1 Develop the high school graduation proficiency standard for the high school Smarter Balanced assessment and transition assessments.	August 2015	Scores Established; NGSS as Required	<ul style="list-style-type: none"> A special board meeting will be held on August 5 to consider approval of the threshold score for graduation.
3.D.2 Collaborate with the Office of Superintendent of Public Instruction on streamlining and refining the assessment system, including alternative assessments, to support an effective system of accountability.	Annual - December	Annual Report, Legislative Priority	<ul style="list-style-type: none"> Board approved a position statement on assessments
3.D.3 Support the full implementation of Common Core State Standards and assessments for English language arts and math and Next Generation Science Standards and assessment for science.	Ongoing	Guidance on Web Page	<ul style="list-style-type: none"> Panel discussion of the implementation of the Smarter Balanced assessment at the July board meeting Achievement and Accountability Workgroup convened June 10, 2015
3.D.4 Establish the scores needed for students to demonstrate proficiency on state assessments.	January 2015	Scores Established	<ul style="list-style-type: none"> Adopted SBAC suggested cut scores in January

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

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

Action Step	Timeline	Measure	Notes
4.A.1 Implement timely and full reporting of compliance by school districts with basic education requirements.	Annual – July to November	100% Compliance	<ul style="list-style-type: none"> Will send on July 31. Will be including advisory on future graduation requirements. Staff meeting in mid-July on revision of BEA compliance report form.
4.A.2 Provide updated guidance to districts on compliance with instructional hour requirements.	September 2015	Rule Adoption, Revised FAQ	<ul style="list-style-type: none"> Staff have responded to numerous questions by phone and e-mail about instructional hour requirements effective SY 2015-16.
4.A.3 Compile and disseminate data on district high school graduation requirements in a form that is useful to school districts, policy-makers, and the public.	Annual – January	Summary Documents and Data File	<ul style="list-style-type: none"> Graduation requirements website
4.A.4 Review and revise rules for private schools on the private school approval process.	January 2016	Feedback from Private School Advisory Council	<ul style="list-style-type: none"> Public hearing scheduled for the July board meeting on proposed private school rules

Strategy 4.B: Conduct thorough evaluations of requests for waivers of BEA requirements.

4.B.1 Review board rules and procedures for evaluation of 180-day waiver requests, and revise as found needed.	Spring 2016	Revised Board Procedures and Review of Rules	<ul style="list-style-type: none"> This action step will begin in 2016.
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Strategy 4.C: Implement a high-quality process for review and approval of charter authorizer applications and execution of authorizing contracts with approved districts.

4.C.1 Disseminate information through SBE web site and make public presentations on the authorizer application process.	Annual - Summer	Materials on Web Site, Public Presentations	<ul style="list-style-type: none"> Application updated and reposted in May Visuals posted on schools that have opened and are opening Jack presentation at NACSA charter conference in Miami
4.C.2 Serve as a primary resource for school districts and the public for information on charter authorizing and the state's charter school law.	Ongoing	Website Resources	<ul style="list-style-type: none"> Charter schools website updated with maps of charter school approvals and pending applications and table of charter school slots
4.C.3 Review and refine authorizer application and rubrics for evaluation of applications against criteria for approval.	Annual - May	Revised Application and Rubrics as Needed	<ul style="list-style-type: none"> Revised the charter authorizer application to make sure it is in alignment with the amended rules and revised for clarity; deleted a repetitive element Piece “describe how your charter school is different from district schools” Removed jargon
4.C.4 Make decisions on authorizer applications that ensure fidelity to the law, transparency for applicants, and high but attainable standards for approval.	Annual – February	Reviewed Applications	<ul style="list-style-type: none"> Did not receive any applications

Strategy 4.D: Perform ongoing oversight of the performance of school districts approved by SBE as authorizers of public charter schools.			
4.D.1 Ensure access to school performance data and other documentation necessary for effective oversight of district authorizers.	Summer 2015	Working Agreement with Spokane Public Schools	<ul style="list-style-type: none"> Phone meeting on June 12, 2015 with Spokane School District Memo to Spokane School District Meeting with OSPI Student Information and Assessment for data
4.D.2 Establish board procedures for special reviews of the performance of district authorizers and their portfolios of charter schools.	Fall 2015	Plan for Board Review	<ul style="list-style-type: none"> Two meetings of staff and consultant on oversight
4.D.3 Establish procedures for ongoing communication with district authorizers that ensure the effective discharge of the Board's oversight duties while respecting the lead role of the authorizer and the autonomy of the charter school board.	Fall 2015	Procedures	<ul style="list-style-type: none"> Meeting with district staff to establish procedures
Strategy 4.E: Issue high-quality annual reports on the state's charter schools.			
4.E.1 Collaborate with the Washington State Charter School Commission, district authorizers, and OSPI to ensure timely and accurate data collection and reporting.	Ongoing	Data Quality and Presentation in Annual Reports	<ul style="list-style-type: none"> Testimony on rules at OSPI public hearing. Notice by August 1. Receiving reports from Spokane and Commission by November 1.
4.E.2 Collaborate with the Washington Charter Schools Commission to develop annual reports on the state's charter schools for the preceding school year.	Annual/December 1	Submission of Report to the Governor, Legislature and Public	<ul style="list-style-type: none"> Our report is due December 1. Planning stakeholder meetings for July-Aug.
4.E.3 Analyze authorizer annual reports and research best practices to identify areas for improvement in meeting the purposes of the state's charter school laws.	Ongoing	Findings and Recommendations in Annual Reports	<ul style="list-style-type: none"> Our report is due December 1. Planning stakeholder meetings for July-Aug.
Strategy 4.F: Recommend evidence-based reforms in the report to improve performance on the Indicators of Educational System Health.			
4.F.1 Research practices and reforms that address indicators where the state is not meeting targets.	Annual, December	5491 Report	<ul style="list-style-type: none"> Reforms in the ESSB 5491 report Reports with background information included in the July board packet
4.F.2 Collaborate with stakeholders and peer agencies in identifying potential reforms for Washington's unique context.	Summer of 2015	Convene Achievement and Accountability Workgroup	<ul style="list-style-type: none"> AAW convened June 10. Feedback report included in July packet. Upcoming report on Indicators of Educational System Health may identify reforms
4.F.3 Review and revise Indicators of Educational System Health to provide a richer understanding of the performance outcomes of the educational system and the challenges it faces.	Annual - December	5491 Report, Convene Achievement and Accountability Workgroup	<ul style="list-style-type: none"> AAW convened June 10, 2015. Feedback report included in July packet ESSB 5491 Indicators of Educational System Health



Feedback Summary of the May 12, 2015 Community Forum

37 participants, nine board members, and two staff attended the May community forum.

The most common topic discussed at the community forum was the Smarter Balanced assessment. Participants voiced the following concerns about the implementation of the Smarter Balanced assessment:

- Testing causes anxiety for students;
- The assessment will prevent students from graduation;
- The Common Core State Standards are supported by corporations;
- There is miscommunication regarding the test;
- Instructional time is being lost to testing;
- Students don't receive enough math education to become proficient by the time they take the test;
- There is no recourse to challenge the results of the test;
- Tests are changing frequently
- Some educators are teaching to the test;
- Questions on the test are open to interpretation;
- Access to computers and technology can limit student success on the assessment;
- Money is being wasted on assessment; and
- The individuality of students is not taken into consideration in the assessment.

Participants offered the following suggestions on improving the use of the assessment:

- Discontinue sending letters to schools to notify them that they are failing (as required by federal law due to the loss of the ESEA flexibility waiver);
- Examine the opportunity gaps in Advanced Placement;
- Provide dual language support for interpreting assessment results, make sure that families that speak a language other than English are informed of assessment requirements;
- Make sure there are a variety of options (assessment alternatives) for reaching graduation;
- Integrate "real life" learning into education; and
- Collaborate further with diverse communities to understand Achievement Index results.

Participants voiced the following concerns about the state policy work:

- McCleary implementation is not happening yet;
- 24-credit graduation requirements don't allow room to make mistakes;
- Compliance to state and federal requirements is eating up the time that educators have;

Participants voiced support for the following policies or reforms of the educational system:

- Expand access to early learning;
- Reduce summer learning loss;

- Find ways to match student interests to their course-taking patterns (High School and Beyond Plan);
- Provide assistance to communities with little financial backing;
- Improve teacher retention; and
- Recognize successful schools through state awards.

Feedback on Outreach Efforts

Participants were appreciative of the opportunity to collaborate with the Board and discuss education at this community forum. Participants were thankful to have an opportunity to meet with board members and state their concerns.

If you have questions about this feedback summary, please email Parker Teed, Operations and Data Coordinator, at parker.teed@k12.wa.us

If you have questions about future community forums or outreach efforts, please contact Stefanie Randolph, Communications Manager, at Stefanie.randolph@k12.wa.us

Executive Committee Retreat: Five Big Ideas



**BEN RARICK,
EXECUTIVE DIRECTOR**

JUNE, 2015



Ideas that Could Shape the work of the over the Next Year – What Do You Think?



Addressing the Needs of Credit Deficient Students

Question: How can we entice credit deficient students to “finish out” and secure their diploma, rather than giving up because they see too many credits to retrieve? How can competency based crediting play a role?

Implementing a competency-based system

Question: Are our bricks and mortar and online systems ready?

Developing a system of incentives for summer activities

Big Ideas Cont.



Develop a working definition of 'career-readiness'
for Washington State

Develop the accountability framework in
from ground up, in anticipation of post-NCLB

Question: Without federal parameters (post ESEA
authorization), how would we design the structure?

Big Ideas

continued



Issues for Consideration:

- Step Up Statewide Outreach Efforts with Contracted Personnel – Generate Statewide Engagement Report
- Investigate and flesh out the implementation efforts associated with basic education categorical programs
- Highly capable
- Transitional Bilingual
- Learning Assistance Program
- Explore opportunities to include more non-assessment data in the Student achievement Index
- Attendance, survey data, discipline data, etc.
- Work the 180 day waiver rules in statute.
- Explore the role of social-emotional standards in our system.



DEFINING CAREER READINESS

Policy Considerations

1. What is the definition of career readiness?
2. Are there distinct elements to college readiness and career readiness or is there overlap?
3. How can career readiness be measured?
4. How can the SBE be intentional about career readiness in its work?

The State Board of Education is interested in exploring the career-readiness aspect of college and career ready to ensure that the work of the Board adequately considers and supports the needs of all Washington students.

Definitions of Career Readiness

A number of organizations, workgroups, and research centers have defined career readiness. Most commonly the definitions take into account academic skills, employability skills, and technical skills. Sample definitions are available at the end of this document.

Academic Skills

There is agreement that core, foundational academic knowledge is necessary to be career ready (Conley, 2012, Achieve, ACTE, Career Readiness Partner Council). The Association for Career and Technical Education (ACTE) states that, “career-ready core academics and college-ready core academics are essentially the same.” Both the ACTE and Conley (2012) also assert that being career-ready includes acquiring the academic skills necessary to enroll in postsecondary coursework without remediation.

An important aspect of the academic skill discussion in career-readiness is the ability to apply that core knowledge in the workplace context and use learning in new ways (Balestreri, et. al., 2014; ACTE).

Employability Skills

Employability skills are often referred to as “soft skills” or “21st century skills” and include, but are not limited to:

- Problem solving
- Collaboration
- Goal setting
- Critical thinking
- Personal responsibility
- Ethics
- Adaptability and flexibility
- Communication
- Effective use of technology
- Persistence and motivation
- Time-management.

These skills are considered essential to career success in any field. Conley (2012) and ACTE also note that these skills are essential to success in college and postsecondary coursework.

Unlike academic and technical skills, there are few formal systems within the K-12 setting for teaching employability skills to students. It is also more difficult to assess the acquisition of such skills than the other skill categories. Balestreri, et. al. (2014) highlight work-based and project-based learning experiences as important options to help students develop employability skills and the ability to apply academic content in context.

Technical Skills

Technical skills include the job-specific knowledge required to enter a particular field. There may be a temptation to focus on technical skills as the determining factor of career ready since it is a concrete concept. However, the technical skills themselves do not comprise career readiness, just as academic skills alone do not comprise college readiness.

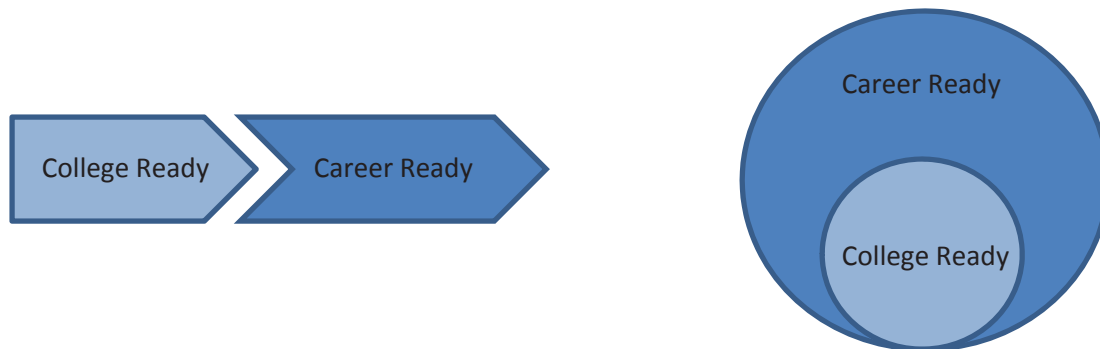
It should be noted that students may acquire the employability and academic skills through CTE or other technical coursework, as CTE frameworks often have these other skill sets embedded in their career cluster skill statements.

Other Skill Sets

Conley (2012) and the Career Readiness Partnership Council also include skills and knowledge required for students to navigate the transition from high school to postsecondary education and employment as necessary for a student to be truly career ready.

Relation to College Readiness

Many of the skills necessary to be successful in career are also necessary to be successful in college. This overlap and the fact that many, if not most jobs, will require some form of postsecondary training or education begs the question of whether they are distinct concepts, that a student is either college ready or career ready. Other ways of conceptualizing the relationships between college and career readiness are that college readiness is a step towards career readiness or a subset of career readiness. In the first image below, college readiness is a necessary, but not sufficient step towards career readiness. In the second image, college readiness is encompassed by career readiness, but there is not a linear relationship between the two.



Measuring Career Readiness

The measurement of career readiness that assesses skills acquisition in all areas is difficult, particularly for employability skills. Currently, the Smarter Balanced Assessment is designed to be an assessment of a student's college and career readiness. Achieve and Balestreri, et. al. (2014) also recommend high school attainment of college level credit or progress towards industry certification; postsecondary

program enrollment, without the need for remediation; and employment. Aside from the attainment of college credit in high school, these other measurement recommendations are outside of the K-12 system. However, it should be noted that employment and postsecondary enrollment are included in the indicators of educational system health monitored by the Board.

Board Role

As the Board continues its work on the state's accountability systems and the implementation of the college and career diploma, it will want to develop a working definition of career readiness to ensure that the system is supporting these important skills for students. The Board may also issue guidance or provide resources on ways in which districts can help students acquire some of the employability skills through activities associated with the High School and Beyond Plan or project based learning.

Action

The Board will not take action at this time.

Sample Definitions of Career Readiness

"A career-ready person effectively navigates pathways that connect education and employment to achieve a fulfilling, financially-secure and successful career. A career is more than just a job. Career readiness has no defined endpoint. To be career ready in our ever-changing global economy requires adaptability and a commitment to lifelong learning, along with mastery of key academic, technical and workplace knowledge, skills and dispositions that vary from one career to another and change over time as a person progresses along a developmental continuum. Knowledge, skills and dispositions that are inter-dependent and mutually reinforcing."

-Career Readiness Partner Council

"Career readiness involves three major skill areas: *core academic skills* and the ability to apply those skills to concrete situations in order to function in the workplace and in routine daily activities; *employability skills* (such as critical thinking and responsibility) that are essential in any career area; and *technical, job-specific skills* related to a specific career pathway. These skills have been emphasized across numerous pieces of research and allow students to enter true career pathways that offer family-sustaining wages and opportunities for advancement."

-Association for Career and Technical Education

"A student who is ready for college and career can qualify for and succeed in entry-level, credit-bearing college courses leading to a baccalaureate or certificate, or career pathway-oriented training programs without the need for remedial or developmental coursework. ... College readiness general means the ability to complete a wide range of general education course, while career readiness refers to readiness for courses specific to an occupational area or certificate."

-David Conley, 2012

If you have questions regarding this memo, please contact Julia Suliman at julia.suliman@k12.wa.us.

Work Cited

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Career Readiness Partner Council. *Building Blocks for Change: What it Means to Be Career Ready*. Retrieved from http://careerreadynow.org/docs/CRPC_4pagerB.pdf

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COMPETENCY-BASED LEARNING

Policy Considerations

1. How much evidence do we have of whether competency-based learning is effective in meeting its stated purposes? Given the variety of forms that CBL can take, what research is necessary, and what questions need to be addressed satisfactorily, before the state takes further steps to direct, enable, or encourage implementation across the state?
2. How does competency-based learning (CBL) fit within a state legal framework in which each child has a constitutional entitlement to an opportunity to achieve the goals of basic education? Does the state's unique constitutional framework and legal history make implementation of competency-based models for progressing through school more challenging than elsewhere, or is there sufficient flexibility built into the law?
3. What supports do schools and districts need to implement competency-based models successfully? What lessons are to be learned in this regard from the experience in New Hampshire?
4. What role can the state most appropriately and usefully take on to encourage and support successful implementation of competency-based models of learning? Are legislative actions needed, or can this support be provided best through other means?

What Is Competency-Based Learning?

"Competency-based learning" (CBL) is broadly defined as an approach to education that rejects seat time, course completion and traditional grading as units of learning in favor of demonstrations of proficiencies or "competencies," at a student's own pace. It has had wider application thus far in postsecondary education than in K-12 education, but there is rising interest in the idea in K-12. This stems in part from the availability of newer technologies to support non-traditional modes of instruction. Proponents may prescribe a range of elements as integral to the concept. Arriving at a working definition of competency-based learning is further complicated by the use of a variety of terms for the approach that may, or may not, be used synonymously from place to place. These include, for example, "personalized learning," "student-centered learning," "proficiency-based learning," and "performance-based learning."

The Glossary of Education Reform, by the Great Schools Partnership, defines competency-based learning as follows:

Competency-based learning refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education. In public schools, competency-based learning systems use state learning standards to determine academic expectations and define "competency" or "proficiency" in a given course, subject area, or grade level (although other sets of standards may also be used.) . . . The general goal of competency-based learning is to ensure that students are acquiring the knowledge and skills that are deemed essential to success in school, higher education, careers and adult life. If students fail to meet

expected learning standards, they typically receive additional instruction, practice time, and academic support to help them achieve competency or meet the expected standards.¹

That definition, on its face, does not seem so different from what schools are trying to achieve in our current, standards-based system. “In practice, competency-based learning can take a wide variety of forms from state to state or school to school – there is no single model or universally used approach,” the Partnership says.

The U.S. Department of Education (USED) defines “Competency-based learning or personalized learning” more in terms of its practical application and the forms it can take:

Transitioning from seat time, in favor of a structure that creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place or pace of learning. Competency-based strategies provide flexibility in the way credits can be earned or awarded, and provide students with personalized learning opportunities. These strategies include online and blended learning, dual enrollment and early college high schools, project-based and community-based learning, and credit recovery, among others.²

One of the most influential voices for competency-based learning has been the International Association for K-12 Online Learning, or iNACOL. A new report released with an organization called Competency Works defines “competency education” in more operational terms. “The five-part working definition of competency education describes the elements that need to be put in place to re-engineer the education system to reliably produce student learning:

- Students advance upon demonstrated mastery;
- Competencies include explicit, measurable, transferrable learning objectives that empower students;
- Assessment is meaningful and a positive learning experience for students;
- Students receive timely, differentiated support based on their individual learning needs;
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.”³

Why Competency-Based Learning?

The fundamental critique of traditional education systems based on seat time, course completions, grade point averages, progression through grades based on age, and standardized, summative assessments is that (1) they do not recognize that individual children learn in different ways and at different paces, and (2) they do not prepare students well for the challenges of college and career in the present day.

¹ Great Schools Partnership. (May 14, 2014). The Glossary of Education Reform. “Competency-Based Learning. Retrieved June 8, 2015 from <http://edglossary.org/competency-based-learning/>

² U.S. Department of Education. “Competency-Based or Personalized Learning.” Retrieved June 5, 2015 from <http://www.ed.gov/oii-news/competency-based-learning-or-personalized-learning>

³ C. Sturgis. (June 2015). Implementing Competency Education in K-12 Systems. International Association for K-12 Online Learning (iNACOL) and CompetencyWorks. <http://www.inacol.org/resource/implementing-competency-education-in-k-12-systems-insights-from-local-leaders/>

“We know that students learn differently, requiring more or less time for different reasons,” iNACOL and Competency Works assert. “Students may have different approaches to learning, with some students preferring to take more time upfront to dive more deeply into learning to master new skills or content. Certainly the levels of academic support available outside of school differ. All of these dynamics lead to students learning at different paces.” (Sturgis, 2015, pp. 8-9)

The current system, CBL advocates say, can leave too many students, especially those with disadvantages, without the learning to be successful after school.

The traditional system produces gaps in learning because it is established around a time-based Carnegie Unit credit that guarantees a minimal exposure to content without a guarantee of learning. In combination with an A-F grading system – which can be easily corrupted as a measure of learning by providing points for behavior, allowing for measurements based on assignments instead of learning, and masking student progress through the averaging of grades – accountability for learning is eroded. (Sturgis, 2015, p. 9.)

In remarks to a NASBE legislative forum in March, Susan Patrick, told state board members and staff from around the U.S. that “true competency-based education tells us where a child is at every point in her education.” If you don’t know that, she said, gaps open and persist through school and beyond.⁴

The director of the Connecticut Association of Public School Superintendents, Joe Cirsuolo, declares in a news article on a CBL initiative in one district that there has been a need for “educational transformation for decades. Public school was expected to give every kid a chance to learn. It was all about access. Now it is every kid has to learn.” Cirsuolo described student-centered learning as “teaching kids in a manner that they have the time to learn . . . teaching in a manner with how they are comfortable learning and teaching kids things they are interested in learning,” with Common Core standards as the foundation.⁵

In a convening on competency-based education in New Hampshire earlier this year, Gene Wilhoit, former executive director of the Chief State Schools Officers, and now with the Center for Innovation in Education, stressed that higher expectations for students, demographic shifts in our schools, and the demand of the workplace for higher skills make imperative the adoption of a new system of personalized learning. “The goal we have established for all of our children to be college and career ready is the right one for them and for our nation,” Wilhoit said. “The ‘schooling’ experience as it now exists is out of alignment with the lofty goal we have set. We will reach our aspirations only when we cast aside historic perceptions and practices about how one acquires knowledge and skills.”⁶

Concerns about Competency-Based Education

Competency-based education, however termed, is not without its critics. Some of the concerns cited in the even-handed treatment by Great Schools are:

- CBL will require already overburdened teachers to spend large amounts of time on extra planning and preparation, and require new programs of professional development without proven design;

⁴ Susan Patrick. Presentation to National Association of State Boards of Education. March 23, 2015. Author’s notes.

⁵ J. Coe, “Student-centered learning is based on competency, rather than seat time.” *The Hartford Courant*. June 4, 2015.

⁶ G. Wilhoit, “Scaling Innovations and Leading Change toward Personalized Learning.” New Hampshire Convening on Competency Education. May 11, 2015.

- CBL has been mostly a school or district-level initiative up to now, and would be prohibitively difficult to implement with fidelity at a statewide level;
- Parents will fear that abandonment of traditional letter grades, transcripts, and other familiar academic reporting tools will disadvantage students in applying to college and eliminate competitive dimensions of achievement, such as GPA and class rank;
- There is insufficient evidence that competency-based learning, in its various forms, will actually work as intended.

Other concerns cited in the literature are safeguarding sensitive student information, while also being able to use it to individualize learning, and developing methods for monitoring and assessment that reliably evaluate the impact of CBL on student learning.⁷

Assessment and validation of results seems a particular challenge (as it's bound to be in such a shift). A reviewer of a major work in the field, Bramante and Colby's *Off the Clock: Moving Education from Time to Competency* (2012), notes that the authors "don't fully justify the rigor of their quality-control metrics for ensuring true mastery – the lynchpin for ensuring New Hampshire's program hasn't, and doesn't, devolve into a weak-kneed credit-recovery program rather than a bona fide competency-model."⁸

In a debate at *Education Next*, Benjamin Riley, founder of the teacher preparation group [Deans for Impact](#), challenges the very premises of CBL's inseparable relative, personalized learning. Both "the path argument" – students will learn more if they have more power over what they learn, and the "pace argument" – students will learn more if they have more power over when and how quickly they learn – fly in the face of what we know from cognitive science about how children learn, he contends.

"Am I suggesting that we return to the "factory model" of education? If factory model implies the dry recitation of facts to students, no, I am not. But to the extent that the stereotype represents what's actually happening in classrooms (which I'm skeptical of), the problem is not the seating arrangement or lack of smartphones; it's the pedagogy," Riley says. "Effective instruction requires understanding the varying cognitive abilities of students and finding ways to impart knowledge in light of that variation. If you want to call that 'personalization,' fine, but we might also just call it 'good teaching.'"⁹

Competency-Based Initiatives in the States

According to iNACOL and CompetencyWorks, nearly 90 percent of states have created some room for competency-based innovations. Districts in Alaska, California, Florida and other states, their 2015 report says, are transitioning to competency education with little or no supporting state policy. The report categorizes state policy in this way:

- Advanced States – Those states with clear policies that are moving toward proficiency-based, where it's more than just an option. (Maine, New Hampshire, Iowa, Colorado, Arizona, Oregon.)
- Developing States – Those states with pilots for competency education, credit flexibility policies, or enhanced policies for equivalents to seat time. (18 states, including Connecticut, Ohio, Minnesota and Idaho.)

⁷ S. Cavanagh, "What Is 'Personalized Learning'? Educators Seek Clarity." *Education Week*. October 20, 2014.

⁸ L... Bonnot, Review of F. Bramante and R. Colby, *Off the Clock: Moving Education from Time to Competency*. *Education Next* (April 26, 2012).

⁹ B. Riley and A. Hernandez, "Should Personalization Be the Future of Learning?" *Education Next*, April 4, 2015. Retrieved on May 16, 2014 from <http://educationnext.org/personalization-future-learning/>

- Emerging States – Those states with waivers or task forces. (17 states, including New York, Michigan, Texas and *Washington*).
- No Policies – Those states with seat time and no competency education policies. (Ten states, including Massachusetts, Illinois, Nevada and California.)

USED cites three states for their efforts in competency-based education: Ohio, Michigan and New Hampshire. We'll briefly describe them here.

Ohio Credit Flexibility Plan – Ohio's State Board of Education adopted a plan in 2009 that allows students to earn high school credit by demonstrating subject area competency, completing classroom instruction, or a combination of the two. Credit flexibility examples include:

- Traditional coursework
 - Distance learning
 - After school programs
- Educational options
 - Educational travel
 - Independent study
 - Internships
 - Community service
- Career-tech blend
 - Program credit
 - Academic credit
- Testing out, governed by local board policies

The benefits cited by Ohio's Department of Education for the credit flexibility plan will be familiar to anyone who's spent time with the literature of competency-based education:

- Creates more learning choices for students
- Focuses on performance, not time
- Accommodates different learning, paces and interests
- Promotes integration of different subjects
- Recognizes the importance of student engagement and ownership
- Matches pacing to learning capacity

Districts wishing to adopt a local credit flexibility plan must file a waiver application with the Department.¹⁰

Michigan Seat Time Waiver – [Legislation](#) enacted in 2010 allows a school district or public academy (charter school) that wishes to offer pupils access to online learning options and the opportunity to continue working on a high school diploma without physically attending at a school facility to do so under a seat time waiver from the Michigan Department of Education. Students must meet both

¹⁰ S. Hefner. Ohio Department of Education. "Credit Flexibility." (June 2010.) Retrieved June 15, 2015 from <http://education.ohio.gov/Topics/Quality-School-Choice/Credit-Flexibility-Plan> , and USED, Competency-Based and Personalized Learning.

attendance and participation requirements set in law. As of this year, fourteen districts and public academies had approved waivers under this act, with a variety of forms and purposes.¹¹

New Hampshire Statewide CBL Initiative -- New Hampshire has taken competency-based education further than any other state by far. The Granite State is the first, and so far only, state to make a statewide shift to advancing students based on mastery of subjects rather than time in school. New minimum standards adopted by New Hampshire's State Board of Education in 2005 abolished the Carnegie unit and established that a high school student must demonstrate mastery of course competencies in order to gain credit toward a diploma.

Initial efforts by state education officials to also set in law the competencies schools would require and how students would be assessed on them foundered on New Hampshire's strong tradition of local control. Instead every district was directed to come up with its own conception of the skills and knowledge needed to earn a diploma. The result is that the law has been implemented differently from one district and charter school to another – sometimes in a way faithful to the intent, sometimes not. Lacking the ability to provide direction from the state, the New Hampshire Education Department has put its effort into providing resources, technical assistance and other support to schools and districts in implementing the law.¹²

To address one of the thorniest problems for competency-based learning, the Education Department developed the Performance Assessment of Competency Education, or PACE. “PACE is a first-in-the-nation accountability strategy that offers a reduced level of standardized tests together with locally developed performance assessments,” the Department says, “These assessments are designed to support deeper learning through competency education, and to be more integrated into students’ day-to-day work than current standardized tests.” (N.H. DOE, 2015.)

Discussions began with the U.S. Department of Education in 2012 to explore prospects for a waiver of ESEA assessment requirements to take PACE option across the state. After much more work, USED approved on March 5 of this year a November 2014 waiver application by the state to pilot PACE in four districts. Under the waiver, the four LEAs will administer New Hampshire state assessments in reading/language arts and mathematics once each in elementary, middle and high school and will administer PACE in every grade K-12. The state was authorized to increase the number of PILOT LEAs to eight in year 2 of the pilot, subject to conditions.¹³ At the NASBE forum in March, New Hampshire State Board member Bill Duncan said the state has four more districts ready to go next year, and that the Board hopes to have 20 more after that.¹⁴

¹¹ Michigan Department of Education (MDE). “Seat Time Waiver.” *Pupil Accounting Manual, 2014-15*. Retrieved June 17, 2015 from http://www.michigan.gov/documents/mde/5-O-B_SeatTimeWaivers_329678_7.pdf, and MDE, “Summary of Seat-Time Waivers.”

¹² K. Schwartz, “Going All In: How to Make Competency-Based Learning Work.” Mindshift. KQED.org (June 15, 2014), and S. Stainburn, “Taking Competency-Based Learning from Policy to Reality.” *Education Week*. (June 4, 2014.)

¹³ U.S. Department of Education. Letter from Deborah Delisle, Assistant Secretary, to Hon. Virginia M. Barry, Commissioner of Education, State of New Hampshire. March 5, 2015.

¹⁴ B. Duncan. Presentation to National Association of State Boards of Education. March 23, 2015. Author’s notes.

It's worth noting that in 2011 New Hampshire joined a national collaborative, facilitated by the Council of Chief State School Officers (CCSSO), called the [Innovation Lab Network](#) (ILN). According to CCSSO, the ILN "is a group of states taking action to identify, test, and implement student-centered approaches to learning that will transform our public education system," grounded in principles of competency-based education such as personalized learning, anytime/anywhere opportunities, and comprehensive systems of learner supports. Twelve states, including California and Oregon, were in the collaborative at this writing.¹⁵

Achieve CBP State Partnership – Achieve, the organization that played a key role in development of the Common Core State Standards, has formed a Competency-Based Pathways State [Partnership](#) to provide support to states in advancing competency-based routes to college and career readiness.

Participating states commit to pursuing policy and implementation changes in graduation requirements, assessments and accountability. States need to address all three in order to reach a cross-cutting, accepted definition of competency (or depending on the state's terminology, proficiency or mastery) that equates to a college- and career-ready level of performance. This is essential to ensure rigorous determinations of student competency on the CCSS and other college- and career-ready standards.

Colorado, Connecticut, Delaware, Kentucky, Maine, Michigan, New Hampshire, Ohio, Oklahoma, Oregon, Rhode Island and Vermont are participating in the CBP State Partnership.¹⁶

Achieve has developed a state policy framework to set forward key decisions, options and policy levers for states pursuing these changes. The definition of "competency" embedded in the framework is adapted from the one developed by iNACOL and CompetencyWorks.

Competency-Based Provisions in Washington

The State of Washington has made moves toward competency-based learning, if incrementally and unsystematically. Because of the malleable definition of CBL, it is difficult to pinpoint those that would meet the standard. They would consist at a minimum, however, of the following.

Definition of credit – In November 2011 the State Board of Education adopted [WAC 180-51-050](#), which eliminated the time-based definition of a high school credit and replaced it with one based on proficiency or competency. The change is explained concisely on the SBE [web site](#):

What is the definition of a high school credit?

WAC 180-51-050 defines a high school credit to mean:

- (1) Grades nine through twelve or the equivalent of a four-year high school program, or as otherwise provided in RCW 28A.230.090(4):
 - (a) Successful completion, as defined by written district policy, of courses taught to the state's essential academic learning requirements (learning standards). If there are no state-adopted learning standards for a subject, the local governing board, or its

¹⁵ R. Colby, "Building a New Framework for Competency Education in New Hampshire. New Hampshire Convening on Competency Education. May 11, 2015; CCSSO, Innovation Lab Network, retrieved June 17, 2015 from http://www.ccsso.org/What_We_Do/Innovation_Lab_Network.html , and Sturgis, Implementing Competency Education, p. 6.

¹⁶ Achieve. Competency-Based Pathways. Retrieved June 22 from <http://www.achieve.org/CBP>

designee, shall determine learning standards for the successful completion of that subject; or

(b) Satisfactory demonstration by a student of proficiency/competency, as defined by written district policy, of the state's essential academic learning requirements (learning standards).

The change was part of SBE's overall review of graduation requirements and move towards a career- and college-ready graduation requirements framework.

The recommendation to change the time-based definition of a credit emerged from the work of the Implementation Task Force (ITF), a group of education practitioners appointed by SBE to recommend policy changes needed to implement new graduation requirements. The ITF recommended that a non-time-based policy would:

- Place the focus on student-centered learning.
- Allow districts more flexibility to meet the increased credit requirements.
- Allow districts to determine, and individualize, how much course time is needed for students to meet the state's standards.

It merits a more systematic examination of how districts have operationalized this still-recent change than has taken place thus far. In the basic education compliance report used to meet the agency's responsibilities under [RCW 28A.150.250](#), SBE asks each district to detail its requirements for high school graduation. Staff reported in a [presentation](#) to the Board at the January 2015 meeting that 82 districts, or about 33 percent of all K-12 districts, offered competency-based credits for the graduating class of 2015.

Waiver of credit-based graduation requirements – In November 2004 the State Board of Education adopted [WAC 180-51-055](#) (Alternative high school graduation requirements). This rule authorizes a district, or a school with the approval of the district, to apply to the Board for waiver of one or more of the requirements of the chapter of SBE rules on graduation requirements. The first section explains the 2004 Board's rationale.

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

A full discussion of the waiver available under this section appears in the [materials](#) prepared for the Board's March 2015 meeting, at which Highline School District was granted renewal for four years of the waiver from credit requirements for graduation awarded in 2008 for Big Picture School. Highline is one of only two districts that have submitted requests for credit-based graduation requirements in the 11 years the rule has been in place. Federal Way received a waiver for Truman High School in 2009, but did not seek renewal on expiration.

Why there has been so little interest among high schools and districts in the waiver authorized by WAC 180-18-055, and how much additional flexibility it truly provides when a credit is no longer defined in terms of seat time, may be questions worth exploration by the Board.

WAC 180-51-001 – In 2000 the State Board of Education adopted WAC 180-51-001 (Education reform vision), a statement setting forth the Board’s aspirations to shape graduation requirements for a performance-based education system. The WAC evokes some of the themes of competency-based learning discussed in this memo.

(1) The state is shifting from a time and credit-based system of education to a standards and performance-based education system. Certain ways of thinking about time must shift in order to support the ongoing implementation of school reform. The board's long-term vision of a performance-based education system includes:

(a) No references to grade levels or linking a student's educational progress to a particular age. Instead, learning is viewed in terms of developmental progress, academically and vocationally, so that while the curriculum may be sequential the student moves through it at her or his developmental pace, regardless of age;

(b) An understanding that in the absence of other important information, a student's grade point average and performance on the Washington assessment of student learning do not provide a complete picture of the student's abilities and accomplishments;

(c) An understanding that our concept of school needs to expand and take into account that education and learning are about connected learning experiences, which can and do occur inside and outside the physical boundaries of a school building; and

(d) An understanding that students do not all learn in the same way (there are multiple learning styles), that teachers do not all instruct in the same way (there are multiple teaching styles and strategies), and these facts suggest that it should be possible to assess students' performance and achievement in multiple ways while maintaining common, high expectations and standards for learning.

This vision can be seen to manifest itself in the elimination of the time-based definition of credit in 2004 and the personalized pathways component of the college- and career-ready graduation requirements adopted by the Board as WAC 180-51-068 in 2014, as well as the objective alternative assessments for high school graduation in RCW 28A.655.061.

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