



THE WASHINGTON STATE BOARD OF EDUCATION

An education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning

A community forum on Early Childhood Education will be held at the South Puget Sound Community College, Lacey Events Center from 5:30 to 7:30 p.m. on March 12 in Room 188

South Puget Sound Community College, Lacey Events Center, Room 194
4420 6th Ave SE Lacey, WA 98503

MARCH 12-14, 2019 MEETING AGENDA

Wednesday, March 13

8:30-9:00 a.m.

Call to Order

- Pledge of Allegiance
- Welcome from Dr. Debra Clemens, Superintendent, North Thurston Public Schools
- Oath of Office for Mr. Bill S. Kallappa II, Governor Appointee

Consent Agenda

The purpose of the Consent Agenda is to act upon routine matters in an expeditious manner. Items placed on the Consent Agenda are determined by the Chair, in cooperation with the Executive Director, and are those that are considered common to the operation of the Board and normally require no special board discussion or debate. A board member may request that any item on the Consent Agenda be removed and inserted at an appropriate place on the regular agenda. Items on the Consent Agenda for this meeting include:

- Approval of Minutes from the January 9-10 Board Meeting

9:00-9:15

Community Forum Debriefing

9:15-10:15

Executive Director Update

- Highlight of partner activities
- Biennial WAC Review
- HB 2824 Implementation
- Board Member Professional Learning Engagement
- Preview of Business Items

10:15-10:30

Break

10:30--11:00

Committee and Other Updates

- Member Updates
- Discussion of Committee Assignments
 - Current Committee Update
 - Discuss Addition of *Ad Hoc* Bylaws and Norms Review Committee and Other Additional Committees
 - Retreat Preparation
- Equity Committee Update
 - Prospective Revisions to the Equity Statement
 - Professional Development Plan

- 11:00-11:45** **Board Discussion**
- 11:45-12:00 p.m.** **Public Comment**
- 12:00-1:00** **Lunch – Update from Governor’s Office**
Maddy Thompson, Senior Policy Advisor, Education and College Access
- 1:00-2:00** **School Recognition**
Dr. Randy Spaulding, Executive Director
Dr. Michaela Miller, Deputy Superintendent, OSPI
Ms. Maria Flores Director of Title II, Part A, OSPI
- 2:00-2:30** **2019 STEM Report Card**
Dr. Daryl Monear, Associate Director of Research, Washington Student Achievement Council
- 2:30-3:00** **Strategic Plan Update**
Dr. Randy Spaulding, Executive Director
- 3:00-4:00** **Joint Student Presentation on Student Well–Being and Mental Health**
Joe Hofman and Autymn Wilde, Board Members
- 4:00** **Recess Board Meeting**
- 4:00-5:00** **Public Hearings of OSPI and SBE on Required Action District Rules**
Mr. Parker Teed, SBE Rules Coordinator
Ms. Kristin Murphy, OSPI Rules Coordinator
- OSPI Rules on Chapter 392-503 WAC
 - SBE Rules on Chapter 180-17 WAC

Thursday, March 14th

- 8:30-9:00 a.m.** **Update on Graduation Rates**
Dr. Andrew Parr, Research Director
- 9:00-10:00** **High School Completion and Open Doors Update**
Ms. Tennille Jeffries-Simmons, Assistant Superintendent, Office of System and School Improvement, OSPI
Ms. Katherine Mahoney, OSPI Assistant Director for Policy, Office of System and School Improvement, OSPI
Ms. Dixie Grunenfelder, Director of K-12 System Supports, Office of System and School Improvement, OSPI
Ms. Monica Wilson, Program Administrator, Basic Education for Adults, State Board for Community and Technical Colleges
Ms. Angela Holley, Adult Learner Transition Specialist, Transition Studies, South Puget Sound Community College
- 10:00-10:15** **Break**
- 10:15-10:45** **Discussion of Business Items**
- Final Rules: Required Action District Rules in Chapter 180-17 WAC
 - Equity Statement
 - Mental Health Resolution
- 10:45-11:45** **Legislative Session Briefing**
Ms. Kaaren Heikes, Director of Policy and Partnerships
Mr. Dan Steele, Assistant Executive Director, Government Relations, Washington Association of School Administrators

Ms. Marie Sullivan, Lobbyist, Washington State Parent Teacher Association
Ms. Jessica Vavrus, Deputy Executive Director, Government Relations,
Washington State School Directors' Association

11:45-12:00 p.m. Public Comment

12:00 – 1:00 Lunch

1:00-2:00 Business Items

1. Adoption of Final Rules on Chapter 180-17 WAC
2. Adoption of *Mental Health Resolution*
3. Adoption of *SBE Equity Statement*
4. Revision to Board meeting calendar

2:00 Adjourn



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EDUCATIONAL EQUITY SUMMIT FOR STATE-LEVEL POLICYMAKERS AND LEADERS

January 8, 2019

ESD 113, 6005 Tye Drive SW
Tumwater, WA 98512

Members Attending: Chair Kevin Laverty, Ms. Connie Fletcher, Mr. Jeff Estes, Ms. Holly Koon, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Ricardo Sanchez, Mr. Ryan Brault, Ms. Patty Wood, Mr. Harium Martin-Morris, Dr. Paul Pitre, Mr. Chris Reykdal (12)

Staff Attending: Dr. Randy Spaulding, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Linda Sullivan-Colglazier, Ms. Terri Eixenberger (8)

Members Absent: Dr. Alan Burke, Mr. Peter Maier, Ms. Autymn Wilde, Mr. Joseph Hofman (4)

Welcome/Introductions/Purpose/Envisioned Outcomes

Patty Wood and Harium-Martin Morris, SBE Board Members

Members Patty Wood and Harium Martin-Morris welcomed participants and provided an overview of the day. Participants were assigned to specific table groups in order to facilitate discussions throughout the day. Sixty-four people attended the summit from a broad cross-section of state level policymakers and leaders.

Equity and Washington's Changing Demographics

Ricardo Sanchez, SBE Board Member

Member Ricardo Sanchez provided comments on his perspective of the changing demographics in Washington State in relation to equity.

Keynote: Equity Policymaking in K-12 Public Education

Dr. Jeff Duncan-Andrade

Dr. Jeff Duncan-Andrade is an Associate Professor of Raza Studies and Education at San Francisco State University, founder of the Roses in Concrete Community School, a community responsive lab school in East Oakland, the Teaching Excellence Network, and the Community Responsive Education Group. He provided an outstanding presentation, bringing a high level of experience and research. He stressed that

data is important, but that we have been focusing on measuring the wrong things. Dr. Duncan-Andrade recommended several authors and books on the subject of equity and shared them with the participants.

In the end, he was seen as a knowledgeable expert in the field of equity.

Q & A WITH JEFF DUNCAN-ANDRADE

Moderated by Ricardo Sanchez, SBE Member

Mr. Sanchez moderated a question and answer session where participants were able to ask questions and gather input and wisdom from Dr. Duncan-Andrade.

Student Panel

Moderated by Ryan Brault, SBE Board Member

Mr. Brault moderated an enlightening session with several students on their experiences and views of equity in our society. Each student on the panel provided input on their own personal experiences.

Brad Blackburn, Tumwater High School

Joyce Diaz, University of Washington

Ryan Ginn, Olympia High School

Navaeh Johnson, Olympia High School

Tana Martin, Olympia High School

Jade Fia Petersen, South Sound High School

Paris Soots, River Ridge High School

Donzale Stewart, Olympia High School

Table Discussion: Reflections from Keynote and Student Panel

Facilitated by Ryan Brault, SBE Board Member

Participants reflected and shared their thoughts on Dr. Duncan-Andrade's keynote speech, as well as what was learned from the students participating on the panel.

Lunch & Law: Key legal considerations related to educational equity policymaking

Presentation and Q & A

Dave Stollier, Senior AAG, Education Division Chief

Senior Assistant Attorney General, Dave Stollier, provided an overview and Q & A session on key legal considerations related to education equity policymaking.

Collaboration: SBE's Equity Journey and Perspective

Patty Wood and Harium Martin-Morris, SBE Board Members

Members Wood and Martin-Morris shared the SBE's ongoing journey and perspective on work that continues to be done around state-level policymaking to advance educational equity.

Cross-Collaboration Table Discussions: Each entity's efforts and challenges around education equity policymaking

Facilitated by Ayanna Colman, Results WA

Table Groups discussed the following questions and reported out.

Based on today's conversations and presentations, or based on known and effective best practices:

1. How can we increase and align equity focused collaboration across state educational entities?
2. What can we do collectively to position equity as a centerpiece of educational policymaking in Washington State?
3. What are examples of equity policies that work?
4. What can we do to eliminate discriminatory policies in Washington's schools?
5. What are the largest challenges we face in equity; e.g., damaging current practices and policies?
6. How can we measure system accountability related to equity based on today's conversations and presentations, or based on known and effective best practices?

Large Group Discussion: Report-outs from Table Discussions

Facilitated by Ayanna Colman, Results WA

Each table group spent five minutes going over the results of their discussions. Participants also shared what is working and what is not in their respective agencies.

Next Steps

State Board Members Patty Wood and Harium Martin-Morris reflected on next steps and provided summary remarks.

Participants were thanked for their time and thoughtful engagement in the day's discussions. Participants expressed that the Equity Summit was worthwhile and was a successful endeavor.

Adjourn

The meeting adjourned at 4:05 p.m. on Tuesday, January 8, 2019.



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JANUARY MEETING MINUTES

Prepared for the March 2019 Board Meeting

January 9 & 10, 2019

DoubleTree Hotel

Olympia, WA

On Tuesday, January 8, the Board hosted an Equity Summit which was held at the Educational Service District 113 in Tumwater, WA from 10:00 a.m. – 4:30 p.m. (*See separate minutes*).

Wednesday, January 9

Members Attending: Chair Kevin Laverty, Mr. Chris Reykdal, Dr. Alan Burke, Ms. Connie Fletcher, Mr. Peter Maier, Mr. Jeff Estes, Ms. Holly Koon, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Ricardo Sanchez, Mr. Ryan Brault, Ms. Patty Wood, Mr. Harium Martin-Morris, Dr. Paul Pitre, Mr. Joseph Hofman (15)

Staff Attending: Dr. Randy Spaulding, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Linda Sullivan-Colglazier, Ms. Alissa Muller, Ms. Terri Eixenberger (9)

Members via Zoom: Ms. Autymn Wilde (1)

CALL TO ORDER

Chair Laverty called the regular bi-monthly meeting of the Washington State Board of Education to order at 8:00 a.m.

Board members and staff were welcomed by Dr. Patrick Murphy, Olympia School District Superintendent. He provided background on happenings in the Olympia School District to include the district having a 90% on-time graduation rate, one of the highest in the state. The remediation rate for four-year college students is also one of the lowest in the state. Also discussed was the OSD strategic plan, including sixteen outcomes the district would like students to have when they leave high school; most importantly, and the number one outcome being, *Students will be compassionate and kind*.

Chair Laverty reviewed the agenda for the day and announced that Dr. Paul Pitre was re-appointed to the Board effective January 13, 2019 for a term that will end January 12, 2023. He also acknowledged Member Connie Fletcher, as this would be her last Board meeting. Recognition will be shown for Ms. Fletcher's years of service on the Board and commitment to improving education in Washington State during the lunch hour.

CONSENT AGENDA

Motion made by Member Jennings to approve the consent agenda as presented.

Motion seconded by Member Brault.

Approval of the minutes from the November 7-8, 2018 Board Meeting was pulled by Member Koon for further discussion.

Executive Director Update

Dr. Randy Spaulding, Executive Director

Dr. Spaulding shared a PowerPoint and provided updates on the following:

- New Publications
 - A series of publications are being rolled out including the *Statewide Indicators of Education System Health 2018 Summary Report & Recommendations*, and the *SBE 2019-2023 Strategic Plan*. There are printed versions, and they are also posted on the website. There are additional copies in the office if members would like to share with partners. Members were advised to check in with staff if they would like additional copies.

- Recognition Workgroup Update
 - A number of meetings with OSPI and EOGOAC have been held to discuss potential changes to the recognition system; e.g., how it is structured, and what criteria is used to recognize schools. They are looking for more fairness in the process. Recognition should also be used as a way to share information about what is actually happening and why these districts are successful. The Work Group consists of Members Peter Maier, Harium Martin-Morris, Ricardo Sanchez and Joe Hofman. Discussion ensued and input was given, emphasizing that encouragement is given to local districts to celebrate successes.

- Basic Education Compliance
 - Mr. Parker Teed walked through the Basic Education Compliance Data for the 2018-2019 school year.
 - Also discussed was the temporary waiver of career and college ready graduation requirements for Green River Community College

- Open Public Meetings Act Refresher
 - Ms. Linda Sullivan-Colglazier, Assistant Attorney General, provided a refresher on the Open Public Meetings Act (OPMA) that covered the following:
 - When does the OPMA apply?
 - What is a “meeting”?
 - What is “action”?
 - What about email and texts?
 - What are the penalties for violations?
 - The SBE has fourteen voting members; therefore, a quorum would be eight members.

COMMITTEE AND OTHER UPDATES

Debrief on January 8 Equity Summit

Member Patty Wood and Staff Member Kaaren Heikes debriefed the Equity Summit that was held the previous day. Member Wood thanked the full board for supporting the Equity Summit.

Acknowledgement was given to Dr. Jeff Duncan-Andrade for his outstanding presentation, bringing a high level of experience and research. In the end he was seen as a knowledgeable expert in the field of equity. He stressed that data is important, but we have been focusing on measuring the wrong things. Ms. Heikes thanked Member Ricardo Sanchez for bringing in Dr. Duncan-Andrade as a speaker. She also thanked Members Wood, Martin-Morris, and Brault for all their hours of work in planning the equity summit. Ms. Heikes relayed that most Summit participant evaluations came back very positive and she shared select comments from participant evaluations.

Review of Equity Statement

Member Wood explained that the Equity Statement of Intent is a moving target. The lens was developed by the Committee but wasn't approved by the Board. She asked that members continue to provide feedback to the Equity Committee, who is crafting revisions. Board members will be asked to approve a revised Equity Statement during the *Business Items* segment of the next meeting.

School Day Task Force

The legislature is calling for a recommendation in which Superintendent of Public Instruction Chris Reykdal will be providing definition of a school day. Definitions of professional time versus hours in the school day were explored. SBE Task Force representative Patty Wood thanked Peter Maier for his work and help. Ultimately it will be up to Superintendent Reykdal to make the recommendation to the legislature.

GOVERNOR INSLEE'S 2019-2021 PROPOSED BUDGET

Mr. Jim Crawford, Office of Financial Management

Mr. Crawford provided an overview of the Governor's K-12 proposed budget. After historic K-12 education funding increases, Governor Inslee is continuing advocating for education investments, but there is also unprecedented focus on Washington's behavioral health system, statewide broadband, orca recovery, and other vital needs. For K-12 education, the budget builds on the state's landmark school funding achievements. The 2019-21 budget will be the first in which all McCleary funding improvements will be fully funded for an entire biennium. The additional cost of meeting McCleary and other K-12 obligations is nearly \$4.1 billion above the current budget.

LEGISLATIVE SESSION KICK-OFF

Ms. Kaaren Heikes, Director of Policy and Partnerships

Ms. Heikes began by stating that the long 105-day session would begin on January 14, the second Monday in January, as is customary. She walked the Board through the information that she provided in the Additional Materials of the meeting packet which provided context, key leadership information, key scheduling information, and SBE legislative advocacy protocols. Ms. Heikes circulated a clipboard for Board members to indicate topics and advocacy activities on which they are willing to undertake. Ms. Heikes encouraged all members to communicate directly with their local legislators. Ms. Heikes relayed that SBE staff will be checking the bills every day and she will send an update every week to keep members informed.

Ms. Heikes briefed the Board on chamber leadership, committee composition, initial known prospective K-12 policy and funding proposals, and other key information related to the 2019 Legislature, as well as a refresher on effective legislative advocacy.

The Board discussed the role of the Legislative Committee during session, particularly vis-à-vis the Executive Committee. Ms. Heikes refreshed the Board on all the roles of the Legislative Committee, which is not limited to refining legislative platform recommendations, rather also includes creating a year-round advocacy agenda and mobilizing Board members during session. The consensus of the conversation was that Board members trust Executive Director Randy Spaulding, Director of Policy and Partnerships Kaaren Heikes, and Board Chair Kevin Laverty to determine what SBE needs to do regarding any matters that arise during session that are not clearly addressed by SBE's strategic plan or legislative platform and that the Legislative Committee will advise the Executive Committee and will schedule meetings immediately prior to Executive Committee meetings. Member Koon expressed appreciation for the conversation that she had believed necessary for awhile and asked that board bylaws, norms, and protocols be updated to reflect this conversation's conclusions.

PUBLIC COMMENT

MR. KEVIN HALL – SCIENCE TEACHER, NORTH THURSTON HIGH SCHOOL/WEA

Mr. Hall is a Science teacher at North Thurston High School, and has been teaching for eighteen years. He spoke in support of Senate Bill 5014, which would reduce state assessment requirements to only those required for federal purposes, in order to facilitate removal of inequitable barriers to students. Students are being taught to the test and not the material or the skills. All districts are rearranging curriculum to beat the test. Students are forced to take biology and chemistry, but can't take courses they're passionate about; e.g. Robotics, etc. Mr. Hall stated that this is not just a Science issue. English teachers would like more literature, and in his school district, there are no computer programming classes. Teachers would like professional development to learn how students learn, but instead they learn about teaching to the test. He feels that schools should be preparing students to be able to choose any path, but instead are being forced to go down every path.

MS. ANDREA HICKLIN – MATH TEACHER, TIMBERLINE HIGH SCHOOL/WEA

Ms. Hicklin is a Math teacher at Timberline High School, in the North Thurston School District, and is in her 23rd year of teaching. Ms. Hicklin said she knows the Smarter Balanced test, and knows that the test is flawed. Sometimes the wording of example problems in the test generate false negatives because students couldn't understand the question, not because they couldn't do the math. A single test score could prevent a student from graduating. When all of the other data points about a student's knowledge say that they understand the math they're supposed to know, but one score says they don't, then that score is an outlier; and you don't throw out the data because it doesn't match the outlier. Instead, you ignore the outlier because it is an outlier, and focus on the rest of the data. These are the reasons that Ms. Hicklin supports de-linking the state test to graduation requirements.

MS. VIRGINIA BARRY – STAND FOR CHILDREN

Ms. Barry is the Policy and Government Affairs Manager for Stand for Children. She spoke in support of an upcoming bill sponsored by Senator Mullet which would lower the student-counselor ratio in middle school. The bill would also seek to help all Washington students prepare for college and career through two objectives: directing all districts to establish an Academic Acceleration policy, and establishing early warning data and intervention systems in all high schools, with a special focus on ninth grade. Stand for

Children shares the priorities for creating pathways for students. More students need support in order to graduate on time. Ms. Barry also discussed dual credit opportunities, stating that it is known that dual credit opportunities work. Currently there are over fifty districts across Washington that offer dual credits. She then briefly covered Stand for Children’s legislative priorities.

MR. PETER KEITHLY - CITIZEN

Mr. Keithly is a retired Director of Maintenance and Operations for the South Kitsap School District. He is also the founder of an engineering consulting company for major construction projects, including many school construction projects. Mr. Keithly addressed his concerns about the Citizens’ Advisory Panel to maintain citizen oversight on school facilities on behalf of the SBE. To maintain oversight means to advise and make policy recommendations to OSPI in the appropriate use of construction techniques. He recently participated in a review of contracts between schools. He has extensive experience representing school districts and upon completion of this review, found that the vast majority of these contracts were poorly written. He couldn’t see that the OSPI evidence had ever been objectively reviewed by the OSPI, even though there are requirements in RCW. Mr. Keithly contacted the Citizens’ Advisory Panel and was informed that he would be allowed to present, and then was told he would not be allowed to present because the OSPI team said he didn’t have a good motive. He then contacted the Attorney General’s office. Mr. Keithly requested the SBE to ask the Citizens’ Advisory Panel to meet with him and also to take a good look at the requirements according to RCW. It appears that only two persons were actually in attendance at the last meeting, and no meeting minutes have been recorded since February 2017. If the SBE is looking for oversight of the Citizens’ Advisory Panel, he is offering appointment to one of the committees. If you would like to contact Mr. Keithly, SBE can forward correspondence.

MR. JOSHUA HALSEY – WASHINGTON CHARTER SCHOOL COMMISSION

Mr. Halsey is the Executive Director of the Washington State Charter School Commission. He expressed gratitude to staff and the Board for work that was done on the charter school report as well as leadership regarding education equity. Mr. Halsey invited the Board and staff to embrace the opportunity that he viewed was in front of them, regarding leaning into its commitment to equity. He believes it is the systemically underserved that the SBE’s commitment to equity is designed to serve. As the report accurately points out, the law and the charter school sector are still young, with only three years of operational data to examine. Despite its infancy, there are some strong and positive outcomes which should be celebrated, yet there are some challenges that invite further examination and discussion. It is these challenges that he believes present a real opportunity for the SBE. It is encouraging that the report highlights the challenges that charters face due to funding inequities. It is easy to avoid this analysis and skirt the responsibility of assessing the sufficiency of funding for charter schools, given the contentious nature of charters. Mr. Halsey felt that the report could be stronger if there was a recommendation for a study on the equity of public funding as well as an exploration of options for state funding for capital operations of charter schools. The lack of equitable public funding as well as state capital funding support has been and remains the greatest defect by far in Washington’s charter school law. He encouraged the Board not to let this opportunity pass by.

CONNIE FLETCHER ACKNOWLEDGEMENT

During the lunch break, Chair Laverty recognized Member Connie Fletcher for her tireless work on behalf of students in Washington State. Ms. Fletcher was presented with a plaque and Chair Laverty

read a letter that was written by Governor Inslee thanking her for her service. Ms. Fletcher had been on the State Board of Education for almost ten years. Board members expressed gratitude to Ms. Fletcher and shared their sentiments.

ANNUAL CHARTER SCHOOL REPORT

Ms. Kaaren Heikes, Director of Policy and Partnerships

Dr. Andrew Parr, Research Director

Ms. Heikes opened the discussion on key information in the draft *Annual Charter School Report for 2017-2018*. Information included in the report had not changed significantly since the special Board meeting that was held on December 4, 2018. Last year charter schools operating across the state served 2300 students. The annual report contains an assessment of the successes, challenges, and areas for improvement in meeting the purposes of the Washington Charter Public Schools Act, including the SBE's assessment of the sufficiency of funding for charter schools, and the efficacy of the formula for authorizer funding. The Board will be voting to adopt the report before issuing it to the Legislature, Governor and public at large during the *Business Item* segment of the meeting.

Dr. Parr walked through some of the findings in the report. He discussed the fifth finding, inclusion of growth model data, in detail. To summarize, statewide, charter school students posted student growth percentiles similar to or higher than the non-charter school students in all grades for both ELA and math.

Ms. Heikes discussed the SBE's analysis on the extent to which charter schools are meeting the law. The Washington Supreme Court has deemed the Charter Schools law constitutional. It is rated as a strong law. Charter schools are serving many of the students that the law intends for them to serve. They are serving a high percentage of low income students and students of color. Their success is that the charter authorizer in Spokane allows for early intervention if anything is amiss. Primary challenges are financial, and a teacher shortage for special education continues to be a problem

Discussion ensued and input was given. Ms. Heikes encouraged Board members to tour charter schools to witness them firsthand. The complete draft *Annual Charter Schools Report* can be accessed on the State Board of Education [website](#).

COMPETENCY-BASED EDUCATION DISCUSSION

Ms. Linda Drake, Director of Career and College-Readiness

SBE staff are planning to create a Competency-Based Education report that will include a summary of the current status of competency-based education in the state and provide a basis for the Board moving forward with its platform and plan. Ms. Drake presented a PowerPoint summary of the planned report. There is a lot of interest in competency-based education right now, and there are states that are willing to put some funding into it. There is a general interest in meeting students' needs, acknowledging students' strengths, and also extending opportunities to earn credits. One of the things Ms. Drake emphasized that there is a potential for confusing communication; i.e. the same terminology may be used by different people to mean different things.

Ms. Drake covered the definition of competency-based education as follows:

- Students advance upon demonstration of mastery.
- Competencies include explicit, measurable, transferable learning objectives that empower students.
- Assessment is meaningful and a positive learning experience for students.

Ms. Drake discussed the laws governing competency-based education in Washington and the WSSDA model policy. “Credit for Competency/Proficiency” project-based learning overlaps with competency-based education. A PowerPoint was shown and Ms. Drake explained a pie chart reflecting districts that are offering competency-based learning.

A robust discussion ensued and input was given. Chair Lavery tabled the conversation at this point in order to keep the timeline of the meeting’s agenda. A follow-up discussion on this topic would take place at tomorrow morning’s meeting.

ASSESSMENT AND GRADUATION

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

Ms. Drake provided an introduction into this segment of the meeting. Dr. Came introduced herself and presented an update on assessment graduation requirements. Graduation pathways and 2018 graduation data were discussed. Dr. Came shared a PowerPoint outlining the following:

- Assessment Graduation Requirement Alternatives by Class
- Class of 2018 Pathways
- Status on Meeting Assessment Graduation Requirements
- Class of 2019 Progress Toward Assessment Grad Requirements
- Class of 2020 Progress Toward Assessment Grad Requirements
- Bridge to College Numbers
- Locally Administered Assessments
- Classes of 2019 and 2020: Pathways Data
- Expedited Assessment Appeal/“Waiver” Categories
- Waiver by Student Group – Class of 2018
- Graduation Rates
 - Overall Graduation Rates by Cohort
 - Four Year Graduation Rates – Class of 2018
 - Graduation Rates by Student Group
 - Graduation Rates Over Time
 - New Report Card (washingtonstatereportcard.ospi.k12.wa.us)
 - Current Pathways to CAA/CIA Waiver
 - Future Pathways for ALL Students

Discussion ensued and input was given. The full report is posted under the materials section for this meeting on the SBE website.

Chair Lavery introduced the following agenda items by stating that the Board was honored to hear directly from the chairs of the Legislature’s two education committees about their priorities for the upcoming session. Chair Lavery stated that both chairs were in district today in meetings preparing for session; therefore, they would be joining the meeting via conference-call.

2019 LEGISLATIVE PRIORITIES OF SENATOR WELLMAN

Senator Lisa Wellman, Chair, Senate Early Learning and K-12 Education Committee

Senator Wellman phoned in to the meeting to discuss her legislative priorities. She congratulated the Board on the success of yesterday's Equity Summit, in which she participated. She summarized her Legislative priorities as follows:

- Focusing on early childhood education to try to understand and address children's' needs in the first five years of life, which are critical years.
- She wants to make sure that families are connected with and know the kind of resources that are available to them.
- As far as K-12 is concerned, Senator Wellman wants to make sure kids get what they need in order to obtain family wage jobs.
- School safety is also a priority of hers and she is working with Representative Dolan on major school safety proposals.
- Big picture, she believes our educational system needs to be rebuilt from the inside out.

2019 LEGISLATIVE PRIORITIES OF REPRESENTATIVE SANTOS

Representative Sharon Tomiko Santos, Chair, House Education Committee

Representative Sharon Tomiko Santos phoned in to the meeting to discuss her legislative priorities. She stated that House Democrats will focus on ensuring that many of the most critical needs in the public education system are addressed.

- One of the top needs is the educator workforce shortage. The vision needs to be expanded to administrators, counselors, social workers and psychologists, as there is a need for many people to be engaged in lifting up our children and our children's futures.
- We will continue to be looking at school safety issues and whole child needs, not just reacting to crises.
- We want to take a look at security and the physical environment.
- Representative Santos wants to make sure there are robust offerings so that every student can meet our state's rigorous curriculum, and that it is particularly relevant to our students.
- We continue to push college for all students, when we really need to lead the child to their engagement for their own academic motivation.
- We are continuing to scrutinize carefully the graduation environment, including the high stakes tests. Representative Santos will continue to work on more personalized education. There is more than one right road to success.
- There is consensus that there is a need to renew and return to the issue around authority for local control.

Chair Laverty invited former State Representative Chad Magendanz to join the Board at the table to share his thoughts on education funding. Mr. Magendanz was one of the early negotiators for McCleary. He felt that first and foremost, special education funding needed to be addressed. When local levies for enrichments were created, some of the formulas, e.g. the nursing ratios – 3,000 to 4,000 students per nurse – did not make sense. Mr. Magendanz talked to people at the district level and the levy swap was discussed. He is anxious to see how the enforcement is going to proceed for many of the districts that exceeded the amount of allowable local funding, as well as local levies. He would like to see that the state is enforcing how enrichment levies are spent, and that they are being spent constitutionally.

Chair Laverty thanked Mr. Magendanz for spending the day with the Board.

STUDENT PRESENTATION ON A MENTAL HEALTH ASSEMBLY REQUIREMENT

Ms. Autymn Wilde, Student Board Member

Ms. Wilde, the student Board member from Eastern Washington, joined the meeting via Zoom and thanked the staff for setting up her presentation.

Ms. Wilde presented a proposal to make a student mental health assembly a state requirement. The mental health assembly would be intended to break the stigma associated with mental health issues, bring light to the fact that students are not alone in their struggles, and provide information on the school and community resources that can have a positive effect. A touching and well-done [video](#) was shared. A hand-out that Ms. Wilde prepared on the Mental Health Campaign and how important mental health support is to student success was also shared. The hand-out covered the why, what, and how of her proposed campaign.

Ms. Wilde proposed a resolution that a mental health campaign be required in every middle and high school in Washington. Discussion ensued and input was given. It was suggested that it may be more effective to actually send a letter to all districts as a directive; i.e. issue a guidance letter. Chair Laverty thanked Ms. Wilde on behalf of the full Board for her passion and time and advised that the Board would be discussing this more in the near future.

RECESS

The meeting recessed at 5:10 p.m.

Thursday, January 10

Members Attending: Chair Kevin Laverty, Dr. Alan Burke, Mr. Chris Reykdal, Ms. Connie Fletcher, Mr. Peter Maier, Mr. Jeff Estes, Ms. Holly Koon, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Ricardo Sanchez, Mr. Ryan Brault, Ms. Patty Wood, Mr. Harium Martin-Morris, Dr. Paul Pitre, Mr. Joseph Hofman (15)

Staff Attending: Dr. Randy Spaulding, Ms. Tamara Jensen, Ms. Linda Drake, Ms. Kaaren Heikes, Mr. Parker Teed, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Alissa Muller, Ms. Terri Eixenberger (9)

Members Absent: Ms. Autymn Wilde (1)

CALL TO ORDER

Chair Laverty called the meeting to order at 8:05 a.m.

Executive Director Spaulding introduced Theresa Leo. She is working with the SBE staff part time helping to get processes in place for the new private school responsibilities. She is also providing some research for the NASBE early learning training. A warm welcome was extended to Ms. Leo.

PUBLIC DISCLOSURE TRAINING

Mr. Chip Beatty, Training Program Administrator, Public Disclosure Commission (PDC)

Chair Laverty introduced Mr. Chip Beatty from the PDC. Mr. Beatty’s presentation covered required public disclosure information for advocacy during the legislative session such as campaign finance,

lobbying and lobbying activity of a public agency, and how to report lobbying activity. Mr. Beatty explained the L-5 form that is used to report lobbying activity. The L-5 Public Agency Report is submitted on a quarterly basis. Phone calls always are not reportable. Any of Superintendent of Public Instruction Chris Reykdal's activity, or any other elected officials by voters in the state, are required to report. Members were advised to send an email to Mr. Beatty if they have questions. Please refer to the PDC [website](#), and the help button that will open an email ticket.

COMPETENCY-BASED EDUCATION DISCUSSION (continued from yesterday's meeting)

Ms. Linda Drake, Director of Career and College Readiness

Ms. Drake covered a little more than half of the presentation at yesterday's meeting. She began with the responses made by districts to the basic education compliance survey regarding competency-based credit questions.

Compared to other states, Washington already has state policies on which to build. Other states are working on, or have developed multiple, flexible pathways to graduation, proficiency-based diplomas, programs that build district level capacity for competency-based learning, alternative assessments – non-standardized, competency-based assessments and buy in from institutions of higher-education for high school competency-based credit. Ms. Drake discussed what New Hampshire, Idaho, Ohio, South Carolina, Maine, and Arizona are doing in regards to competency-based education.

Higher education has taken a lead with competency-based education. In Washington the community and technical colleges have a program that relies on a competency-based program for prior learning. Discussion ensued and input was given. Ms. Drake said the motivation for this work is to align with Career Connect Washington.

UPDATE FROM RECIPIENTS OF WAIVER FROM CREDIT-BASED GRADUATION REQUIREMENTS

Mr. Parker Teed, Policy Analyst

Dr. Dani Pfeiffer, Deputy Superintendent, Federal Way Public Schools

Ms. Julia Bamba, Principal, Gibson Ek, Issaquah School District

Mr. Crosby Carpenter, Principal, Chelan School of Innovation, Lake Chelan SD

Ms. Lisa Escobar, Principal, Big Picture School, Highline Public Schools

Mr. Tom Venable, Superintendent, Independent Learning Center, Methow Valley School District

Chair Laverty announced that representatives from each of the five districts that have at least one year of providing education under the credit-based waiver program would update the Board on their progress. Mr. Parker Teed provided a brief overview of some of the gains of the districts and some of the systemic challenges that they face. Districts reported gains in attendance rates of internship and work participation, and most importantly, they've noticed an increase in depth of student learning and interest. Districts noted improvement in assessment results. For most of their students, there is an interest in matriculation to higher education. Moving on to some systemic challenges these schools face, any NCAA sports that students want to participate in, course IDs, and transfers are a challenge. Another issue cropping up this year is an issue of re-enrollment FTE reporting. Essentially the issue comes down to reporting requirements associated with the ALE model that results in a reduction in funds.

Representatives from the five school districts that have at least one year of education under the credit-based waiver program updated the Board on their progress and challenges. In addition, districts discussed recommendations on developing a competency-based pathway to a diploma.

Discussion ensued and input was given.

UPDATE FROM WASHINGTON STATE PARENT-TEACHER ASSOCIATION

Mr. Andrew Estep, Executive Director, WSPTA

Chair Laverty introduced the new Executive Director of the WSPTA, Mr. Andrew Eastep. He has been with the WSPTA since December 1. He provided his personal background and said he is looking forward to working with the SBE.

OVERVIEW OF PROPOSED RULE-MAKING FOR REQUIRED ACTION DISTRICTS

Dr. Andrew Parr, Research Director

Dr. Randy Spaulding, Executive Director

Ms. Tenille Jeffries-Simmons, Assistant Superintendent, Office of System and School Improvement, OSPI

Ms. Katherine Mahoney, Assistant Director for Policy, Office of System and School Improvement, OSPI

Dr. Michaela Miller, Deputy Superintendent, OSPI

Dr. Spaulding announced the RAD Rule Revisions and shared a PowerPoint. OSPI and SBE are working in collaboration to design the new model for Required Action. A workgroup was established that includes SBE members and staff and OSPI leadership. A revised model was discussed at the Board's September meeting and staff have developed draft rules to implement that model. The RAD program was established in RCW to support districts and schools that are determined to be "persistently lowest achieving" and that are not making substantial improvement. The program was designed in a manner to meet requirements in state law and is generally aligned with elements of the NCLB Act, not the reauthorized ESSA. As such, some changes are needed to better align with the current accountability and support framework.

Ms. Jeffries-Simmons covered the following:

- Equity Statement
- Guiding Principles for the Revised Rules
- OSPI RAD Rules
- ESSA Identified Student Group

Ms. Mahoney spoke about how to identify schools that are RAD.

Considerable discussion ensued and input was given.

PUBLIC COMMENT

There was no public comment on the second day of this meeting.

During the lunch hour, Board members discussed the Equity Statement and proposed revisions. Proposed revisions were posted on-screen and were slated to be voted on and adopted by the Board. Discussion ensued and input was given. The consensus of the Board was that there needed to be more revisions before the Equity Statement was voted on and adopted; therefore, Chair Patty Wood would set a date for members to submit their proposed changes to her within a specific amount of time.

Ms. Kaaren Heikes shared on the joint meeting held the previous evening with the PESB Board. The consensus of the conversation was not to confuse *rigor* with *more*, or *challenging* with *overwhelming*.

GOOD OF THE ORDER

Member Sanchez discussed and disseminated a list of recommended reading from Dr. Jeff Duncan-Andrade's keynote speech at the Equity Summit. It was suggested that the Board break into four teams and read at least half of the books, setting aside time at each meeting for discussion, in order to deepen the Board's work on equity. This would be brought back for further discussion at the March meeting.

BUSINESS ITEMS

MOTION MADE BY MEMBER JENNINGS to approve proposed rules for Chapter 180-17 WAC, as shown in Exhibit A.

Motion seconded by Member Brault.

Motion carried.

MOTION MADE BY MEMBER FLETCHER to approve the *Annual Report on Charter Schools: 2017-2018*, as shown in Exhibit B.

Motion seconded by Member Brault.

Motion carried with one abstention.

MOTION MADE BY MEMBER FLETCHER to approve Green River Community College's temporary waiver request to delay implementation of WAC 180-51-068 regarding graduation requirements for the Class of 2019 and 2020, for the reasons requested in its application to the Board.

Motion seconded by Member Brault.

Motion carried.

MOTION MADE BY MEMBER FLETCHER to approve the *2018 November Meeting Minutes*, as shown in Exhibit E.

Motion seconded by Member Koon.

Motion carried.

There being no further business, Chair Laverty adjourned the meeting at 1:18 p.m.

Minutes prepared by: Ms. Terri Eixenberger

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



THE WASHINGTON STATE BOARD OF EDUCATION

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COVER: EXECUTIVE DIRECTOR UPDATE

Prepared for the March 2019 Board Meeting

Information item.

As related to:

Goal One: All students feel safe at school, and have the supports necessary to thrive.

Goal Two: All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.

Goal Three: School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

Goal Four: Students successfully transition into, through, and out of the P-12 system.

Goal Five: Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.

Goal Six: Equitable funding across the state to ensure that all students have the funding and opportunities they need, regardless of their geographical location or other needs.

Other

Materials included in packet:

- Executive Director Update PowerPoint
- Graduation Requirements Communications Documents (Additional Materials)

Synopsis and Policy Considerations:

Updates

- Highlight of partner activities
- Biennial WAC Review
- HB 2824 Implementation
 - Private Schools
 - Waivers
- Board Member Professional Learning

Business Items

- Adoption of Final Rules on Chapter 180-17 WAC
- Adoption of Mental Health Resolution
- Adoption of Equity Statement
- Revisions to Board Meeting Calendar



Executive Director Update

Washington State Board of Education
March 13, 2019

Conversation Today



Updates

- Highlight of partner activities
- Biennial WAC Review
- HB 2824 Implementation
 - Private Schools
 - Waivers
- Board Member Professional Learning Engagement

Business Items

- Adoption of Final Rules on Chapter 180-17 WAC
- Adoption of Mental Health Resolution
- Adoption of Equity Statement
- Revision to Board Meeting Calendar



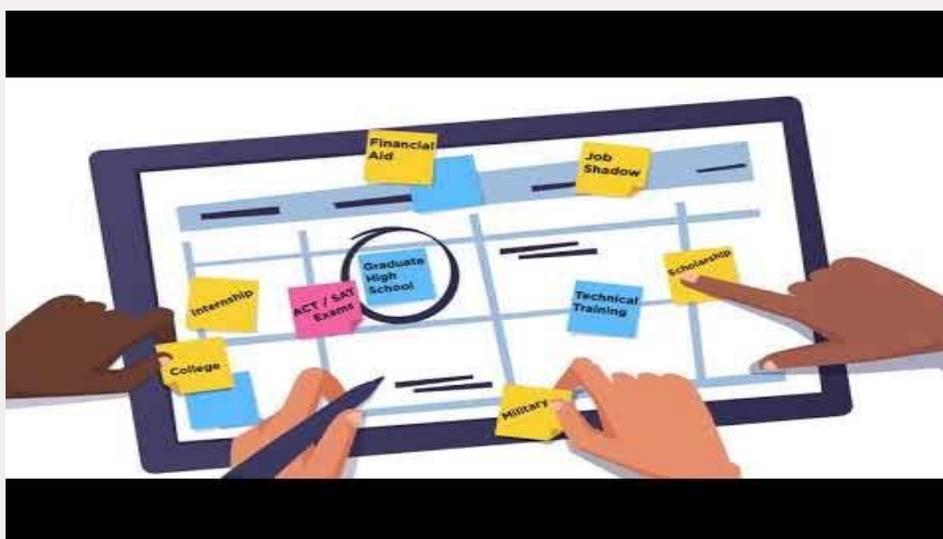
Partner Highlights

- Financial Education Public-Private Partnership event.
- ReadyWA Launched a **new High School and Beyond Plan webpage and several animated videos!**
www.readywa.org/beyond.
- Governor's STEM Education Innovation Alliance Released their annual report card and convened educators and students from around the state to showcase some amazing student work at the legislature on February 27th.
- Career Connect Washington provided updates to the STEM Education Innovation Alliance and convened their Government and Education Workgroup meeting.



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Ready Washington HSBP Student Animation



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Career Connect Washington: February Gov / Ed Meeting

February 27, 2019

CAREER CONNECT WASHINGTON

Recent updates: Budget request of \$110M includes grants for regional networks and program creation



BUILDING STRONG CAREER CONNECTED PROGRAMS – \$33 MILLION

High-quality, career-connected learning programs that support the needs of business and industry across Washington give young adults multiple pathways to a great career. The Career Connect Washington proposal sets up a competitive grant program to create new career-connected learning programs to expose students to and prepare them for high-demand jobs.



SCALING STUDENT ENROLLMENTS AND SUPPORTS – \$30 MILLION

To expand career-connected learning programs, the proposal includes funding for K-12 and higher education partners to support student enrollment in dual credit and career and technical education courses, registered apprenticeships, and state work study and career launch programs.



BETTER EQUIPPING CAREER AND TECHNICAL EDUCATION – \$18 MILLION

Students need access to the latest tools and equipment to prepare for the careers of today and the future. The governor's capital budget includes a competitive grant program for high schools, skill centers and community colleges to purchase and install equipment for career-connected learning programs.



SUPPORTING WORKFORCE INITIATIVES – \$16 MILLION

The proposal includes funding for customized worker training for current and future employees and creates new apprenticeship opportunities in health care, information technology, aerospace and construction trades.



STRENGTHENING SYSTEM INFRASTRUCTURE – \$13 MILLION

A coordinated approach across state agencies and education systems is key to successfully offering career-connected learning opportunities, as are student recruitment campaigns and robust data systems. The proposal funds credit equivalencies and portability for career-connected programs. It also funds marketing and communications to students, families and educators, and data systems to measure and report on student outcomes.

CCW Implementation Work Group Sub-Committees

Seconded staff roles & responsibilities to be discussed with agency leaders

Sub-Committee	Description and Context	Proposed Lead
1 Career Launch endorsement process design	<ul style="list-style-type: none"> Work group must develop clear guidance for endorsing career launch programs by August 1, 2019 Interim sub-committee including SBCTC, Council of Presidents, OSPI, WSAC, WRT, etc. preparing proposal to present to broader work group 	<ul style="list-style-type: none"> SBCTC
2 Grant design and execution <ul style="list-style-type: none"> Program intermediary Regional networks 	<ul style="list-style-type: none"> Work group must establish grant criteria and guide the process for selecting program intermediaries and regional networks ESD and CCW PMO team working on proposal for interim program intermediary funding to present to work group; will be used as outline for broader grant process in late 2019 	<ul style="list-style-type: none"> ESD/CCW PMO
3 Marketing	<ul style="list-style-type: none"> Work group must implement a marketing and communications agenda CCW PMO/ESD have retained communications firm Strategies 360 to lead effort Gathering input from other groups with existing marketing platforms (e.g. L&I, ESD, WTB) Will make frequent updates to broader work group 	<ul style="list-style-type: none"> Strategies 360 ESD/CCW PMO
4 Technology	<ul style="list-style-type: none"> Work group must develop web sites and/or other resources to inform students, employers, and the public about career connected learning opportunities Eric LeVine acting as strategic advisor to CCW on student facing technology solution Will report progress to working team 	<ul style="list-style-type: none"> Eric LeVine WTB, WSAC, ESD
5 Data and Learning	<ul style="list-style-type: none"> Work group must develop data systems and protocols for career connected learning planning and evaluation purposes WA STEM working with ERDC to establish data recommendations Will present updates to broader work groups 	<ul style="list-style-type: none"> WA STEM / ERDC
6 Equity Supports	<ul style="list-style-type: none"> Work group must create a statewide inventory that identifies existing support programs to promote equitable participation in career connected learning WSAC coordinating efforts Will seek partners and input from working team 	<ul style="list-style-type: none"> WSAC

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Biennial WAC Review

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Biennial WAC Review



- SBE reviews its rules (WAC chapter 180) biennially each odd numbered year.
- Phase 1: Staff will identify chapters or sections of rule for Board consideration and formally begin the rulemaking process at the May meeting.
- Phase 2: Based on Board priorities, staff will work with stakeholders to develop draft rules for consideration at the next several meetings. In some cases, rules will need to be open for review during legislative session.
- Phase 3: Final rules will discussed by the Board beginning in the fall.

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2824 Implementation

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Waivers Transition and Basic Education Oversight

- SBE retains rule-making authority on waivers.
- SBE provides information to the field on instructional hour and day requirements and other provisions of the program of basic education.
- OSPI has developed a process for approving of waivers that is as follows:
 - Applications received by the fifth of the month will have a decision by the 10th of the following month.
 - OSPI internal process is to have legal services receive and review the application, then send it to their Chief Legal Counsel. If there is a need for a second opinion before approval or denial, it will also be sent to the Chief of Staff.

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Temporary Waivers for SBCTC System

- During the upcoming Board meetings, SBE will receive applications for the temporary delay of the implementation of the 24-credit graduation requirements in WAC 180-51-068.
- SBCTC is using information from SBE to distribute the application template and related information to the community college system.
- Typically, community and technical college system students are earning diplomas after the end date for their cohort in high school.

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Private Schools Update



- Staff have been working with OSPI to revise the application process and ensure other functions and reports required by OSPI continue with minimal interruption.
- The 2019-20 school year application has been launched. Responses are due by April 8th and recommendations will be presented to the Board in May.
- Statute grants authority to SBE to process and approve applications, address deviations from requirements, and conduct some other activities such as receiving complaints.
- The new application process will result in greater information about school ownership, upload of electronic copies of necessary documents, signed authorization of the application submission by the Head of School, and other improvements.

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Board member professional learning and engagement

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Professional Development 2019



- **NASBE**
 - **APR 07 - APR 09 [Legislative Conference 2019](#)** Washington, D.C.
Registered attendees are: **Kaaren Heikes, MJ Bolt, Patty Wood and Harium Martin-Morris**
 - **JUN 14 - JUN 15 [2019 New Member Institute](#)** Alexandria, VA
 - **OCT 17 - OCT 19 [Annual Conference 2019](#)** Omaha, Nebraska
- **Educational Commission of the States**
 - **JULY 10-12** National forum on Educational Policy <https://www.ecs.org/>
Denver, CO
- **INACOL Symposium**
 - **OCT 28 - 31 [iNACOL Symposium 2019](#)**, Palm Springs, CA
- **WSSDA**
 - **MAY 22 [Equity Conference](#)** Double Tree, SeaTac (joint meeting with WASA/WSSDA/AWSP)
 - **SEPT 27 & 28 [Legislative Assembly](#)** Davenport Grand, Spokane
 - **NOV 21-24 [Annual Conference](#)** Hyatt Regency, Bellevue

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Professional Development 2019



- **CCSSO**
 - **JUNE 24 -26 [National Conference on Student Assessment NCSA](#)**, World Center Marriott, Orlando
 - **APRIL 9 [Legislative Conference](#)** WA, D.C.
- **WASA**
 - **JUNE 30 – July 2 [WASA/AWSP Summer Conference](#)** Spokane Convention Center
 - **MAY 22 [Equity Conference](#)** Double Tree, SeaTac (joint meeting with WASA/WSSDA/AWSP)
- **National Charter Schools Conference**
 - **JUNE 30 - July 3, 2019 [Reimagining Education](#)** Las Vegas, Nevada
- **MTSS, Multi-Tiered System of Supports**
 - **MAY 6-7 [Progress, Not Perfection](#)** Spokane Convention Center

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WSSDA Spring Regional Meetings 2019 , All meetings are in the evening from
6:00 to 8:30 p.m. except for DA 1 & DA 4 (Saturday – 10 a.m. to 1 p.m.)



- **April 18, 2019**, DIRECTOR AREA 3, University Place, Curtis Senior High School, Cafeteria, 8425 40th Street W, University Place, WA 98466
- **April 30, 2019**, DIRECTOR AREA 5, Aberdeen, Aberdeen High School Commons, 410 North G Street, Aberdeen, WA 98520
- **May 1, 2019**, DIRECTOR AREA 10, Palouse, Palouse School Cafeteria, 600 E Alder Street, Palouse, WA 99161
- **May 2, 2019**, DIRECTOR AREA 9, West Valley High School Community Room, 8301 E Buckeye Avenue, Spokane, WA 99212
- **May 8, 2019**, DIRECTOR AREA 6, Vancouver ESD 112 Conference Center, 2500 NE 65th Avenue, Vancouver, WA 98661
- **May 9, 2019**, DIRECTOR AREA 11, College Place, Davis Elementary School Professional Development Room, 31 SE Ash Street, College Place, WA 99324

*Note: SBE will pay the registration for all members attending, but only the **primary member** receives travel reimbursement. Please notify Executive Assistant what meetings you would like to attend.*

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WSSDA Spring Regional Meetings 2019 , All meetings are in the evening from
6:00 to 8:30 p.m. except for DA 1 & DA 4 (Saturday – 10 a.m. to 1 p.m.)



- **May 11, 2019**, DIRECTOR AREA 1, **Saturday – 10 a.m. to 1 p.m.**, Ferndale, Cascadia Elementary School Cafeteria, 6175 Church Road, Ferndale, WA 98248
- **May 11, 2019**, DIRECTOR AREA 4, **Saturday – 10 a.m. to 1 p.m.**, Port Townsend, Salish Coast Elementary School Commons, 1637 Grant Street, Port Townsend WA 98368
- **May 15, 2019**, DIRECTOR AREA 7, Eastmont, Eastmont Junior High School Commons, 905 8th Street NE, East Wenatchee, WA 98802
- **May 29, 2019**, DIRECTOR AREA 2, Tahoma, Central Services Center Board Room, 25720 Maple Valley Black Diamond Road SE, Maple Valley, WA 98038
- **May 30, 2019**, DIRECTOR AREA 8, Sunnyside, Washington Elementary School Cafeteria, 1101 S 9th Street, Sunnyside, WA 98944

*Note: SBE will pay the registration for all members attending, but only the **primary member** receives travel reimbursement. Please notify Executive Assistant what meetings you would like to attend.*

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Business Items

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Preview of Business Items

- Adoption of Final Rules on Chapter 180-17 WAC
- Adoption of Mental Health Resolution
- Adoption of Equity Statement
- Revision of Board Meeting Calendar



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Consideration of Final Rules for RAD (Chapter 180-17 WAC)



- The Board meeting will recess at 4:00 pm today for a joint public hearing with OSPI on the RAD rules.
- The Board may consider final rules tomorrow – March 14.
- The key changes in the proposed rules for Chapter 180-17 would:
 - Update the language to be consistent with the current state and federal accountability framework.
 - Remove most specific review dates from current rule that do not line up with the Board meeting schedule and create an overly rigid structure. The specified dates that would remain are those determined in statute. The statute also includes specific review timelines that are included in the draft rule.
 - Remove outdated SIG references.
 - Add a definitions section (referencing other WAC sections where appropriate).

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Contact Information

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Twitter: [@wa_SBE](https://twitter.com/wa_SBE)

Email: sbe@k12.wa.us

Phone: 360-725-6025

Web updates: bit.ly/SBEupdates



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THE WASHINGTON STATE BOARD OF EDUCATION

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COMMITTEE AND OTHER UPDATES

Prepared for the March 2019 Board Meeting

Information and possible action item.

As related to:

- Goal One:** All students feel safe at school, and have the supports necessary to thrive.
- Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.
- Goal Three:** School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

- Goal Four:** Students successfully transition into, through, and out of the P-12 system.
- Goal Five:** Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.
- Goal Six:** Equitable funding across the state to ensure that all students have the funding and opportunities they need, regardless of their geographical location or other needs.
- Other**

Materials:

1. Current Committee Assignments
2. Revised SBE Equity Statement (as recommended by the SBE Equity Committee)
3. Equity Reading and Viewing List

Synopsis and Policy considerations:

SBE will discuss current committee assignments and consider addition of one or more new committees including an ad-hoc committee to review Bylaws and norms in advance of the Board retreat in September.

Following that, SBE Board and staff will discuss the equity resources reading and viewing list, book study for May, potential additional professional development focused on equity, and potential revisions to SBE's Equity Statement.



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BOARD COMMITTEES (MARCH 2019)

Committee	Purpose	Membership
<p><u>Permanent Committee per Bylaws:</u> Executive Committee</p>	<p>BYLAWS ARTICLE V - Section 1. Executive committee. (1)(a) The executive committee shall consist of the chair, the vice chair, two members at-large, and the immediate past chair, if available, or third member at-large as elected.</p> <p>(b) The executive committee shall be responsible for the management of affairs that are delegated to it as a result of Board direction, consensus or motion, including transacting necessary business in the intervals between board meetings, inclusive of preparing agendas for board meetings.</p> <p>(c) The executive committee shall be responsible for oversight of the budget.</p>	<p>Membership Kevin Peter Patty Jeff MJ</p> <p>Lead staff: Randy</p>
<p><u>Current Standing Committee:*</u> Legislative (established Sept 2017)</p>	<ul style="list-style-type: none"> Review all potential legislative priorities (post-September retreat), then recommend legislative priorities to the full board for November consideration/adoption. Assist in creation of a year-round legislative advocacy plan. Galvanize fellow board members as needed to maximize collective and individual relationships and expertise. Advise Executive Director and Director of Policy and Partnerships during legislative sessions, as necessary, to support nimble and strategic advocacy. 	<p>Patty Holly MJ Ricardo Judy Alan</p> <p>Lead staff: Kaaren</p>
<p><u>Current Standing Committee:*</u> Equity (established Nov 2017)</p>	<ul style="list-style-type: none"> Refine working definitions of “Educational Equity” and “SBE Equity Lens” to recommend to full Board for adoption at January 2018 SBE meeting Put together recommendations for March 2018 that incorporate “theory of action” equity pieces Set annual goals for equity work Clarify specific roles and responsibilities about accountability in the context of education system health 	<p>Ricardo Harium Patty Ryan Paul</p> <p>Lead staff: Kaaren</p>

Committee	Purpose	Membership
<u>Ad Hoc Task Force:</u> RAD 3.0 (established May 2018)	SBE and OSPI agreed to use this Task Force as a vehicle to collaboratively develop rule or legislation regarding the state K-12 accountability system.	Peter Holly Alan Lead staff: Randy
<u>Ad Hoc Committee for NASBE Initiative</u> Social Emotional Learning	Purpose Coordination of the NASBE-funded Social Emotional Learning initiative.	Membership Harium Ryan Mona Johnson (OSPI) Alternate: MJ Lead staff: Kaaren
<u>Ad Hoc Committee for NASBE-funded Initiative</u> Early Childhood Education Workforce	Purpose Coordination of the NASBE-funded Early Childhood Education Workforce initiative.	Membership Ryan Patty Angela Abrams (DCYF) Lead staff: Kaaren
<u>Ad Hoc Committee for School Awards and Recognition</u>	Purpose Coordinate with OSPI and EOGOAC to develop new model for school awards and recognition that aligns with ESSA and WaSIF.	Membership: Harium Peter Joe Lead staff: Randy

*ARTICLE VII / Committees - Section 1. Designation.

- (1) Responsibilities of the board may be referred to committee for deeper discussion, reflection and making recommendations to the whole board.
- (2) The board chair shall appoint at least two board members to each committee to conduct the business of the board.
- (3) The board chair or executive director shall inform the board of the formation of any committee and of the appointment of members to that committee.
- (4) Board members of committees of the board shall determine which board member shall chair the committee.

SBE EQUITY READING AND WATCHING LIST: March 2019

Recommended Reading from Dr. Jeff Duncan-Andrade

I Won't Learn from You, The Discipline of Hope

Herb Kohn

Daring Greatly; Dare to Lead

Brené Brown

Whistling Vivaldi

Claude Steele

Coloring in the White Spaces

Anne Milne

The New Jim Crow

Michelle Alexander

The Boy who was Raised as a Dog

Bruce Perry

Why Zebras don't get Ulcers (Very long, recommend watching the film [Stress the Silent Killer](#))

Robert Sapolsky

Bowling Alone

Robert Putnam

Videos / Films

[Equality v. Equity; Which one will we feed?](#)

Jeff Duncan Andrade

[The Power of Vulnerability TED Talk](#)

Brené Brown

[Stress the Silent Killer](#)

Robert Sapolsky

[13th](#) (Netflix Original Documentary)

Ava DuVernay

[Unnatural Causes](#) (PBS Film series)

Robert Putnam



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REVISED SBE EQUITY STATEMENT DRAFT (proposed by Equity Committee, 2/26/19)

The Washington State Board of Education uses equity as a guiding principle in carrying out its statutory charges, strategic planning, and policymaking.

The Board believes that the state's school system exists to provide all students the knowledge and ability to be successful learners and to become productive, caring, civically engaged adults.

The Board is committed to successful academic attainment for all students. It will require narrowing academic assessment outcomes between the highest and lowest performing students and eliminating predictability and disproportionality in student assessment outcomes by race, ethnicity, and socioeconomic conditions. To accomplish this, the Board will work collaboratively and transparently with educational and community partners to:

- Ensure that equity in education is understood as a process to identify and eliminate institutional policies, practices, and barriers that reinforce and contribute to disparate and predictable academic outcomes;
- Honor and actively engage Washington's underserved communities as partners in developing and advocating for equity-driven policies, practices, and resources for marginalized students;
- Use equity as a lens to continuously assess and improve the collective process of policymaking to ensure our school system's commitment and ability to meet the needs of all students today and into the future.



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COVER: UPDATE ON THE SCHOOL RECOGNITION WORKGROUP

Prepared for the March 2019 Board Meeting

Information item.

As related to:

- Goal One:** All students feel safe at school, and have the supports necessary to thrive.
- Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.
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- Goal Five:** Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.
- Goal Six:** Equitable funding across the state to ensure that all students have the funding and opportunities they need, regardless of their geographical location or other needs.
- Other**

Materials included in packet:

- Staff Memo

Synopsis and Policy Considerations:

The school recognition workgroup continues to meet regularly for the purpose of evaluating models or approaches to recognizing schools. The SBE, OSPI, and EOGOAC explored at least five methodologies or models of school recognition and are narrowing in on a recommendation. The memo summarizes the efforts of the workgroup, summarizes the approaches or models considered by the workgroup, and provides a general work plan.



THE WASHINGTON STATE BOARD OF EDUCATION

An education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning

UPDATE ON THE SCHOOL RECOGNITION WORKGROUP

Prepared for the March 2019 Board meeting

Overview

Section 3 of RCW 28A.657.110 tasks the State Board of Education (SBE) with annually recognizing schools for exemplary performance, in cooperation with the Office of the Superintendent of Public Instruction (OSPI). The SBE is further directed to have ongoing collaboration with the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) regarding the measures used to track progress in closing achievement gaps and to recognize schools and districts for that progress. To this end, the SBE, OSPI, and EOGOAC convened the school recognition workgroup in the fall 2018 to redesign the school recognition system to better reflect the widespread changes to the statewide accountability system resulting from a number of recent actions, including the approval of Washington's Every Student Succeeds Act (ESSA) State Accountability Plan. The school recognition workgroup engaged and has been collaborating on this work with Dr. Pedro Noguera, Distinguished Professor at the Graduate School of Education and Information Studies at UCLA.

The school recognition workgroup's kickoff meeting occurred in October 2018. The workgroup has met on a number of occasions through the spring 2019 and workgroup members have provided updates to the EOGOAC and SBE at each organizations' regular public meetings. The updates have included many aspects of workgroup discussions and the design of a school recognition system embracing a wide range of values articulated by workgroup members at meetings. From the discussions between workgroup members and feedback received from collaborating partners, the overarching concepts believed to be most important in developing a school recognition system are listed below and presented in Appendix A.

- The identification of schools for recognition should be based on the comparison of some form of "like" schools.
- It is very important that the recognition methodology result in the identification of schools which are closing performance gaps.
- It is important that the highest achieving schools should be recognized.
- Schools should be able to achieve recognition status in a variety ways, including on the basis of measures not necessarily defined by or based upon statewide assessment results.
- In addition to measures in the Washington School Improvement Framework (WSIF), school recognition should be based on other "qualitative" information or measures.
- The recognition system should be simple, understandable, and easy to communicate.

School Recognition Modeling

The SBE, OSPI, and EOGOAC exploration of school identification options entailed the development of the initial identification criteria for schools (see "quantitative criteria" in appendix 1b), conducting a trial run of the methodology under consideration using the winter 2018 WSIF version, and then an analysis of the

characteristics of the schools identified if that methodology were to be adopted. Some of the school identification methodologies explored by the SBE or OSPI include the following and several of those approaches are summarized in Table 1:

- Identify schools based on the WSIF rating.
- Use of a growth or progress focused model to identify schools which are reducing gaps for “like” schools based on group size and geopolitical code (e.g. urban, rural, etc.).
- Schools performing at the ESSA goal of 90 percent for all sub-groups in terms of proficiency or graduation rate.
- Use of a growth or progress focused model to identify schools reducing gaps, schools performing above 90 percent in terms of proficiency or graduation rate, those schools performing at the highest levels on the English Learner (EL) progress, or the school quality or student success (SQSS) outcome measures on the WSIF for like schools based on school level and geographic setting.
- Same as approach #4, except that “like” schools are based on school level only.
- Use of an inclusive model that recognizes achievement across multiple categories. This approach would recognize schools that are succeeding in a variety of ways including achievement and progress on the WSIF measures, as well as closing gaps via improvement for lower performing student groups.

The analyses carried out thus far have been conducted on WSIF data from last year that was comprised of 2015, 2016, and 2017 educational outcomes. We are expecting the 2018 educational outcome data to become ready for use shortly before the end of March, at which time trial runs can be conducted on live data. The public release of simulated results would not be appropriate at this point in the analysis.

Each approach or model relies on a lot of “moving parts” that are capable of being adjusted or refined to better align with the workgroup’s values or vision of the recognition. For example, if an important value is to see identified schools representative of the statewide student demography, certain measures or approaches might be avoided or de-emphasized because the measures might be highly correlated with a particular demographic characteristic (e.g. socioeconomic status). Because each model relies on a different definition of “like” schools and a different combination of measures, the schools identified differ by model approach. Also, the demographic characteristics of the schools can differ considerably by the approach consideration.

Nearly a dozen trial runs completed to date have shed light on the pros and cons of different methods and each analysis leads to the next with modifications. The OSPI and SBE staff independently advanced various iterations of methodologies. As noted in table 1 these methodologies address like schools differently and include or emphasize indicators differently. Following these trials and discussions with workgroup members, the respective researchers are now working toward the development of a unified model constructed from elements applied to the different iterations or trial runs.

Each of the models described above meet the minimum standard of identifying an initial group of schools to be considered for recognition, but none of the models fully honor all of the values expressed by the school recognition workgroup. In particular, the models represent only the first step in a revised recognition process that uses state level quantitative data to initially identify schools but also draws on local quantitative and qualitative analysis to make final selections for recognition.

This work is of the highest priority, as the workgroup is well aware of the SBE, OSPI, and EOGOAC’s responsibility to annually recognize schools per RCW 28A.657.110 (3). The workgroup developed a timeline that provides for school recognition in the coming months for the 2018 school year and provides for the continued refinement of school recognition through next year.

Table 1: Summary of some of the school recognition models explored by the school recognition workgroup, emphasizing two elements integral to approach #2 described above in general terms.

	1 – WSIF	2A – Closing Opportunity Gaps Through Growth or Progress	2B– High Performance on Statewide Assessments and Graduation Rate	3 – Inclusive
Basis for “Like” Schools		School Level by Geopolitical Code	School Level by Geopolitical Code	WSIF Support Tier
All Students	✓	✓	✓	✓
Student Groups		✓	✓	✓
WSIF Rating	✓			
Proficiency Rates			✓	✓
Student Growth Percentiles		✓		✓
Four Year Graduation Rates		✓	✓	✓
Extended Graduation Rates				✓
English Learner Progress				✓
SQSS				
Regular Attendance				✓
9 th Grade On-Track				✓
Dual Credit Part.				✓

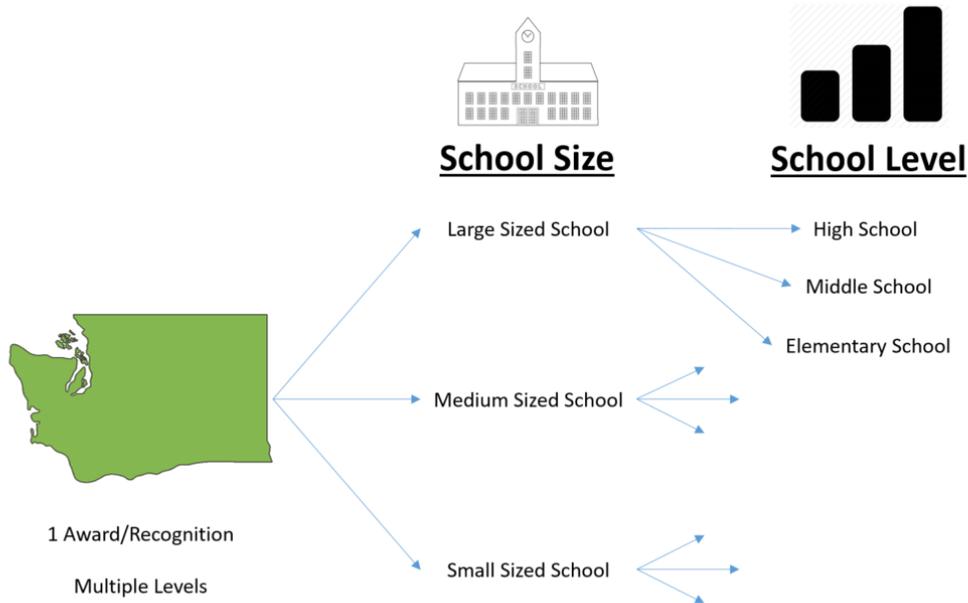
*Note: approach 2A-B is broadly characterized as growth or progress focused because the majority of schools that would be identified through this approach are closing opportunity gaps through the posting of high academic growth as measured by student growth percentiles.

Next Steps for the Workgroup

- The workgroup will develop a timeline and work plan to integrate qualitative information and a qualitative review into the recognition system methodology.
- The workgroup expects to provide updates to the collaborating agencies or organizations in March, April, and May in anticipation of moving forward with school recognition.
- The SBE, OSPI, and EOGOAC will continue to develop a model for the recognition of schools relying on the educational data and results from the winter 2018 version of the WSIF.
- When the winter 2019 WSIF data are finalized after the school district review, the models will be upgraded to include the most recent results.

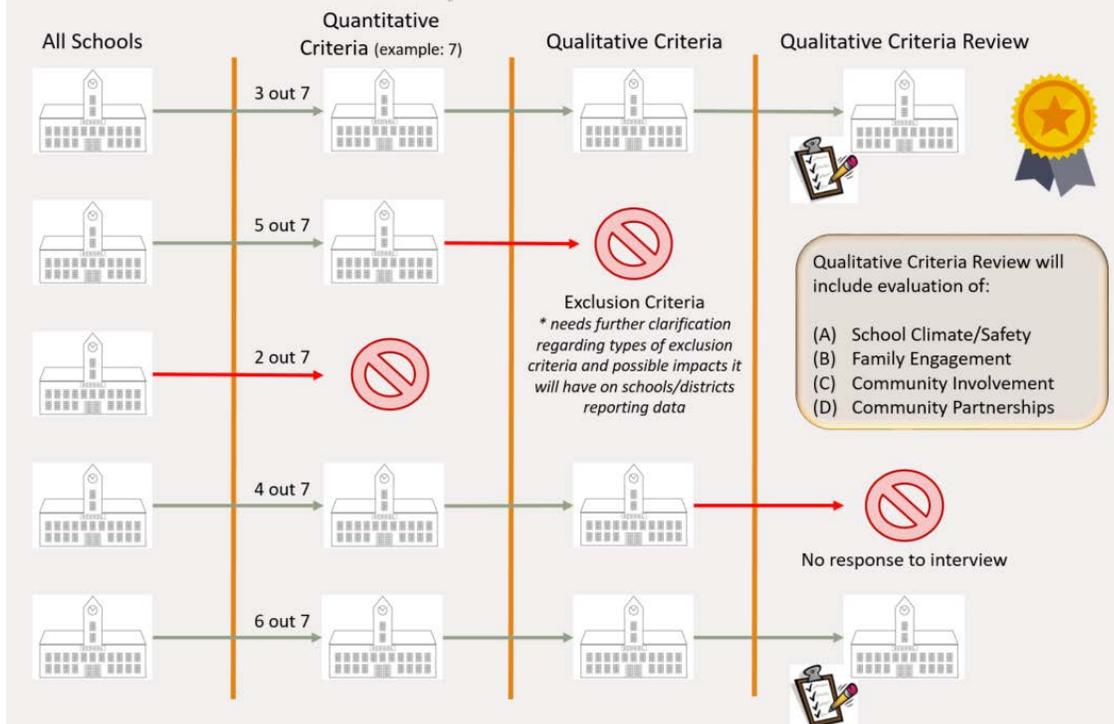
Appendix 1a: Conceptual Model proposed by EGOAC

DRAFT – EGOAC WA Achievement Award & Recognition Proposal
Recognition Layout



Appendix 1b: Recognition Recipient Selection

DRAFT – EGOAC WA Achievement Award & Recognition Proposal
Recipient Selection





THE WASHINGTON STATE BOARD OF EDUCATION

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STEM REPORT CARD

Prepared for the March 2019 Board Meeting

Information item.

As related to:

- | | |
|--|--|
| <input type="checkbox"/> Goal One: All students feel safe at school, and have the supports necessary to thrive. | <input checked="" type="checkbox"/> Goal Four: Students successfully transition into, through, and out of the P-12 system. |
| <input type="checkbox"/> Goal Two: All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations. | <input checked="" type="checkbox"/> Goal Five: Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning. |
| <input type="checkbox"/> Goal Three: School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom. | <input type="checkbox"/> Goal Six: Equitable funding across the state to ensure that all students have the funding and opportunities they need, regardless of their geographical location or other needs. |
| | <input type="checkbox"/> Other |

Materials included in packet:

- 2019 STEM Education Report Card (Additional Materials)
 - Report Card and STEM Dashboard are available online at: <https://stem.wa.gov/>

Synopsis and Policy Considerations:

The Governor's STEM Education Innovation Alliance is charged with developing interactive dashboards and submitting an annual STEM Education Report Card to the Legislature in order to report on STEM economic and workforce trends, measuring progress in improving STEM education in Washington, and communicating strategic priorities. Daryl Monear, Associate Director of Research at the Washington Student Achievement Council, provides staff support to the Alliance and will discuss the findings from this year's report card and the recommendation of the Alliance. The State Board of Education participates as a member of the Alliance.



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STRATEGIC PLAN UPDATE

Prepared for the March 2019 Board Meeting

Information item.

As related to:

Goal One: All students feel safe at school, and have the supports necessary to thrive.

Goal Two: All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.

Goal Three: School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

Goal Four: Students successfully transition into, through, and out of the P-12 system.

Goal Five: Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.

Goal Six: Equitable funding across the state to ensure that all students have the funding and opportunities they need, regardless of their geographical location or other needs.

Other

Materials included in packet:

- Strategic Plan Update PowerPoint

Synopsis and Policy Considerations:

Staff will address the current status of priorities identified in the strategic plan and a draft implementation timeline for various initiatives identified in the plan.



Strategic Plan Update

Washington State Board of Education
March 13, 2019



STUDENT WELL-BEING



LEARNING ENVIRONMENTS



SYSTEM DESIGN



STUDENT TRANSITIONS & DIPLOMA



FUNDING & ACCOUNTABILITY

Strategic Plan Implementation



Opportunity & Imperative

Ensuring all students have the opportunity to gain the knowledge and skills they need

The Washington State Board of Education (SBE) provides oversight of the Washington K-12 education system to ensure that all students have the opportunity to gain the knowledge and skills they need to become lifelong learners, take advantage of their choice of post-secondary training and education, support themselves and their families, live satisfying, healthy and productive lives, and exercise their civic responsibilities.

Washington State is experiencing tremendous change in career opportunities, access to information, transportation, and mobility. Despite the demographics of our residents and our students are changing rapidly. While the pace of these changes appears to be accelerating, our schools have struggled to keep pace and meet the needs of our students and their families, communities, and employers in this vibrant and growing economy.

<https://sbe.wa.gov/strategic-plan>



STUDENT WELL-BEING



Board Initiative	2019	2020	2021	2022	2023
Statewide Survey of School Climate	Budget Request	Develop Framework	Request Funding to Implement		
Student Mental Health Awareness	Board Resolution	TBD			



LEARNING ENVIRONMENTS



Board Initiative	2019	2020	2021	2022	2023
Communication Efforts re: Multiple Pathways	Materials Dev. Promote through Partners	Implement changes based on legislation and revise			
Collaboration to Support Implementation of Washington State Science Learning Standards	STEM Alliance / Partner Engagement				



SYSTEM DESIGN



Board Initiative	2019	2020	2021	2022	2023
Accountability and Recognition System supporting improvements that will reduce the opportunity and achievement gap	Workgroup	Workgroup Identify Schools			
Evaluate role of Basic Education Compliance in supporting equitable opportunities		Refine Compliance Survey Questions			
Integrate private school approval process	Transition Year	Review Procedures and Recommend Improvements			



STUDENT TRANSITIONS & DIPLOMA



Board Initiative	2019	2020	2021	2022	2023
Information on Diploma Flexibility	Materials Developed	Revise as Needed			
Frameworks for Competency Based Diploma	Background Research. Workgroup. Interim Report.	Final Report. Recommend WAC or RCW changes.			Report on Competency Based Education Models
Improvements in High School and Beyond Plan	Revised Rules adopted. Communication to stakeholders.	Sample framework for credit bearing course		Report on HSBP	
Math Pathways	Engage w/ Partners to identify math pathways				
Student Transitions			Transitions Report		



FUNDING & ACCOUNTABILITY



Board Initiative	2019	2020	2021	2022	2023
Analyze schools that are demonstrating success in our system	Phase 1 of new recognition model	Pilot alternative indicators	Phase 2 new recognition model		
Develop and implement new model for Required Action Districts	Adopt rule Implement Identify Districts	Report	Identify Districts	Report	Report
Reconstitute Achievement and Accountability Workgroup	Workgroup	Workgroup Identify Schools			

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Other Board Activities



Board Initiative	2019	2020	2021	2022	2023
WAC Review	+		+		+
System Health Report	-	+	-	+	-
Charter School Report	+	+	*		
PESB Joint Report		+		+	
Assessment Report (w/ OSPI)	+	+	+	+	+
Basic Education Compliance	+	+	+	+	+
Private School Approvals	+	+	+	+	+
Waiver Approvals	+	+	+	+	+
Charter School Authorizer Approval	+	+	+	+	+

+ Report Due or other required action

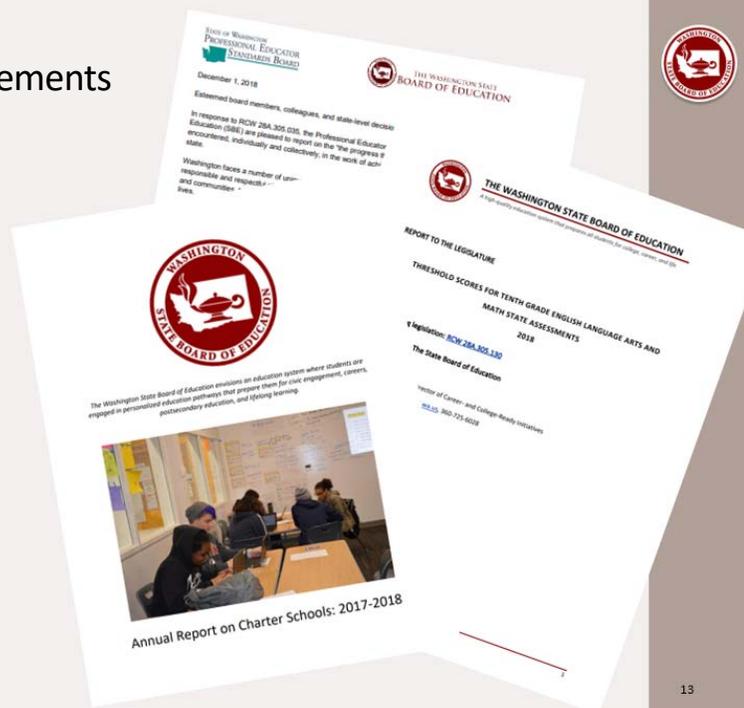
- Data Update

* Major Report and recommendation

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Agency Reporting Requirements

- Indicators of Educational System Health (even number years)
- Joint PESB report (even number years)
- Charter School Report (annual)
- Assessment report (with OSPI; annual)



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Contact Information

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Web updates: bit.ly/SBEupdates

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THE WASHINGTON STATE BOARD OF EDUCATION

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COVER: JOINT STUDENT PRESENTATION ON MENTAL HEALTH

Prepared for the March 2019 Board Meeting

Information and action item.

As related to:

- Goal One:** All students feel safe at school, and have the supports necessary to thrive.
- Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.
- Goal Three:** School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

- Goal Four:** Students successfully transition into, through, and out of the P-12 system.
- Goal Five:** Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.
- Goal Six:** Equitable funding across the state to ensure that all students have the funding and opportunities they need, regardless of their geographical location or other needs.
- Other**

Materials included in packet:

- Mental Health Resolution (additional materials).

Synopsis and Policy Considerations:

Board members Autymn Wilde and Joseph Hofman have jointly developed a student presentation on mental health. They are proposing a mental health resolution for the Board to consider for adoption during the meeting.



THE WASHINGTON STATE BOARD OF EDUCATION

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COVER: REQUIRED ACTION DISTRICT RULE-MAKING

Prepared for the March 2019 Board Meeting

Information and action item.

As related to:

- | | |
|--|--|
| <input type="checkbox"/> Goal One: All students feel safe at school, and have the supports necessary to thrive. | <input checked="" type="checkbox"/> Goal Four: Students successfully transition into, through, and out of the P-12 system. |
| <input type="checkbox"/> Goal Two: All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations. | <input type="checkbox"/> Goal Five: Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning. |
| <input type="checkbox"/> Goal Three: School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom. | <input type="checkbox"/> Goal Six: Equitable funding across the state to ensure that all students have the funding and opportunities they need, regardless of their geographical location or other needs. |
| | <input type="checkbox"/> Other |

Materials included in packet:

- SBE rules for Chapter 180-17 WAC that will be considered as the exhibit (same substance as document listed below)
- SBE filing of the above rules – [WSR 19-04-073](#) (same content as above but also includes the fiscal impact statement)
- OSPI filing of rules for Chapter 392-503 – [WSR 19-04-096](#)

Synopsis and Policy Considerations:

This section includes information related to the public hearings that will occur in the afternoon of March 13 and the final rules on Chapter 180-17 WAC that SBE will consider on March 14. The key changes in the proposed rules for Chapter 180-17 are outlined as follows:

- Updated the language to be consistent with the current state and federal accountability framework.
- Removed most specific review dates from current rule that do not line up with the Board meeting schedule and create an overly rigid structure. The specified dates that remain are those determined in statute. The statute also includes specific review timelines that are included in the draft rule.
- Removed outdated SIG references.
- Added definitions section (referencing other WAC sections where appropriate).

Chapter 180-17 WAC

ACCOUNTABILITY

Last Update: 10/12/15

WAC

180-17-005 Definitions

180-17-010 Designation of required action districts.

180-17-020 Process for submittal and approval of required
action plan.

180-17-030 Process for submittal and approval of a required
action plan when mediation or superior court review
is involved.

180-17-040 Failure to submit or receive approval of a required
action plan.

180-17-050 Release of a school district from designation as a
required action district.

180-17-060 Designation of required action district to Level II
status.

- 180-17-070 Level II needs assessment and revised required action plan requirements.
- 180-17-080 Level II required action plan—Procedures for direct submission to state board of education by superintendent of public instruction—Role of required action plan review panel.
- 180-17-090 Input of the education accountability system oversight committee prior to Level II designations.
- 180-17-100 Establishment of accountability framework to improve student achievement for all children.

WAC 180-17-005 Definitions

In addition to the definitions outlined in WAC 392-501-715 the following definitions apply to this chapter:

(1) "School and school district improvement plans" means the data-driven plan for the district and each school described and required under WAC 180-16-220 that promotes a positive impact on student learning and includes a continuous improvement process.

(2) "Federal requirements" means the accountability and other requirements specified by the U.S. Department of Education in the elementary and secondary education act of 1965 as amended.

(3) "Washington school improvement framework" or "WSIF" means the system of school differentiation described in the Washington accountability plan approved by the U.S. Department of Education as meeting federal requirements. The framework methodology establishes a summative score for the all students group and the reportable student groups specified in WAC 180-105-020 (b) from up to five indicators broadly categorized as academic achievement, student academic growth, English learner progress, high school graduation, and school quality or student success.

WAC 180-17-010 Designation of required action districts.

Upon receipt of the recommendation from the office of the superintendent of public instruction to designate school districts for required action, in ~~January~~ March, or another time mutually agreed upon by the superintendent of public instruction and the state board of education, of each year the state board

of education shall designate such districts as required action districts.

[Statutory Authority: RCW 28A.657.120. WSR 15-21-019, § 180-17-010, filed 10/12/15, effective 11/12/15; WSR 10-23-083, § 180-17-010, filed 11/16/10, effective 12/17/10.]

WAC 180-17-020 Process for submittal and approval of required action plan. (1) Except as otherwise provided in WAC 180-17-030, the school and school district improvement plans required under WAC 180-16-220 shall be amended to ensure all the requirements listed in RCW 28A.657.050 (2) are met ~~school districts designated as required action districts by the state board of education shall develop a required action plan~~ according to the following schedule:

(a) Within forty calendar days of designation by the State Board of Education ~~By April 15th of the year in which the district is designated,~~ a school district shall submit amended school and school district improvement plans ~~a required action plan to the superintendent of public instruction to review and approve that the plan is consistent with federal guidelines for the receipt of a School Improvement Grant. The required action~~

~~plan must comply with all of the requirements set forth in RCW 28A.657.050.~~

~~(b) By May 1st of the year in which the district is designated, a school district shall submit a required action plan~~ approved by the superintendent of public instruction to the state board of education for approval.

(2) At the next regularly scheduled meeting, or at a special board meeting if no meeting is scheduled within a reasonable time, ~~T~~he state board of education shall, ~~by May 15th of each year,~~ either:

(a) Approve the school district's required action plan; or

(b) Notify the school district that the required action plan has not been approved stating the reasons for the disapproval.

(3) A school district notified by the state board of education that its required action plan has not been approved under subsection (2)(a) of this section shall either:

(a) Submit a new required action plan to the superintendent of public instruction and state board of education for review and approval within forty ~~days~~ calendar days of notification that

its plan was rejected. The state board of education shall approve the plan at its next regularly scheduled meeting, or at a special board meeting ~~approve the school district's required action plan by no later than July 15th~~ if it meets all of the requirements set forth in RCW 28A.657.050; or

(b) Submit a request to the required action plan review panel established under RCW 28A.657.070 for reconsideration of the state board's rejection within ten ~~days~~ calendar days of the notification that the plan was rejected. The review panel shall consider and issue a ~~decision~~ recommendation regarding a district's request for reconsideration to the state board of education ~~by no later than June 10th~~ within forty calendar days. The state board of education shall consider the recommendations of the panel at its next regularly scheduled meeting, or at a special board meeting, and issue a decision in writing to the school district and the panel ~~by no later than June 20th~~. If the state board of education accepts the changes to the required action plan recommended by the panel, the school district shall submit a revised required action plan to the superintendent of public instruction and state board of education ~~by July~~

~~30th~~within forty calendar days. The state board of education shall approve the plan by no later than ~~August 10th~~that its next regularly scheduled meeting or a special board meeting if it incorporates the recommended changes of the panel.

(4) If the review panel issues a decision that reaffirms the decision of the state board of education rejecting the school district's required action plan, then the school district shall submit a revised plan to the superintendent of public instruction and state board of education within ~~forty~~twenty ~~days~~calendar days of the panel's decision. The state board of education shall approve the district's required action plan at its next regularly scheduled meeting, or special board meeting ~~by no later than July 15th~~ if it meets all of the requirements set forth in RCW 28A.657.050.

[Statutory Authority: RCW 28A.657.120. WSR 10-23-083, § 180-17-020, filed 11/16/10, effective 12/17/10.]

WAC 180-17-030 Process for submittal and approval of a required action plan when mediation or superior court review is involved. (1) ~~By April 1st of the year in which Aa~~ school district that is designated for required action, ~~it~~ shall notify

the superintendent of public instruction and the state board of education within ten calendar days if that it is pursuing mediation with the public employment relations commission in an effort to agree to changes to terms and conditions of employment to a collective bargaining agreement that are necessary to implement a required action plan. ~~Mediation with the public employment relations commission must commence no later than April 15th.~~

(2) If the parties are able to reach agreement in mediation, the ~~following timeline shall apply:~~

~~(a) A school district shall submit its required action plan according to the following schedule outlined in WAC 180-17-020.~~

~~(i) By June 1st, the school district shall submit its required action plan to the superintendent of public instruction for review and approval as consistent with federal guidelines for the receipt of a School Improvement Grant.~~

~~(ii) By June 10th, the school district shall submit its required action plan to the state board of education for approval.~~

~~(b) The state board of education shall, by June 15th of each year, approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement.~~

(3) If the parties are unable to reach an agreement in mediation, the school district shall file a petition with the superior court for a review of any disputed issues under the timeline prescribed in RCW 28A.657.050. After receipt of the superior court's decision, according to the schedule outlined in WAC 180-17-020.~~the following timeline shall apply:~~

~~(a) A school district shall submit its revised required action plan according to the following schedule:~~

~~(i) By June 30th, the school district shall submit its revised required action plan to the superintendent of public instruction for review and approval as consistent with federal guidelines for the receipt of a School Improvement Grant.~~

~~(ii) By July 7th, the school district shall submit its revised required action plan to the state board of education for approval.~~

~~(b) The state board of education shall, by July 15th of each year, approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement.~~

~~[Statutory Authority: RCW 28A.657.120. WSR 10-23-083, § 180-17-030, filed 11/16/10, effective 12/17/10.]~~

WAC 180-17-040 Failure to submit or receive approval of a required action plan. The state board of education ~~shall~~ directly recommend the superintendent of public instruction to require a school district that has not submitted a final required action plan for approval, or has submitted but not received state board of education approval of a required action plan by the beginning of the school year in which the plan is intended to be implemented, to redirect the district's Title I funds based on the academic performance audit findings.

[Statutory Authority: RCW 28A.657.120. WSR 10-23-083, § 180-17-040, filed 11/16/10, effective 12/17/10.]

WAC 180-17-050 Release of a school district from designation as a required action district. (1) The state board of education shall release a school district from designation as

a required action district upon recommendation by the superintendent of public instruction, and confirmation by the board, that the district has met the requirements for release set forth in RCW 28A.657.100.

(2) If the board determines that the required action district has not met the requirements for a release in RCW 28A.657.100, the state board of education may determine that the district remain a Level I required action district and submit a new or revised required action plan under the process and timeline prescribed in WAC 180-17-020, or to the extent applicable in WAC 180-17-030, or following review by the education accountability system oversight committee authorized under RCW 28A.657.130, the Board ~~it~~ may assign the district to Level II status, according to the requirements of WAC 180-17-060. The oversight committee will have thirty calendar days to review and comment on the findings prior to a Board determination.

[Statutory Authority: RCW 28A.657.040 - 28A.657.070 and 28A.657.105 - 28A.657.110. WSR 14-11-062, § 180-17-050, filed 5/18/14, effective 6/18/14. Statutory Authority: RCW

28A.657.120. WSR 10-23-083, § 180-17-050, filed 11/16/10,
effective 12/17/10.]

WAC 180-17-060 Designation of required action district to Level II status. (1) For required action districts which have not demonstrated recent and significant progress toward the requirements for release under RCW 28A.657.100, the state board of education may direct that the district be assigned to Level II status of the required action process.

(2) ~~For the purposes of this section, recent and significant progress shall be defined as progress occurring within the two most recently completed school years, which is determined by the board to be substantial enough to put the school on track to exit the list of persistently lowest achieving schools list, as defined in RCW 28A.657.020, if the rate of progress is sustained for an additional three school years.~~ Schools meeting their ~~annual measurable objectives~~ (AMOs) performance improvement goals, as required under WAC 180-105-020, for the all students group for two consecutive years, ~~as established by the office of the superintendent of public instruction,~~ may also be deemed to have made recent and

significant progress under this section. At the discretion of the state board of education, adjustments may be made to account for changes in standards or assessments, as well as fluctuation in the exit criteria over time due to a normative definition of "persistently lowest-achieving schools" as defined in WAC 392-501-720 ~~established in RCW 28A.657.020~~.

~~(3) If the required action district received a federal School Improvement Grant for the same persistently lowest-achieving school in 2010 or 2011, the superintendent may recommend that the district be assigned to Level II of the required action process after one year of implementing a required action plan under this chapter if the district is not making progress.~~

~~(4)~~ Districts assigned by the state board of education as required action districts must be evaluated for exit under the same criteria used for their original designation into required action status; except, the board may, at its discretion, exit a district if subsequent changes in the exit criteria make them eligible for exit.

[Statutory Authority: RCW 28A.657.040 - 28A.657.070 and 28A.657.105 - 28A.657.110. WSR 14-11-062, § 180-17-060, filed 5/18/14, effective 6/18/14.]

WAC 180-17-070 Level II needs assessment and revised required action plan requirements. (1) Upon assignment of a school district to Level II required action district status, the state board shall notify the superintendent of public instruction who shall direct that a Level II needs assessment and review be conducted to determine the reasons why the previous required action plan did not succeed in improving student achievement. The superintendent of public instruction shall contract with an external review team to conduct a needs assessment and review. The review team must consist of persons under contract with the superintendent who have expertise in comprehensive school and district reform and may not include staff from agency, the school district that is the subject of the assessment, or members of the staff of the state board of education. The needs assessment shall be completed within ninety dayscalendar days of the Level II designation and presented to the board at its next regularly scheduled meeting or a special board meeting.

(2) The needs assessment and review shall include an evaluation of the extent to which the instructional and administrative practices of the school materially changed in response to the original Level I needs assessment and the periodic reviews conducted by the office of the superintendent of public instruction, during Phase I required action. The needs assessment and review may consider both school and community factors which may include, but are not limited to, class size, resources and building capacity, recent bond or levy failures, kindergarten readiness, student mobility, poverty, student homelessness, rate of parental unemployment, and other factors contributing to the opportunity gap.

(3) Based on the results of the Level II needs assessment and review, the superintendent of public instruction shall work collaboratively with the school district board of directors to develop a revised required action plan for Level II. The school district board of directors shall seek public comment on the proposed Level II required action plan prior to submitting the plan to the state board of education for approval.

(4) The Level II required action plan shall include the following components:

(a) A list of the primary reasons why the previous plan did not succeed in improving student achievement.

(b) A list of the conditions which will be binding on the district in the Level II plan. These may include:

(i) Assignment of on-site school improvement specialists or other personnel by the superintendent of public instruction;

(ii) Targeted technical assistance to be provided through an educational service district or other provider;

(iii) Assignment or reassignment of personnel;

(iv) Reallocation of resources, which may include redirection of budgeted funds or personnel, as well as changes in use of instructional and professional development time;

(v) Changes to curriculum or instructional strategies;

(vi) Use of a specified school improvement model; or

(vii) Other conditions which the superintendent of public instruction determines to be necessary to ensure that the revised action plan will be implemented with fidelity and will result in improved student achievement.

(5) The plan shall be submitted to the state board of education for approval prior to the start of the school year in which implementation will take place ~~May 30th of the year preceding implementation~~, with a cover letter bearing the signatures of the superintendent of public instruction and the chair of the board of directors of the required action district, affirming mutual agreement to the plan.

[Statutory Authority: RCW 28A.657.040 - 28A.657.070 and 28A.657.105 - 28A.657.110. WSR 14-11-062, § 180-17-070, filed 5/18/14, effective 6/18/14.]

WAC 180-17-080 Level II required action plan~~p~~**Procedures for direct submission to state board of education by superintendent of public instruction** and~~r~~**Role of required action plan review panel.** (1) If the superintendent of public instruction and the school district board of directors are unable to come to an agreement on a Level II required action plan within ninety ~~days~~ calendar days of the completion of the needs assessment and review conducted under subsection (2) of this section, the superintendent of public instruction shall complete and submit a Level II required action plan directly to the state board of education for approval. Such submissions must

be presented and approved by the board prior ~~to July 15th of the~~
~~year preceding~~ start of the school year of implementation.

(2) The school district board of directors may submit a request to the required action plan review panel for reconsideration of the superintendent's Level II required action plan within ten ~~days~~ calendar days of the submission of the plan to the state board of education. The state board of education will delay decision on the Level II required action plan for twenty calendar days from the date of the request, in order to receive any recommendations and comment provided by the review panel, which shall be convened expeditiously by the superintendent of public instruction as required, pursuant to RCW 28A.657.070 (2)(c). After the state board of education considers the recommendations of the required action review panel, the decision of the board regarding the Level II required action plan is final and not subject to further reconsideration. The board's decision must be made by public vote, with an opportunity for public comment provided at the same meeting.

(3) If changes to a collective bargaining agreement are necessary to implement a Level II required action plan, the

procedures prescribed under RCW 28A.657.050 shall apply. A designee of the superintendent shall participate in the discussions among the parties to the collective bargaining agreement.

(4) In Level II required action, the superintendent of public instruction shall work collaboratively with the local board of education. However, if the superintendent of public instruction finds that the Level II required action plan is not being implemented as specified, including the implementation of any binding conditions within the plan, the superintendent may direct actions that must be taken by school district personnel and the board of directors to implement the Level II required action plan. If necessary, the superintendent of public instruction may exercise authority under RCW 28A.505.120 regarding allocation of funds.

(5) If the superintendent of public instruction seeks to make material changes to the Level II required action plan at any time, those changes must be submitted to the state board of education for approval at a public meeting where an opportunity for public comment is provided.

[Statutory Authority: RCW 28A.657.040 - 28A.657.070 and 28A.657.105 - 28A.657.110. WSR 14-11-062, § 180-17-080, filed 5/18/14, effective 6/18/14.]

WAC 180-17-090 Input of the education accountability system oversight committee prior to Level II designations. (1)

Prior to assigning a required action district to Level II status, the board must hold a public hearing on the proposal, and must take formal action at a public meeting to submit its recommendation to the education accountability system oversight committee established in chapter 28A.657 RCW for review and comment.

(2) Prior to assigning a district to Level II status, the board must provide a minimum of thirty calendar days to receive comments by the education accountability system oversight committee. If written comment is provided by the committee, it shall be included in board meeting materials, and posted to the board's web site for public review. The superintendent of public instruction may begin the Level II needs assessment process once the board has formally requested committee input on a Level II designation, but may not initiate any part of the required

action process until the board has made an official designation into Level II status.

[Statutory Authority: RCW 28A.657.040 - 28A.657.070 and 28A.657.105 - 28A.657.110. WSR 14-11-062, § 180-17-090, filed 5/18/14, effective 6/18/14.]

WAC 180-17-100 Establishment of accountability framework to improve student achievement for all children. (1) Pursuant to the requirements of RCW 28A.657.110 (chapter 159, Laws of 2013), the state board of education adopts the following guiding principles in fulfillment of its responsibility to establish an accountability framework. The framework establishes the guiding principles for a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions.

(2) The statutory purpose of the accountability framework is to provide guidance to the superintendent of public instruction in the design of a comprehensive system of specific strategies for recognition, provision of differentiated support and targeted assistance and, if necessary, intervention in

underperforming schools and school districts, as defined under RCW 28A.657.020.

(3) The board finds that the accountability system design and implementation should reflect the following principles and priorities:

(a) Student growth is an essential element in an effective school accountability system. However, inclusion of student growth shall not come at the expense of a commitment to and priority to get all students to academic standard. Washington's accountability system should work toward incorporating metrics of growth adequacy, which measure how much growth is necessary to bring students and schools to academic standard within a specified period of time. An objective standard of career and college-readiness for all students should remain the long-term focus of the system.

(b) The board recognizes that the transition to a new accountability system created ~~common core state standards~~ ~~creates~~ practical challenges for shorter term goal-setting, as a new baseline of student performance is established on a series of more rigorous standards and assessments. Normative measures

of accountability are a transitional strategy during periods of significant change. Long-term, however, the accountability framework shall establish objective standards for index performance tiers and exit criteria for required action status. The board does not support a permanent system of moving, normative performance targets for our schools and students. The long-term goal remains gradually reduced numbers of schools in the bottom ~~tiers of the index~~deciles of the Washington school improvement framework.

(c) To the greatest extent allowable by federal regulations, the federal accountability requirements for Title I schools should be treated as an integrated aspect of the overall state system of accountability and improvement applying to all schools. The ~~composite achievement index score~~Washington school improvement framework should be used as the standard measure of school achievement, and should be directly aligned with designations of challenged schools in need of improvement made annually by the superintendent of public instruction, and the lists of persistently low-achieving schools as required under federal regulations.

(d) The integration of state and federal accountability policies should also be reflected in program administration. To the greatest extent allowed by federal regulation, state and federal improvement planning should be streamlined administratively through a centralized planning tool. Improvement and compliance plans required across various state programs and federal title programs should be similarly integrated to the extent allowable. Planning will become less burdensome and more meaningful when the linkages between programs become more apparent in the way they are administered.

~~(e) The state's graduation requirements should ultimately be aligned to the performance levels associated with career and college readiness. During implementation of these standards, the board recognizes the necessity of a minimum proficiency standard for graduation that reflects a standard approaching full mastery, as both students and educators adapt to the increased rigor of common core and the underlying standard of career and college readiness for all students.~~

(ef) In the education accountability framework, goal-setting should be a reciprocal process and responsibility of the

legislature, state agencies, and local districts and schools. The state education system should set clearly articulated performance goals for itself in a manner consistent with the planning requirements established for school districts and schools. State goal-setting should be grounded in what is practically achievable in the short-term and aspirational in the long-term, and should reflect realistic assumptions about the level of resources needed, and the time necessary, for implementation of reforms to achieve the desired system outcomes.

~~(g) While the board supports the use of school improvement models beyond those identified by the federal Department of Education under the No Child Left Behind Act, the board will uphold a standard of rigor in review of these plans to ensure that authentic change occurs in instructional and leadership practices as a result of required action plan implementation. Rigorous school improvement models should not be overly accommodating of existing policies and practices in struggling schools, and summative evaluations should be able to document verifiable change in practice.~~

(fh) Recognition of school success is an important part of an effective accountability framework. The board is committed to an annual process of school recognition, and believes that award-winning schools can make significant contributions to the success of the system by highlighting replicable best practices. All levels of success should be celebrated, including identifying improvement in low-performing schools, and highlighting examples of good schools that later achieve exemplary status.

(gi) Fostering quality teaching and learning is the ultimate barometer of success for a system of school accountability and support. The central challenge for the superintendent of public instruction is developing delivery systems to provide the needed resources and technical assistance to schools in need, whether they be rural or urban, homogenous or diverse, affluent or economically challenged. In instances where traditional approaches have failed, the system will need to be prepared to develop innovative ways to secure the right instructional and leadership supports for districts and schools that need them.

[Statutory Authority: RCW 28A.657.040 - 28A.657.070 and
28A.657.105 - 28A.657.110. WSR 14-11-062, § 180-17-100, filed
5/18/14, effective 6/18/14.]

WSR 19-04-073
PROPOSED RULES
STATE BOARD OF EDUCATION

[Filed February 1, 2019, 2:00 p.m.]

Original Notice.

Preproposal statement of inquiry was filed as WSR 18-11-097.

Title of Rule and Other Identifying Information: Chapter 180-17 WAC, Accountability, amendment or repeal of state board of education (SBE) rules in chapter 180-17 WAC pursuant to collaboration on required action districts between SBE and the office of superintendent of public instruction (OSPI).

Hearing Location(s): On March 13, 2019, at 4:30 p.m., at South Puget Sound Community College, Lacey Campus, Room 194, 4220 6th Avenue S.E., Lacey, WA 98503. OSPI will also hold a hearing at this location on OSPI's rules related to required action districts.

Date of Intended Adoption: March 14, 2019.

Submit Written Comments to: Parker Teed, 600 Washington Street S.E., Olympia, WA 98504, email parker.teed@k12.wa.us, fax 360-586-2357, by March 13, 2019.

Assistance for Persons with Disabilities: Contact Parker Teed, phone 360-725-6047, fax 360-586-2357, TTY 360-664-3631, email parker.teed@k12.wa.us, by March 13, 2019.

Purpose of the Proposal and Its Anticipated Effects, Including Any Changes in Existing Rules:

- Updated the language to be consistent with the current state and federal accountability framework.
- Removed most specific review dates from current rule that do not line up with the board meeting schedule and create an overly rigid structure. The specified dates that remain are those determined in statute. The statute also includes specific review timelines that are included in the draft rule.
- Removed outdated school improvement grant references.
- Added definitions section (referencing other WAC sections where appropriate).

Reasons Supporting Proposal: SBE has determined that current rule in chapter 180-17 WAC prevents SBE and OSPI from making changes to improve the required action process. SBE and OSPI are engaged in a collaborative effort to improve the required action process and these rule changes will reflect the outcomes of that collaboration. The purposes are to repeal obsolete rules, amend or repeal rules inconsistent with board policy, update rules to be compatible with new circumstances and policy issues, and make necessary technical corrections.

Statutory Authority for Adoption: RCW [28A.657.120](#).

Statute Being Implemented: Chapter [28A.657](#) RCW.

Rule is not necessitated by federal law, federal or state court decision.

Name of Proponent: SBE, governmental.

Name of Agency Personnel Responsible for Drafting, Implementation, and Enforcement: Randy Spaulding, 600 Washington Street S.E., Olympia, WA 98504, 360-725-6024.

A school district fiscal impact statement has been prepared RCW [28A.305.135](#).

School District Fiscal Impact Statement

WSR:	Title of Rule: Required Action Districts.	Agency: SDF - School District Fiscal Impact - SPI.
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Part I: Estimates: No fiscal impact, the proposed rule change will have no fiscal impact on school districts.

Estimated Cash Receipts to: No estimated cash receipts.

Estimated Expenditures From: No estimated expenditures.

Estimated Capital Impact: No estimated capital impact.

Part II: Narrative Explanation:

II. A – Brief Description of What the Measure Does That Has Fiscal Impact: *Briefly describe by section, the significant provisions of the rule, and any related workload or policy assumptions, that have revenue or expenditure impact on the responding agency.*

None.

II. B – Cash Receipts Impact: *Briefly describe and quantify the cash receipts impact of the rule on the responding agency, identifying the cash receipts provisions by section number and when appropriate the detail of the revenue sources. Briefly describe the factual basis of the assumptions and the method by which the cash receipts impact is derived. Explain how workload assumptions translate into estimates. Distinguish between one time and ongoing functions.*

None.

II. C – Expenditures: *Briefly describe the agency expenditures necessary to implement this rule (or savings resulting from this rule), identifying by section number the provisions of the rule that result in the expenditures (or savings). Briefly describe the factual basis of the assumptions and the method by which the expenditure impact is derived. Explain how workload assumptions translate into cost estimates. Distinguish between one time and ongoing functions.*

None.

Part III: Expenditure Detail:

III. A – Expenditures by Object or Purpose: None.

Part IV: Capital Budget Impact: None.

A copy of the statement may be obtained by contacting Mr. Thomas J. Kelly, 600 Washington Street S.E., Olympia, WA 98504.

A cost-benefit analysis is not required under RCW [34.05.328](#). These rules relate only to internal governmental operations that are not subject to violation by a nongovernment party.

This rule proposal, or portions of the proposal, is exempt from requirements of the Regulatory Fairness Act because the proposal:

Is exempt under RCW [19.85.025](#)(3) as the rules relate only to internal governmental operations that are not subject to violation by a nongovernment party; and rules only correct typographical errors, make address or name changes, or clarify language of a rule without changing its effect.

Explanation of exemptions: The proposed changes to chapter 180-17 WAC applies to internal government operations and corrects or clarifies language. The education policy issues that are addressed in this rule making are not related to small businesses.

January 23, 2019
Randy Spaulding
Executive Director

WAC 180-17-005 Definitions.

In addition to the definitions outlined in WAC 392-501-715 the following definitions apply to this chapter:

(1) "School and school district improvement plans" means the data-driven plan for the district and each school described and required under WAC 180-16-220 that promotes a positive impact on student learning and includes a continuous improvement process.

(2) "Federal requirements" means the accountability and other requirements specified by the U.S. Department of Education in the Elementary and Secondary Education Act of 1965, as amended.

(3) "Washington school improvement framework" or "WSIF" means the system of school differentiation described in the Washington accountability plan approved by the U.S. Department of Education as meeting federal requirements. The framework methodology establishes a summative score for the all students group and the reportable student groups specified in WAC 180-105-020 (1) (b) from up to five indicators broadly categorized as academic achievement, student academic growth, English learner progress, high school graduation, and school quality or student success.

AMENDATORY SECTION (Amending WSR 15-21-019, filed 10/12/15, effective 11/12/15)

WAC 180-17-010 Designation of required action districts.

Upon receipt of the recommendation from the office of the superintendent of public instruction to designate school districts for required action, in ~~((January))~~March, or another time mutually agreed upon by the superintendent of public instruction and the state board of education, of each year the state board of education shall designate such districts as required action districts.

AMENDATORY SECTION (Amending WSR 10-23-083, filed 11/16/10, effective 12/17/10)

WAC 180-17-020 Process for submittal and approval of required action plan.

(1) Except as otherwise provided in WAC 180-17-030, ~~((school districts designated as required action districts by the state board of education shall develop a required action plan))~~the school and school district improvement plans required under WAC 180-16-220 shall be amended to ensure all the requirements listed in RCW 28A.657.050(2) are met according to the following schedule: ((a) By April 15th of the year in which the district is designated,))Within forty calendar days of designation by the state board of education a school district shall submit ((a required action plan to the superintendent of public instruction to review and approve that the plan is consistent with federal guidelines for the receipt of a School Improvement Grant. The required action plan must comply with all of the requirements set forth in RCW 28A.657.050.

)amended school and school district improvement plans approved by the superintendent of public instruction to the state board of education for approval.

(2) At the next regularly scheduled meeting, or at a special board meeting if no meeting is scheduled within a reasonable time, the state board of education shall~~((, by May 15th of each year,))~~ either:

(a) Approve the school district's required action plan; or

(b) Notify the school district that the required action plan has not been approved stating the reasons for the disapproval.

(3) A school district notified by the state board of education that its required action plan has not been approved under subsection (2)(a) of this section shall either:

(a) Submit a new required action plan to the superintendent of public instruction and state board of education for review and approval within forty calendar days of notification that its plan was rejected. The state board of education shall approve the ~~((school district's required action plan by no~~

~~later than July 15th))~~ plan at its next regularly scheduled meeting, or at a special board meeting if it meets all of the requirements set forth in RCW [28A.657.050](#); or

(b) Submit a request to the required action plan review panel established under RCW [28A.657.070](#) for reconsideration of the state board's rejection within ten calendar days of the notification that the plan was rejected. The review panel shall consider and issue a ~~((decision))~~ recommendation regarding a district's request for reconsideration to the state board of education ~~((by no later than June 10th))~~ within forty calendar days. The state board of education shall consider the recommendations of the panel at its next regularly scheduled meeting, or at a special board meeting, and issue a decision in writing to the school district and the panel ~~((by no later than June 20th))~~. If the state board of education accepts the changes to the required action plan recommended by the panel, the school district shall submit a revised required action plan to the superintendent of public instruction and state board of education ~~((by July 30th))~~ within forty calendar days. The state board of education shall approve the plan by no later than ~~((August 10th))~~ at its next regularly scheduled meeting or a special board meeting if it incorporates the recommended changes of the panel.

(4) If the review panel issues a decision that reaffirms the decision of the state board of education rejecting the school district's required action plan, then the school district shall submit a revised plan to the superintendent of public instruction and state board of education within ~~((twenty))~~ forty calendar days of the panel's decision. The state board of education shall approve the district's required action plan ~~((by no later than July 15th))~~ at its next regularly scheduled meeting, or special board meeting if it meets all of the requirements set forth in RCW [28A.657.050](#).

AMENDATORY SECTION (Amending WSR 10-23-083, filed 11/16/10, effective 12/17/10)

WAC 180-17-030 Process for submittal and approval of a required action plan when mediation or superior court review is involved.

(1) ~~((By April 1st of the year in which))~~ A school district that is designated for required action ~~((it))~~ shall notify the superintendent of public instruction and the state board of education ~~((that))~~ within ten calendar days if it is pursuing mediation with the public employment relations commission in an effort to agree to changes to terms and conditions of employment to a collective bargaining agreement that are necessary to implement a required action plan. ~~((Mediation with the public employment relations commission must commence no later than April 15th.))~~

(2) If the parties are able to reach agreement in mediation, the ~~((following timeline shall apply:))~~ school district shall submit its required action plan according to the ~~((following))~~ schedule~~((:~~
 (i) ~~By June 1st, the school district shall submit its required action plan to the superintendent of public instruction for review and approval as consistent with federal guidelines for the receipt of a School Improvement Grant.~~

~~(ii) By June 10th, the school district shall submit its required action plan to the state board of education for approval.~~

~~))outlined in WAC 180-17-020.~~

(3) If the parties are unable to reach an agreement in mediation, the school district shall file a petition with the superior court for a review of any disputed issues under the timeline prescribed in RCW [28A.657.050](#). After receipt of the superior court's decision, ~~((the following timeline shall apply:~~

(a) A school district shall submit its revised required action plan according to the following schedule:

~~(i) By June 30th, the school district shall submit its revised required action plan to the superintendent of public instruction for review and approval as consistent with federal guidelines for the receipt of a School Improvement Grant.~~

~~(ii) By July 7th, the school district shall submit its revised required action plan to the state board of education for approval.~~
))according to the schedule outlined in WAC 180-17-020.

AMENDATORY SECTION (Amending WSR 10-23-083, filed 11/16/10, effective 12/17/10)

WAC 180-17-040 Failure to submit or receive approval of a required action plan.

The state board of education ~~((shall direct))~~may recommend the superintendent of public instruction to require a school district that has not submitted a final required action plan for approval, or has submitted but not received state board of education approval of a required action plan by the beginning of the school year in which the plan is intended to be implemented, to redirect the district's Title I funds based on the academic performance audit findings.

AMENDATORY SECTION (Amending WSR 14-11-062, filed 5/18/14, effective 6/18/14)

WAC 180-17-050 Release of a school district from designation as a required action district.

(1) The state board of education shall release a school district from designation as a required action district upon recommendation by the superintendent of public instruction, and confirmation by the board, that the district has met the requirements for release set forth in RCW [28A.657.100](#).

(2) If the board determines that the required action district has not met the requirements for a release in RCW [28A.657.100](#), the state board of education may determine that the district remain a Level I required action district and submit a new or revised required action plan under the process and timeline prescribed in WAC 180-17-020, or to the extent applicable in WAC 180-17-030, or ~~((#))~~ following review by the education accountability system oversight committee authorized under RCW [28A.657.130](#), the board may assign the district to Level II status, according to the requirements of WAC 180-17-060. The oversight committee will have thirty calendar days to review and comment on the findings prior to a board determination.

AMENDATORY SECTION (Amending WSR 14-11-062, filed 5/18/14, effective 6/18/14)

WAC 180-17-060 Designation of required action district to Level II status.

(1) For required action districts which have not demonstrated recent and significant progress toward the requirements for release under RCW [28A.657.100](#), the state board of education may direct that the district be assigned to Level II status of the required action process.

(2) ~~((For the purposes of this section, recent and significant progress shall be defined as progress occurring within the two most recently completed school years, which is determined by the board to be substantial enough to put the school on track to exit the list of persistently lowest-achieving schools list, as defined in RCW [28A.657.020](#), if the rate of progress is sustained for an additional three school years.))~~ Schools meeting their ~~((annual measurable objectives (AMOs)))~~ performance improvement goals, as required under WAC 180-105-020, for the all students group for two consecutive years, ~~((as established by the office of the superintendent of public instruction.))~~ may also be deemed to have made recent and significant progress under this section. At the discretion of the state board of education, adjustments may be made to account for changes in standards or

assessments, as well as fluctuation in the exit criteria over time due to a normative definition of "persistently lowest-achieving schools" (~~established in RCW [28A.657.020](#).~~

~~(3) If the required action district received a federal School Improvement Grant for the same persistently lowest-achieving school in 2010 or 2011, the superintendent may recommend that the district be assigned to Level II of the required action process after one year of implementing a required action plan under this chapter if the district is not making progress.~~

~~))as defined in WAC [392-501-720](#).~~

(3) Districts assigned by the state board of education as required action districts must be evaluated for exit under the same criteria used for their original designation into required action status; except, the board may, at its discretion, exit a district if subsequent changes in the exit criteria make them eligible for exit.

AMENDATORY SECTION (Amending WSR 14-11-062, filed 5/18/14, effective 6/18/14)

WAC 180-17-070 Level II needs assessment and revised required action plan requirements.

(1) Upon assignment of a school district to Level II required action district status, the state board shall notify the superintendent of public instruction who shall direct that a Level II needs assessment and review be conducted to determine the reasons why the previous required action plan did not succeed in improving student achievement. The superintendent of public instruction shall contract with an external review team to conduct a needs assessment and review. The review team must consist of persons under contract with the superintendent who have expertise in comprehensive school and district reform and may not include staff from agency, the school district that is the subject of the assessment, or members of the staff of the state board of education. The needs assessment shall be completed within ninety calendar days of the Level II designation and presented to the board at its next regularly scheduled meeting or a special board meeting.

(2) The needs assessment and review shall include an evaluation of the extent to which the instructional and administrative practices of the school materially changed in response to the original Level I needs assessment and the periodic reviews conducted by the office of the superintendent of public instruction, during Phase I required action. The needs assessment and review may consider both school and community factors which may include, but are not limited to, class size, resources and building capacity, recent bond or levy failures, kindergarten readiness, student mobility, poverty, student homelessness, rate of parental unemployment, and other factors contributing to the opportunity gap.

(3) Based on the results of the Level II needs assessment and review, the superintendent of public instruction shall work collaboratively with the school district board of directors to develop a revised required action plan for Level II. The school district board of directors shall seek public comment on the proposed Level II required action plan prior to submitting the plan to the state board of education for approval.

(4) The Level II required action plan shall include the following components:

(a) A list of the primary reasons why the previous plan did not succeed in improving student achievement.

(b) A list of the conditions which will be binding on the district in the Level II plan. These may include:

(i) Assignment of on-site school improvement specialists or other personnel by the superintendent of public instruction;

(ii) Targeted technical assistance to be provided through an educational service district or other provider;

- (iii) Assignment or reassignment of personnel;
- (iv) Reallocation of resources, which may include redirection of budgeted funds or personnel, as well as changes in use of instructional and professional development time;
- (v) Changes to curriculum or instructional strategies;
- (vi) Use of a specified school improvement model; or
- (vii) Other conditions which the superintendent of public instruction determines to be necessary to ensure that the revised action plan will be implemented with fidelity and will result in improved student achievement.

(5) The plan shall be submitted to the state board of education for approval prior to ~~((May 30th of the year preceding implementation))~~ the start of the school year in which implementation will take place, with a cover letter bearing the signatures of the superintendent of public instruction and the chair of the board of directors of the required action district, affirming mutual agreement to the plan.

AMENDATORY SECTION (Amending WSR 14-11-062, filed 5/18/14, effective 6/18/14)

WAC 180-17-080 Level II required action plan—Procedures for direct submission to state board of education by superintendent of public instruction~~((—))~~and role of required action plan review panel.

(1) If the superintendent of public instruction and the school district board of directors are unable to come to an agreement on a Level II required action plan within ninety calendar days of the completion of the needs assessment and review conducted under subsection (2) of this section, the superintendent of public instruction shall complete and submit a Level II required action plan directly to the state board of education for approval. Such submissions must be presented and approved by the board prior ~~((to July 15th of the year preceding))~~ start of the school year of implementation.

(2) The school district board of directors may submit a request to the required action plan review panel for reconsideration of the superintendent's Level II required action plan within ten calendar days of the submission of the plan to the state board of education. The state board of education will delay decision on the Level II required action plan for twenty calendar days from the date of the request, in order to receive any recommendations and comment provided by the review panel, which shall be convened expeditiously by the superintendent of public instruction as required, pursuant to RCW [28A.657.070](#) (2)(c). After the state board of education considers the recommendations of the required action review panel, the decision of the board regarding the Level II required action plan is final and not subject to further reconsideration. The board's decision must be made by public vote, with an opportunity for public comment provided at the same meeting.

(3) If changes to a collective bargaining agreement are necessary to implement a Level II required action plan, the procedures prescribed under RCW [28A.657.050](#) shall apply. A designee of the superintendent shall participate in the discussions among the parties to the collective bargaining agreement.

(4) In Level II required action, the superintendent of public instruction shall work collaboratively with the local board of education. However, if the superintendent of public instruction finds that the Level II required action plan is not being implemented as specified, including the implementation of any binding conditions within the plan, the superintendent may direct actions that must be taken by school district personnel and the board of directors to implement the Level II required action plan. If necessary, the superintendent of public instruction may exercise authority under RCW [28A.505.120](#) regarding allocation of funds.

(5) If the superintendent of public instruction seeks to make material changes to the Level II required action plan at any time, those changes must be submitted to the state board of education for approval at a public meeting where an opportunity for public comment is provided.

AMENDATORY SECTION (Amending WSR 14-11-062, filed 5/18/14, effective 6/18/14)

WAC 180-17-100 Establishment of accountability framework to improve student achievement for all children.

(1) Pursuant to the requirements of RCW [28A.657.110](#) (chapter 159, Laws of 2013), the state board of education adopts the following guiding principles in fulfillment of its responsibility to establish an accountability framework. The framework establishes the guiding principles for a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions.

(2) The statutory purpose of the accountability framework is to provide guidance to the superintendent of public instruction in the design of a comprehensive system of specific strategies for recognition, provision of differentiated support and targeted assistance and, if necessary, intervention in underperforming schools and school districts, as defined under RCW [28A.657.020](#).

(3) The board finds that the accountability system design and implementation should reflect the following principles and priorities:

(a) Student growth is an essential element in an effective school accountability system. However, inclusion of student growth shall not come at the expense of a commitment to and priority to get all students to academic standard. Washington's accountability system should work toward incorporating metrics of growth adequacy, which measure how much growth is necessary to bring students and schools to academic standard within a specified period of time. An objective standard of career and college-readiness for all students should remain the long-term focus of the system.

(b) The board recognizes that the transition to ~~((common core state standards creates))~~ a new accountability system created practical challenges for shorter term goal-setting, as a new baseline of student performance is established on a series of more rigorous standards and assessments. Normative measures of accountability are a transitional strategy during periods of significant change. Long-term, however, the accountability framework shall establish objective standards for index performance tiers and exit criteria for required action status. The board does not support a permanent system of moving, normative performance targets for our schools and students. The long-term goal remains gradually reduced numbers of schools in the bottom ~~((tiers of the index))~~ deciles of the Washington school improvement framework.

(c) To the greatest extent allowable by federal regulations, the federal accountability requirements for Title I schools should be treated as an integrated aspect of the overall state system of accountability and improvement applying to all schools. The ~~((composite achievement index score))~~ Washington school improvement framework should be used as the standard measure of school achievement, and should be directly aligned with designations of challenged schools in need of improvement made annually by the superintendent of public instruction, and the lists of persistently low-achieving schools as required under federal regulations.

(d) The integration of state and federal accountability policies should also be reflected in program administration. To the greatest extent allowed by federal regulation, state and federal improvement planning should be streamlined administratively through a centralized planning tool. Improvement and compliance plans required across various state programs and federal title programs should be similarly integrated to the extent allowable. Planning will become less burdensome and more meaningful when the linkages between programs become more apparent in the way they are administered.

~~(e) ((The state's graduation requirements should ultimately be aligned to the performance levels associated with career and college readiness. During implementation of these standards, the board recognizes the necessity of a minimum proficiency standard for graduation that reflects a standard approaching full mastery, as both students and educators adapt to the increased rigor of common core and the underlying standard of career and college readiness for all students.~~

)) In the education accountability framework, goal-setting should be a reciprocal process and responsibility of the legislature, state agencies, and local districts and schools. The state education system should set clearly articulated performance goals for itself in a manner consistent with the planning requirements established for school districts and schools. State goal-setting should be grounded in what is practically achievable in the short-term and aspirational in the long-term, and should reflect realistic assumptions about the level of resources needed, and the time necessary, for implementation of reforms to achieve the desired system outcomes.

~~((g) While the board supports the use of school improvement models beyond those identified by the federal Department of Education under the No Child Left Behind Act, the board will uphold a standard of rigor in review of these plans to ensure that authentic change occurs in instructional and leadership practices as a result of required action plan implementation. Rigorous school improvement models should not be overly accommodating of existing policies and practices in struggling schools, and summative evaluations should be able to document verifiable change in practice.~~

))(f) Recognition of school success is an important part of an effective accountability framework. The board is committed to an annual process of school recognition, and believes that award-winning schools can make significant contributions to the success of the system by highlighting replicable best practices. All levels of success should be celebrated, including identifying improvement in low-performing schools, and highlighting examples of good schools that later achieve exemplary status.

~~((+))~~(g) Fostering quality teaching and learning is the ultimate barometer of success for a system of school accountability and support. The central challenge for the superintendent of public instruction is developing delivery systems to provide the needed resources and technical assistance to schools in need, whether they be rural or urban, homogenous or diverse, affluent or economically challenged. In instances where traditional approaches have failed, the system will need to be prepared to develop innovative ways to secure the right instructional and leadership supports for districts and schools that need them.

WSR 19-04-096
PROPOSED RULES
SUPERINTENDENT OF
PUBLIC INSTRUCTION

[Filed February 5, 2019, 12:36 p.m.]

Original Notice.

Preproposal statement of inquiry was filed as WSR 18-22-104.

Title of Rule and Other Identifying Information: Required action district (RAD), WAC 392-501-707 through 392-501-740, proposed changes include moving these provisions to new chapter 392-503 WAC.

Hearing Location(s): On March 13, 2019, at 4:00 p.m., at South Puget Sound Community College (SPSCC) Event Center, Room 194, 4220 6th Avenue S.E., Lacey, WA 98503. This hearing will occur in conjunction with state board of education hearing also related to RADs.

Date of Intended Adoption: March 20, 2019.

Submit Written Comments to: Katherine Mahoney, Office of Superintendent of Public Instruction (OSPI), P.O. Box 47200, Olympia, WA 98504-7200, email Katherine.mahoney@k12.wa.us, by March 13, 2019.

Assistance for Persons with Disabilities: Contact Kristin Murphy, phone 360-725-6133, fax 360-754-4201, TTY 360-664-3631, email Kristin.murphy@k12.wa.us, by March 6, 2019.

Purpose of the Proposal and Its Anticipated Effects, Including Any Changes in Existing Rules: The purpose of these proposed rules is to provide a process for: The identification and recommendation for the designation of school districts as RADs; recommending release from designation as a RAD; providing an option to extend RAD status for districts. The proposed rules would also make technical changes to the current rules, would recodify the rules in a new chapter of the WAC. OSPI is proposing these changes in collaboration with the state board of education, which also has rule-making authority regarding RADs.

Reasons Supporting Proposal: The RAD process and rules are intended to provide additional supports to school districts and schools with persistent challenges in demonstrating progress in improving outcomes for students. The RAD process was originally designed under the federal No Child Left Behind Act, which has since been reauthorized as the Every Child Succeeds Act (ESSA). Some changes to RAD are required to align the state-directed RAD process with the new federally required accountability framework. This rule making is occurring in collaboration and conjunction with the state board of education, which is proposing changes to rules also related to RADs.

Statutory Authority for Adoption: RCW [28A.657.020](#), [28A.657.030](#), [28A.657.100](#).

Statute Being Implemented: RCW [28A.657.020](#), [28A.657.030](#), [28A.657.100](#).

Rule is not necessitated by federal law, federal or state court decision.

Name of Agency Personnel Responsible for Drafting: Katherine Mahoney, Old Capitol Building, 600 Washington Street S.E., Olympia, WA, 360-725-6033; and Implementation: Tennille Jeffries-Simmons, Old Capitol Building, 600 Washington Street S.E., Olympia, WA, 360-725-6033.

A school district fiscal impact statement is not required under RCW [28A.305.135](#).

A cost-benefit analysis is not required under RCW [34.05.328](#).

This rule proposal, or portions of the proposal, is exempt from requirements of the Regulatory Fairness Act because the proposal:

Is exempt under RCW [19.85.030](#).

Explanation of exemptions: No small business economic impact statement has been prepared under chapter [19.85](#) RCW. The proposed amendment does not have an impact on small business and therefore does not meet the requirements for a statement under RCW [19.85.030](#) (1) or (2).

February 5, 2019
Chris P. S. Reykdal
State Superintendent
of Public Instruction

REPEALER

The following sections of the Washington Administrative Code are repealed:

WAC 392-501-707	Authority.
WAC 392-501-710	Purpose.
WAC 392-501-715	Definitions.
WAC 392-501-720	Process and criteria for identifying challenged schools in need of improvement.
WAC 392-501-730	Process and criteria for recommending to the state board of education school districts for required action.
WAC 392-501-740	Exit criteria for required action designation.

Chapter 392-503 WAC REQUIRED ACTION DISTRICTS

GENERAL

WAC 392-503-100 Authority.

The authority for these rules is RCW [28A.657.020](#), [28A.657.030](#), and [28A.657.100](#), which require the superintendent of public instruction to annually:

- (1) Identify challenged schools in need of improvement and a subset of such schools that are the persistently lowest-achieving schools in the state;
- (2) Recommend school districts for designation as required action districts to the state board of education; and
- (3) Make recommendations to the state board of education regarding the release of school districts from being designated as a required action district.

WAC 392-503-110 Purpose.

The purpose of this chapter is to:

- (1) Adopt criteria, aligned with Washington's federally authorized accountability system, for identifying challenged schools in need of improvement and a subset of such schools that are the persistently lowest-achieving schools in the state;

- (2) Establish criteria for recommending to the state board of education school districts for required action; and
- (3) Establish exit criteria for districts that receive a required action designation.

WAC 392-503-120 Definitions.

For the purposes of this chapter, the following definitions apply:

- (1) "Challenged schools in need of improvement" are schools which have been identified for comprehensive supports through Washington's federally authorized accountability system.
- (2) "Federally approved accountability plan" refers to the state plan submitted to and approved by the federal Department of Education under the Elementary and Secondary Education Act of 1965, as amended.
- (3) "Persistently lowest achieving schools" are a subset of "challenged schools in need of improvement" and are characterized, among other things, as schools showing a lack of progress for all students and subgroups of students over a number of years.
- (4) "Required action district" is a district with one or more schools identified as a persistently lowest achieving school, which is recommended by the superintendent of public instruction as a required action district and subsequently designated by the state board of education as a required action district.
- (5) "Washington school improvement framework" or "WSIF" means the system of school differentiation described in the Washington accountability plan approved by the U.S. Department of Education as meeting federal requirements.

PERSISTENTLY LOWEST-ACHIEVING SCHOOLS

WAC 392-503-130 Process and criteria for identifying persistently lowest achieving schools.

In February of every year, the superintendent of public instruction will identify challenged schools in need of improvement.

- (1) Challenged schools in need of improvement shall be the same schools identified for comprehensive supports through the WSIF.
- (2) A subset of these schools shall be identified as persistently lowest achieving schools. Schools identified as persistently lowest achieving schools will meet the following criteria:
 - (a) The school is a challenged school in need of improvement;
 - (b) The school is in the lowest decile for combined student growth as defined in the WSIF;
 - (c) The school is in the lowest decile for combined student proficiency as defined in the WSIF;
 and
 - (d) The school is located in a district that serves a significantly higher proportion than the state average of students in the student groups targeted by the superintendent of public instruction for the highest rates of annual improvement in English language arts and math proficiency, as described in the federally accepted Washington accountability plan.
- (3) The superintendent of public instruction will prioritize persistently lowest achieving schools as follows:

- (a) Identifying the percentage of schools identified for improvement through the WSIF within each persistently lowest achieving school's district;
- (b) Ordering the list from the largest to the smallest percentage.

REQUIRED ACTION SCHOOL DISTRICTS

WAC 392-503-140 Process and criteria for recommending to the state board of education school districts for required action.

- (1) The superintendent of public instruction shall recommend to the state board of education school districts for designation as required action districts.
- (2) The recommendations for designation of required action districts shall occur each year in March, or at a time mutually agreeable to the state board of education and the superintendent of public instruction.
- (3) Only districts with one or more schools identified as a persistently lowest achieving school may be recommended as a required action district.
- (4) The number of districts recommended for designation as a required action district will be based on:
 - (a) Prioritization, as described in WAC 392-503-130; and
 - (b) Availability of federal and state funds to meet the identified needs of the recommended districts.

EXIT CRITERIA

WAC 392-503-150 Exit criteria for required action designation—District option to extend designation.

- (1) **General.** The superintendent of public instruction shall recommend to the state board of education that a school district be released from designation as a required action district after the district implements a required action plan for a period of three years if the district no longer has a school on the persistently lowest achieving list.
- (2) **Request for accelerated release.**
 - (a) A school district may request that the superintendent of public instruction recommend an accelerated release from required action status if the district has met the following criteria:
 - (i) The district must be designated as a required action district for two years;
 - (ii) The district must operate no school that has been prioritized as a persistently lowest achieving school under WAC 392-503-130.
 - (b) The request must be made in writing and provided to the superintendent of public instruction by February of the second year after the district's designation as a required action district.
- (3) **Request to extend required action district designation.**
 - (a) A school district meeting the requirements for release from required action designation may request that the superintendent of public instruction allow the district to continue under required action designation for another three-year cycle.

(b) The request must be made in writing and provided to the superintendent of public instruction by February of the third year after designation as a required action district.



THE WASHINGTON STATE BOARD OF EDUCATION

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COVER: CLASS OF 2018 GRADUATION RATES

Prepared for the March 2019 Board Meeting

Information item.

As related to:

- Goal One:** All students feel safe at school, and have the supports necessary to thrive.
- Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.
- Goal Three:** School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

- Goal Four:** Students successfully transition into, through, and out of the P-12 system.
- Goal Five:** Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.
- Goal Six:** Equitable funding across the state to ensure that all students have the funding and opportunities they need, regardless of their geographical location or other needs.
- Other**

Materials included in packet:

- Staff memo
- PowerPoint presentation

Synopsis and Policy Considerations:

In January 2019, the Office of the Superintendent of Public Instruction (OSPI) publicly reported on the four-year graduation rate for the class of 2018 and the extended graduation rates for the classes of 2015, 2016, and 2017.

The class of 2018 graduation rates for all student groups increased in comparison to the class of 2017, and some student groups made substantial gains. Eight of the 11 student groups are on-track to meet the Statewide Indicators of the Educational System Health and the Every Student Succeeds Act long-term goals.



THE WASHINGTON STATE BOARD OF EDUCATION

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INFORMATION UPDATE: CLASS OF 2018 GRADUATION RATES

Prepared for the March 2019 Board meeting

The State Board of Education (SBE), with assistance from other state education agencies, reports on the statewide indicators of educational system health established in RCW 28A.150.550 and recommends evidence-based reforms to improve the status of the indicators. The legislation was meant to help the legislature understand whether reform efforts and investments are making positive progress in the overall education of students and whether adjustments are necessary.

In January 2019, the Office of the Superintendent of Public Instruction (OSPI) publicly reported on the four-year graduation rate for the class of 2018 and the extended graduation rates for the classes of 2015, 2016, and 2017. The class of 2018 graduation rates for all student groups increased in comparison to the class of 2017, and some student groups made substantial gains (Table 1). Eight of the 11 student groups are on-track to meet the Statewide Indicators of the Educational System Health and the Every Student Succeeds Act long-term goals.

Table 1: shows the four-year graduation rates for the class of 2018.

4-Yr Cohort Grad Rate	Actual C/O 2017	Actual C/O 2018	C/O 2018 Target	Statewide Indicators Target
All Students	79.3	80.9	80.4	Exceeds annual target
Black / African American	71.5	74.4	73.4	Exceeds annual target
Amer. Indian / Alaskan Native	60.3	60.4	63.3	Did not meet annual target
Asian	87.5	90.0	87.7	Exceeds annual target
Hispanic / Latino	72.7	75.2	74.4	Exceeds annual target
Hawaiian / Pacific Islander	68.1	74.0	70.3	Exceeds annual target
White	81.9	82.9	82.7	Exceeds annual target
Two or More Races	79.7	80.7	80.8	Did not meet annual target
Students with a Disability	59.4	61.7	62.4	Did not meet annual target
Limited English	57.8	64.1	61.0	Exceeds annual target
Low-Income	70.0	72.1	72.0	Exceeds annual target

Some noteworthy improvements for the class of 2018 are as follows and form part of the accompanying PowerPoint presentation.

- The graduation rates for the Native American, Black, Hispanic, and Pacific Islander student groups increased from 1.6 to 2.3 percentage points per year over the most recent years.
- The graduation rates for the English learner student group increased an average of nearly three percentage points per year over the most recent years.
- The graduation gap based on socioeconomic status decreased by 4.3 percentage points from the class of 2013 to the class of 2018.



Update - Class of 2018 Graduation

Washington State Board of Education
March 14, 2019

Statewide Indicators Long-Term Goals Older Results - December 2017



None of the 11 groups were on track to meet the Statewide Indicators long-term graduation rate goals.

4-Yr Cohort Grad Rate	Actual C/O 2016	Actual C/O 2017	Statewide Indicators Target
All Students	79.1	79.3	Did not meet annual target
Black / African American	70.7	71.5	Did not meet annual target
Amer. Indian / Alaskan Native	60.6	60.3	Did not meet annual target
Asian	88.6	87.5	Did not meet annual target
Hispanic / Latino	72.3	72.7	Did not meet annual target
Hawaiian / Pacific Islander	68.2	68.1	Did not meet annual target
White	81.5	81.9	Did not meet annual target
Two or More Races	77.9	79.7	Did not meet annual target
Students with a Disability	58.1	59.4	Did not meet annual target
Limited English	57.6	57.8	Did not meet annual target
Low-Income	69.4	70.0	Did not meet annual target

ESSA and Statewide Indicators Long Term Goals



Eight of 11 groups are currently on track to meet the 2027 ESSA and Statewide Indicators long-term graduation rate goals.

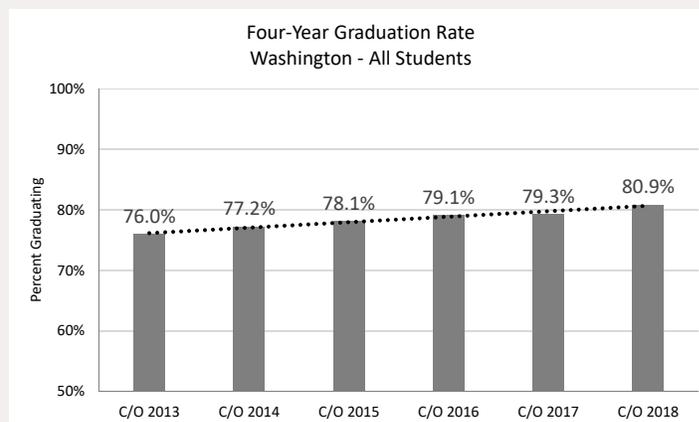
4-Yr Cohort Grad Rate	Actual C/O 2017	Actual C/O 2018	C/O 2018 Target	Statewide Indicators Target
All Students	79.3	80.9	80.4	Exceeds annual target
Black / African American	71.5	74.4	73.4	Exceeds annual target
Amer. Indian / Alaskan Native	60.3	60.4	63.3	Did not meet annual target
Asian	87.5	90.0	87.7	Exceeds annual target
Hispanic / Latino	72.7	75.2	74.4	Exceeds annual target
Hawaiian / Pacific Islander	68.1	74.0	70.3	Exceeds annual target
White	81.9	82.9	82.7	Exceeds annual target
Two or More Races	79.7	80.7	80.8	Did not meet annual target
Students with a Disability	59.4	61.7	62.4	Did not meet annual target
Limited English	57.8	64.1	61.0	Exceeds annual target
Low-Income	70.0	72.1	72.0	Exceeds annual target

3

Four-Year Graduation Rate Incremental Improvement Over Time



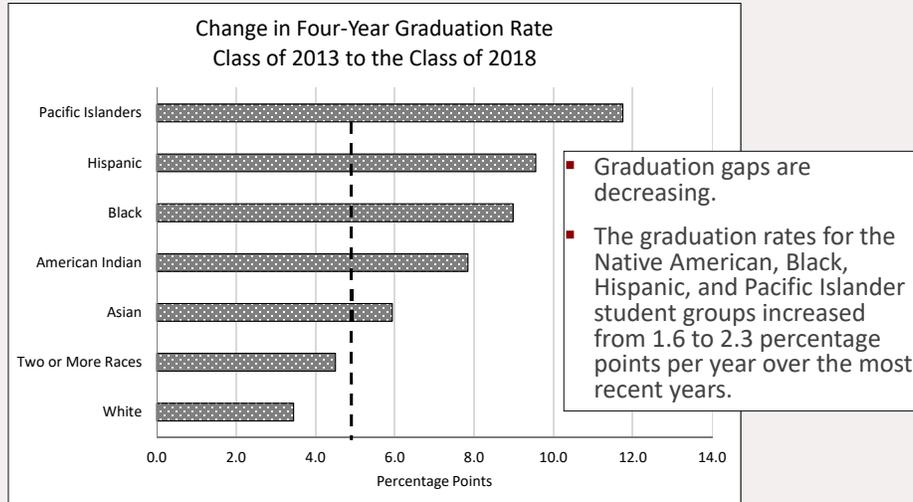
The All Students graduation rate increased approximately 4.9 percentage points from the class of 2013 to the class of 2018.



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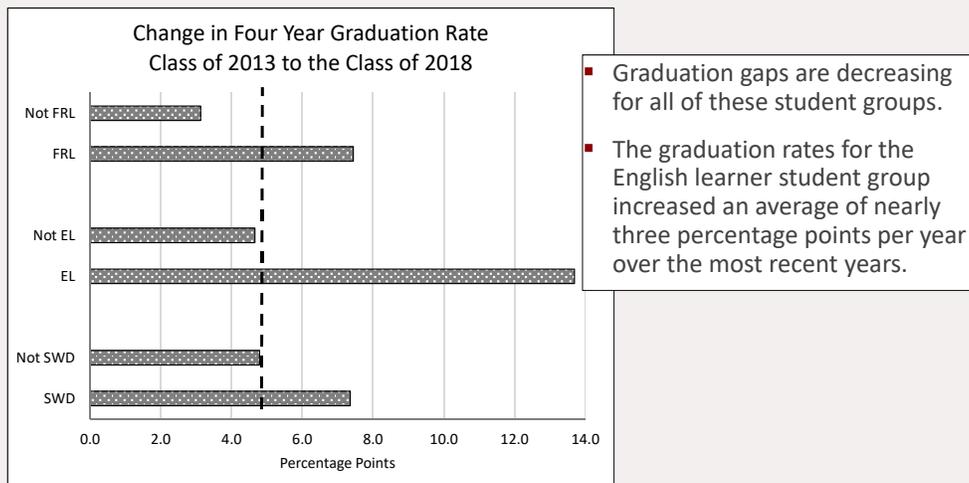
Change in Four-Year Graduation Rate Race and Ethnicity Student Groups



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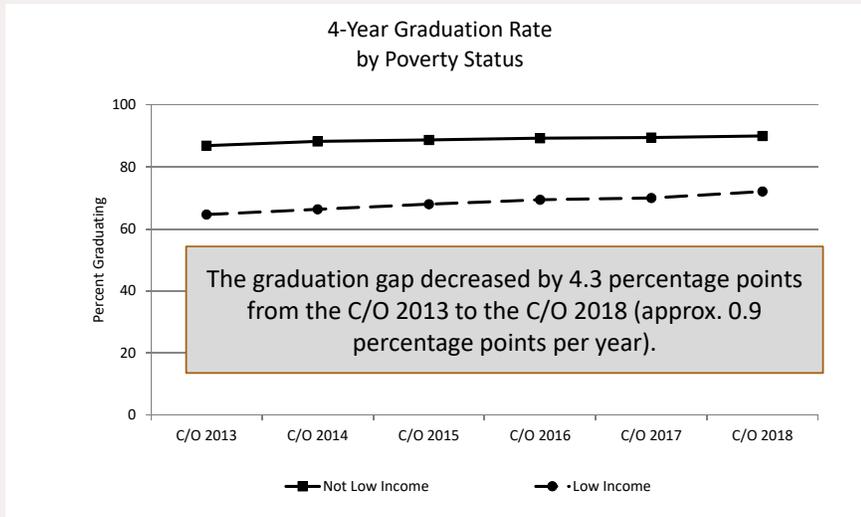
Change in Four-Year Graduation Rate Program Participation



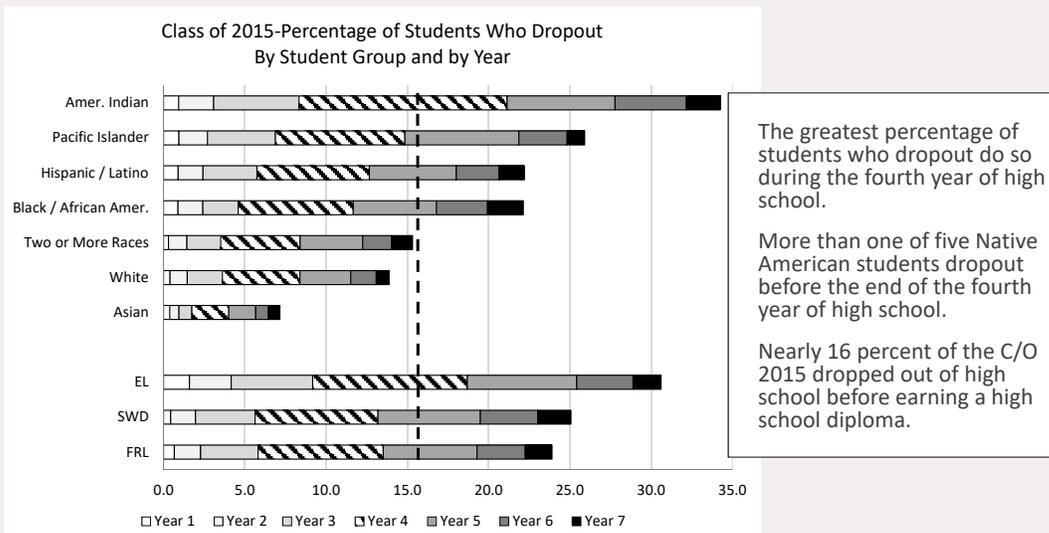
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Graduation Gap by Poverty Status



Class of 2015 Dropout Rate by Year





Contact Information

Website: www.SBE.wa.gov

Facebook: www.facebook.com/washingtonSBE

Twitter: [@wa_SBE](https://twitter.com/wa_SBE)

Email: sbe@k12.wa.us

Phone: 360-725-6025

Web updates: bit.ly/SBEupdates



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HIGH SCHOOL COMPLETION AND OPEN DOORS UPDATE

Prepared for the March 2019 Board Meeting

Information item.

As related to:

- Goal One:** All students feel safe at school, and have the supports necessary to thrive.
- Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.
- Goal Three:** School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

- Goal Four:** Students successfully transition into, through, and out of the P-12 system.
- Goal Five:** Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.
- Goal Six:** Equitable funding across the state to ensure that all students have the funding and opportunities they need, regardless of their geographical location or other needs.
- Other**

Materials included in packet:

- Memo summarizing high school credentials

Synopsis and Policy Considerations:

A panel of educators will update the Board on different ways for students and adults in Washington to earn a high school credential. The panel will consist of OSPI staff from the Office of System and School Improvement, a representative of the State Board of Community and Technical Colleges, and a representative of a high school partnership program of South Puget Sound Community College. The purpose of this agenda item is to inform the Board about the state's system of high school credentials, as well as state dropout prevention, intervention, and reengagement programs. No SBE action is planned on this topic at the meeting.



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EARNING A HIGH SCHOOL CREDENTIAL IN WASHINGTON

Prepared for the March 2019 Board meeting

Introduction

At the March 2019 State Board of Education (SBE) meeting, the Board will be updated on different ways for students and adults in Washington to earn a high school credential. The Board will hear from a panel of OSPI staff, a representative of the State Board of Community and Technical Colleges, and a representative of a high school partnership program of South Puget Sound Community College. The purpose of this agenda item is to inform the Board about the state's system of high school credentials, as well as state dropout prevention, intervention, and reengagement programs.

Ways to Earn a High School Credential

In Washington, school districts and approved private schools may issue high school diplomas, as well as public community and technical colleges. Table 1 shows different pathways people may take to earn a high school credential.

Students may attend either public or private high school, meet the graduation requirements set by the SBE and local requirements established by the district or private school, and earn their high school diploma. In addition, under rules adopted by the SBE ([WAC 180-51-053](#)), community and technical colleges may also award high school diplomas to students who meet state graduation requirement set by the SBE. An alternative option to a high school credential is the high school equivalency certificate, by which students demonstrate their knowledge and skills through a series of tests. The State Board of Community and Technical Colleges has approved GED® tests as the high school equivalency test. The SBE has authority over the eligibility of students aged 16 to 19 to earn a high school equivalency certificate and has written rules regulating this ([WAC Chapter 180-96](#)).

SBE rule ([WAC 180-51-015](#)) states that the high school diploma awarded by private schools and by community and technical colleges must meet the requirements of the graduation requirements chapter. Community and technical college high school completion programs that wish to align graduation requirements with feeder school districts that have a waiver to delay the 24-credit graduation requirements ([WAC 180-51-068](#)) may apply for a waiver to delay as well. Such waivers may be business items at future SBE meetings.

Table 1: Pathways to a high school credential

Credential	How Students Earn the Credential	SBE Role
Diploma issued by a school district or private school	Students meet state and local high school graduation requirements through: <ul style="list-style-type: none"> • High school courses. • Dual credit courses and programs. • Skills Centers. • Work-based learning. • Other high school credit opportunities recognized by the school or district. 	<ul style="list-style-type: none"> • Establish state credit graduation requirements (WAC 180-51-068) • Identify scores for meeting standard on assessments required for graduation (RCW 28A.305.130)
Diploma issued by a community or technical college	Students may earn a high school diploma at a state community or technical college through a variety of ways: <ul style="list-style-type: none"> • Running Start students may earn a high school diploma when they complete an associate degree. • College students may earn a high school diploma when they complete an associate degree. • Students age 16 and older may meet state graduation requirements through a high school completion program (which may be part of an Open Doors program). • Adults who are at least 21 years of age may earn a diploma through a High School 21+ program that recognizes credit toward a diploma for work, life, and military experience. 	State credit graduation requirements established by the SBE apply to high school completion and High School 21+ programs. (WAC 180-51-053 , and WAC 180-72)
High School Equivalency	Students pass a high school equivalency test or series of tests (GED® has been approved at the high school equivalency test). Students prepare for the tests: <ul style="list-style-type: none"> • Individually or through home-based instruction. • Through a program at a community or technical college (which may be part of an Open Doors program). 	SBE adopted rules for high school equivalency for students age 16 to 19 (WAC 180-96)

Options Available to Students of Different Ages

Until a student is 21, they are entitled to earn a high school diploma through a public school district. Young people who are 16 or 17 years old may attend a community or technical college high school completion program, but the principal of a student’s home high school, in cooperation with an appropriate official at the college, must approve the student’s program. Adults over 21 may earn a high school diploma only through a public community or technical college, or they may earn a high school equivalency credential. Students who are 21 or older who earn their diploma through a community or technical college program must meet the credit graduation requirements set by the State Board of Education, but are not required to meet the assessment requirement that high school students must meet ([WAC 180-51-035](#)).

The graduation requirements that students must meet are assigned to students the year they start 9th grade, based on a projected 4-year graduation. The graduation requirements assigned to the student

generally remains the same regardless of the year the student actually graduates. The legislature occasionally removes a requirement, such as the culminating project (removed as a requirement for the Class of 2015 and beyond) or an assessment required for graduation, but avoids adding requirements to students who are already in high school. When a requirement is removed, students who earn a diploma subsequent to the removal are not responsible for meeting the requirement.

Background on Dropout Prevention, Intervention, and Reengagement Legislation

OSPI's 2017-2018 dropout and graduation data indicated that of students who entered 9th grade in the 2013-2014 school year, 11,582 dropped out within five years (the five-year adjusted cohort dropouts). What happened to these young people? What options do they have to reengage in education?

In 2007 the Legislature created the Building Bridges grant program to begin a phase-in of a statewide comprehensive dropout prevention, intervention, and reengagement system. Legislation passed in 2009 (SHB 1758) expanded the options of community and technical colleges to award high school diplomas under the conditions described in Figure 1. In 2010, ESSB 6403 directed OSPI to create a collaborative workgroup to advise and coordinate a comprehensive, integrated, multi-layered system of dropout prevention, intervention, and reengagement. This led to the creation of the GATE advisory group (Graduation A Team Effort). (The [GATE Partnership Advisory Committee meetings](#) meet quarterly and provide information and an opportunity for discussion on a range of topics related to high quality implementation of dropout prevention, intervention and reengagement strategies; Board members may be interested in attending.)

Also in 2010, E2SHB 1418 created a statutory framework for a statewide dropout reengagement system focused on youth aged 16 to 21. The legislation directed OSPI to develop model inter-local agreements between Educational Service Districts, school districts, community or technical colleges, or community-based organization. Programs built around such partnerships or agreements are called Open Doors Youth Reengagement programs or 1418 reengagement programs (there may be unique names for local 1418 programs as well). HB 1541 tasked the Center for the Improvement of Student Learning with creating the Washington Integrated Student Supports Protocol (WISSP). WISSP is an interdependent system of strategies for closing educational opportunity gaps and promoting the success of all students.

These bills have created a framework for addressing dropout prevention, intervention, and reengagement in the state.

Action

This agenda item is intended to update and inform the Board. No SBE action is planned on this topic at the March 2019 meeting.

If you have questions about this memo, please contact Linda Drake at linda.drake@k12.wa.us, 360-725-6028.