

The Washington State Board of Education

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Math & Science | Effective Workforce

State Board of Education Spotlight

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The announcement of the state's successful application for a waiver from the federal requirements of the Elementary and Secondary Education Act (ESEA, or No Child Left Behind) is now a clarion call for major work. To meet the requirements of a waiver, the state must develop a revised Achievement Index that includes student growth data, disaggregates all data by student subgroup, and identifies schools for both recognition and support.

The current [Achievement Index](#), despite its strengths, will need restructuring, a significant endeavor that must happen quickly to meet the U.S. Department of Education's June 2013 deadline.

This requires a tremendous amount of coordination and collaboration to ensure our final product is comprehensive, accurate, and fair. That cannot happen without a broad investment, which is why the State Board of Education (SBE) and the Office of Superintendent of Public Instruction (OSPI) have formed the Achievement and Accountability Workgroup. (Learn more about the workgroup below.)

Over the next two months, the Achievement and Accountability Workgroup will play a vital role in exploring both policy and practical issues at play with a revised Index. The first challenge for this group will be the identification of performance indicators to be included in the new tool. The State Board of Education, in its [2012 Accountability Resolution](#), has been clear that the indicators must be "aligned with the goals of preparing students for postsecondary education, gainful employment, and citizenship."

The first meetings of the workgroup will culminate with a recommendation to SBE for the specific performance indicators that should be included in the revised Achievement Index. With those in place, the workgroup will begin to explore other issues, such as:

- The inclusion of Annual Measurable Objectives

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This e-newsletter is just one of the many ways to make sure you have the latest education news.

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(AMOs) in the Index.

- The inclusion of student growth percentile data.
- The relative weight of growth and proficiency in the identification of overall school performance.
- The inclusion of career and college readiness indicators.

The development of a revised Achievement Index will also mark the beginning of our second phase of work: the development of a statewide K-12 accountability system. By 2014, we intend to recommend a "coherent and effective accountability framework for the continuous improvement for all schools and districts," as envisioned by the Legislature in E2SSB 6696 (Law of 2010).

We want you to join us in this work. [Write us](#) with your questions and concerns. Stay up-to-date by visiting the Achievement and Accountability Workgroup [page](#) and Board Materials [page](#) on our website. You're also welcome to join us in person (see meeting dates/times in the links above).

On behalf of the Washington State Board of Education,

Ben Rarick
Executive Director

New on the Web

In August, staff introduced several new features to our [website](#).

1. New look. We restructured our website to improve usability.
2. New Archives. We are working daily to upload past Board meeting and work session materials. The site now contains an archived structure that should be beneficial to visitors who are looking for specific documents from past agendas.
3. New Blog: We launched our blog, "[Sounding Board](#)," in late July and will be updating it regularly with posts containing news, insights, and links on K-12 issues.
4. New Achievement Index: The [Achievement Index](#) is now a web tool (rather than an excel document), dramatically improving usability and offering dynamic data (such as school performance trend

graphs).

We hope you take advantage of these resources.

Graduation Requirements

The graduating class of 2013 (who were 9th graders in 2009-10) will be the first class of Washington students who will need to meet the state graduation requirement of three years of math ([WAC 180-51-066](#)), which include:

- Algebra 1 or integrated math 1.
- Geometry or integrated math 2.
- Algebra 2 or integrated math 3 or another high school math course, as long as:
 - The class aligns with the student's High School and Beyond Plan.
 - The student, a parent or guardian, and a school representative meet to sign a form agreeing to the substitution as the most appropriate course selection for the student (more information is available on our [math FAQ](#)).

The entering 9th grade class this year, the class of 2016, will also be graduating under new graduation requirements ([WAC 180-51-067](#)):

- English is increasing from 3 credits to 4 credits.
- Social studies is increasing from 2.5 credits to 3 credits (more information on the social studies requirements is available on our [social studies FAQ](#)).
- Health and fitness remains 2 credits, but now specifically includes:
 - .5 credit of health.
 - 1.5 credits of fitness.
 - Occupational education remains 1 credit.
 - Districts may use Career and Technical Education (CTE) classes that are locally determined to be equivalent to a non-CTE class to satisfy two requirements (see the [CTE FAQ](#)).

These changes are designed to meet the state's intent to prepare students for "postsecondary education, gainful employment, and citizenship" and help all our students

have the opportunity for a successful future (RCW [28A.150.220](#)).

Some districts have sought a two-year extension (authorized by [WAC 180-51-067](#)) from the 2016 requirements. A list of those districts is available under the July Board meeting materials [online](#).

More information about graduation requirements is available on our website.

2012-2013 Basic Education Compliance

On August 13, district superintendents and business managers received the annual notification to verify their districts' compliance with the Basic Education Act. The verification takes place online through the Office of Superintendent of Public Instruction's (OSPI) iGrants process. Reporting on this form gives assurance that school districts are in compliance with the minimum requirements of the Basic Education Act, as well as related requirements determined by SBE.

Districts must verify compliance with the following statutory requirements:

- Kindergarten Minimum 180-day School Year (RCW [28A.150.220](#) / [RCW 28A.150.203](#)) - The Kindergarten program consists of no less than 180 half days of instruction or equivalent (450 hours) per school year.
- Kindergarten Total Instructional Hour Offering (RCW [28A.150.220](#) / [RCW 28A.150.205](#) / [WAC 180-16-200](#)) - The district makes available to students enrolled in Kindergarten at least a total instructional offering of 450 hours.
- Grades 1-12 Minimum 180-Day School Year (RCW [28A.150.220](#) / [RCW 28A.150.203](#)) - The school year is accessible to all legally eligible students and consists of at least 180 school days for students grades 1-12, inclusive of any 180-day waivers granted by the State Board of Education.
- Grades 1-12 Total Instructional Hour Offering (RCW [28A.150.220](#) / [RCW 28A.150.205](#) / [WAC 180-16-200](#)) - The district makes available to students enrolled in grades 1-12 at least a district-wide, annual average of 1,000 hours.

- State High School Graduation Minimum Requirements (RCW [28A.150.220](#) / RCW[28A.230.090](#) / WAC [180-51-066](#)) All subject areas are aligned with the state's high school learning standards and essential academic learning requirements, at a minimum meet grades 9-10 grade level expectations. District high schools meet or exceed all state minimum graduation requirements.

Districts leaders must submit verification of Basic Education Act compliance by September 17, 2012.

For guidance on completing the I-Grants form, including help with frequently asked questions about BEA compliance, see our [website](#).

For the 2012-13 report, SBE has worked to update and improve the I-Grants form to facilitate its completion by district personnel. If you have any questions about the form or about minimum BEA requirements, please contact Jack Archer at 360-725-6035 or jack.archer@k12.wa.us.

The Achievement And Accountability Workgroup

SBE and OSPI have formed the Achievement and Accountability Workgroup (AAW) to address key policy questions in the development of a revised Achievement Index, and to ensure broad stakeholder input.

The AAW will hold its first meeting on October 10 and meet bimonthly thereafter. The October meeting will focus on the identification of key performance indicators and the implications of their inclusion in the revised Index. Key performance indicators might include, for example, student proficiency, student growth, disaggregation of data by subgroup, and postsecondary readiness.

The following organizations nominated a representative to the AAW.

- Association of Educational Service Districts
- Association of Washington School Principals
- Department of Early Learning
- Educational Opportunity Gap Oversight Accountability Committee
- Greater Spokane Incorporated
- League of Education Voters

- Office of the Governor
- Partnership for Learning
- Special Education Advisory Committee
- Stand for Children
- State Board for Community and Technical Colleges
- Washington Association of School Administrators
- Washington Education Association
- Washington State Commission on African American Affairs
- Washington State Commission on Asian Pacific American Affairs
- Washington State Commission on Hispanic Affairs
- Washington State Parent-Teacher Association
- Washington State School Directors Association
- Washington Student Achievement Council
- Workforce Training and Education Coordinating Board

For more information about the Achievement and Accountability Workgroup, please see the [Workgroup Charter](#). For meeting dates and materials, visit the [Achievement and Accountability Workgroup page](#) on our website.

Waivers Rules-Making Update

Draft rules on evaluation of 180-day waiver requests are now available [online](#).

The proposed rules

- Provide a formal basis on which to review requests for waivers from minimum basic education program requirements.
- Ensure that SBE meets its statutory duty for ensuring basic education compliance.
- Clarify issues that have caused confusion for both school districts and policy makers.
- Streamline and simplify waiver procedures that have grown overly complex and difficult for districts to follow.

The proposed draft rule language will:

- Integrate Option 3 waivers with Option 1.
- Create a new category of "pre-approved" waivers for full-day parent-teacher conferences, not to

exceed five days.

- Adopt criteria for evaluation of Option 1 waiver requests.
- Adopt criteria for evaluation of Option 2 waiver requests.

You can learn more about the draft rule language [here](#). We also encourage you to review the proposed rule language and [contact us](#) with any feedback or questions you may have.

Sounding Board - SBE Blog Excerpt

From the entry: "Teacher Compensation"

In our current pay structure, teachers earn pay increases for credits earned nearly as much as for degrees. For example, the average salary bump from MA to PhD is \$5,441. Yet a teacher could earn the same pay raise even if he never actually achieve their Ed.D or Ph.D. Why? Because PhD's, for the purposes of the salary guide, are treated as equivalent with MA+90 credits.

The theme here is that we actually don't emphasize degrees that much at all. Setting aside years of experience for the moment, the financial subsidy is mostly on accumulation of credits, which may or may not contribute to the achievement of an actual degree, and, as the research shows, probably doesn't contribute to the quality of instruction in classrooms.

So degrees are one thing, but the accumulation of credits (that we aggressively incentivize) is quite another. This is one of the largest investments the state makes. Yet it is almost completely misaligned with any credible plan to close the achievement gap.

Read the entire blog entry and others at our blog site: [Sounding Board](#).

Board Member Highlight - Eli Ulmer (Moses Lake) Eastern Washington Student Representative

Eli Ulmer will be a junior this fall at Wilson Creek High School in Wilson Creek, Washington, and is the newest student representative to the Washington State Board of

Education. Eli began his term with the Board in May 2012.

An active member of his school, Eli is both the upcoming ASB president and participates in both Future Business Leaders of America and the Future Farmers of America programs at his school.

Eli is one of two student Board members. He joined the Board after a competitive nomination and interview process.

You can learn more about Eli and other Board members by visiting our [Board member roster](#).

Upcoming Board Meeting

September 26
Walla Walla Community College
Walla Walla, Washington

Meeting materials are available on our [website](#) prior to the meeting. Email your thoughts and questions to SBE at sbe@k12.wa.us.