



THE WASHINGTON STATE BOARD OF EDUCATION

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

Educational Service District 112, Clark/Pacific Room
2500 N. 65th Avenue, Vancouver, WA 98661

The Board will hold a community forum from 5:30 to 7:30 pm on Tuesday, November 6 at the Washington School for the Blind, 2214 E 13th St., Old Main Building: Dining Room, Vancouver, WA 98661

NOVEMBER 7-8, 2018 MEETING AGENDA

Wednesday, November 7

8:00-8:45 a.m.

Call to Order

- Pledge of Allegiance
- Agenda Overview
- Oath of Office for Dr. Paul Pitre
- Welcome by Dr. John Steach, Superintendent, Evergreen Public Schools

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 September 11-13 Board Meeting

8:45-9:45

Executive Director Update

- Updates
- Review of Business Items
- Rule Adoption for Chapter 180-90 WAC, Chapter 180-18 WAC, Section 180-16-195 WAC, and Section 180-16-225 WAC
- PESB Joint Report
- Annual Charter School Report
- Temporary Waiver of Career- and College-Ready Graduation Requirements for Omak and Wishram School District
- Draft Strategic Plan Overview

9:45-10:00

Break

10:00-11:15

Committee and Other Updates

- NASBE Report-Out
- Educational Equity
- School Recognition
- Social-Emotional Learning

- Early Childhood Education
- Legislative

11:15-12:00

Legislator Panel: 2019 Legislative Session

Representative Paul Harris, Ranking Member, House Education Committee
 Representative Monica Stonier, Vice-Chair, House Education Committee
 Senator Ann Rivers, Early Learning and K-12 Education

12:00-12:15

Public Comment

12:15-1:00

Lunch and Governor's Office Update

Ms. Maddy Thompson

- Governor's Budget
- Career-Connected Washington Update
- Other Updates from the Governor's Office

1:00-2:30

K-12 Partner Panel: 2019 Legislative Session

Ms. Kaaren Heikes, Director of Policy and Partnerships

Mr. Dave Mastin, Executive Director, Government Relations, Office of Superintendent of Public Instruction

Mr. Justin Montermini, Government Relations, Professional Educator Standards Board

Mr. Dan Steele, Assistant Executive Director, Government Relations, Washington Association of School Administrators

Ms. Marie Sullivan, Lobbyist, Washington State Parent Teacher Association

Ms. Roz Thompson, Director of Government Relations and Advocacy, Association of Washington School Principals

Ms. Jessica Vavrus, Deputy Executive Director, Government Relations, Washington State School Directors' Association

Ms. Lucinda Young, Chief Lobbyist, Washington Education Association

2:30-2:45

Break

2:45-3:30

Discussion of Potential Legislative Priorities

Ms. Kaaren Heikes, Director of Policy and Partnerships

- Potential SBE Legislative Priorities
- SBE Diploma Bill Analysis
- SBE Budget Requests

3:30-4:30

Update on 2018 Assessment Results

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

4:30-5:00

Student Presentation: Student Engagement and Strategic Plan Feedback

Mr. Joe Hofman, Student Board Member

Ms. Lindsey Luis, Fort Vancouver High School, Vancouver Public Schools

Mr. Kelton Duncan, Hockinson High School, Hockinson School District

Ms. Bridget McCallie, Ridgefield High School, Ridgefield School District

Mr. Matthew Torres, Ridgefield High School, Ridgefield School District

5:00

Adjourn

Thursday, November 8

- 8:00-9:00 a.m.** **Indicators of Educational System Health**
Dr. Andrew Parr, Research Director
- 9:00-9:45** **Basic Education Compliance Report**
Mr. Parker Teed, Policy Analyst
- 9:45-10:15** **High School Diploma Requirements**
Ms. Linda Drake, Director of Career- and College-Ready Initiatives
- 10:15-10:30** **Break**
- 10:30-11:45** **Draft Strategic Plan Discussion**
- 11:45-12:00** **Public Comment**
- 12:00-1:00 p.m.** **Lunch (Board Discussion)**
- 1:00-2:00 p.m.** **Draft Strategic Plan Discussion Continued**
- 2:00-3:00** **Business Items (Action Required)**
1. Approval of *2018-2023 SBE Strategic Plan*
 2. Approval of *Statewide Indicators of Educational System Health: 2018 Summary Report and Recommendations*
 3. Approval of Temporary Waiver of Career- and College-Ready Graduation Requirements for Omak and Wishram School Districts
 4. Approval of Basic Education Compliance for 2018-19 School Year
 5. Adoption of Final Rules for Chapter 180-90 WAC, Chapter 180-18 WAC, Section 180-16-195 WAC, and Section 180-16-225 WAC
 6. Adoption of *2019 SBE Legislative Priorities*
 7. Adoption of Final Rules for Section 180-18-100 WAC, Section 180-22-100 WAC, Section 180-22-140 WAC, and Section 180-22-150
- 3:00** **Adjourn**



THE WASHINGTON STATE BOARD OF EDUCATION

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September 11-13, 2018
Semiahmoo Resort
9565 Semiahmoo Parkway
Blaine, WA 98230

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

Tuesday, September 11

Members Attending: Chair Kevin Lavery, Mr. Harium Martin-Morris, Mr. Ricardo Sanchez, Ms. Connie Fletcher, Dr. Alan Burke, Mr. Ryan Brault, Ms. Patty Wood, Ms. Judy Jennings, Mr. Peter Maier, Ms. MJ Bolt, Ms. Holly Koon, Mr. Joe Hofman, Ms. Autymn Wilde and Mr. Jeff Estes (14)

Members Absent: Superintendent Chris Reykdal (1)

Staff Attending: Dr. Randy Spaulding, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Alissa Muller, Mr. Parker Teed, Ms. Tami Jensen, Ms. Linda Drake, Ms. Linda Sullivan-Colglazier (SBE Counsel), and Ms. Noreen Light, Facilitator (9)

RETREAT ORIENTATION

Chair Kevin Lavery called the Board meeting to order at 8:00 a.m. and took a moment of silence to honor the victims of the September 11, 2001 attacks.

AGENDA OVERVIEW

Dr. Spaulding summarized the agenda and expected outcomes for the day: to review Board norms, overview of Board duties, and the review of the Equity Statement of Intent and Equity Lens.

Dr. Spaulding also introduced Ms. Noreen Light to the Board who would facilitate the conversation for the first two days of the retreat. In addition, he acknowledged the support and assistance provided by the Governor's Results Washington team Lean Fellows (KayLyne Newell and Danelle Guerin) in helping to develop the agenda for the retreat.

EXECUTIVE COMMITTEE NOMINATIONS

Prior to September Board Meeting, members had opportunity to submit nominations to Member Fletcher and Ms. Jensen for the three Member At Large positions. Members nominated the following:

Member at large: Ms. MJ Bolt

Member at Large: Ms. Patty Wood

Member at Large: Mr. Jeff Estes

Chair Lavery announced nominations closed and that election would take place Thursday, September 13 during business items.

BOARD MEMBER ROLES

Dr. Spaulding briefly discussed Board member roles including a reminder of the Board norms document provided in the materials. In addition, he introduced the "Gradients of Agreement" tool to help move

the conversation forward to meet the retreat goals. The tool is a means to quickly gauge the level of agreement or disagreement for a group by polling members based on an agreement scale.

FACILITATED DISCUSSION – VISION, MISSION, VALUES

Dr. Spaulding and Ms. Light presented tools to facilitate discussion about the Washington State Board of Education’s Mission and Vision Statement and identify SBE values using the following key questions:

1. Do the existing Vision and Mission Statements meet current needs?
2. What does SBE value as it pertains to what we do and how we do it?

Members and staff drafted options for vision and a couple of alternative options for mission statement. The following reflects small group discussions outcomes:

Vision: The Washington State Board of Education envisions an education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning.

Mission:

The mission of the State Board of Education is to provide: transparent leadership in K-12 education policy-making; effective oversight of schools serving Washington K-12 students; and, assertive advocacy for student personal growth and success. These three areas of responsibility will support a system that personalizes learning for each student and values diverse cultures, abilities, and learning styles.

Value Statements

Ms. Noreen Light consolidated the conversations on value statements. Conflicting ideas emerged (e.g., proactive and responsive) that require further discussion. The Board discussed possible combination of statements, e.g., “strategic action” and “dynamic and future-focused innovation?”

Board members reviewed and discussed their current vision and mission, and how they could be supported by the development of Board Value Statements.

We value

Members discussed the following “We Value” Statements:

Equity. Equity is a primary consideration in our policy-making, initiatives, actions, and interactions. The Board has adopted an Equity Statement of Intent and we actively seek to identify and remove barriers that inhibit equitable access to quality learning opportunities.

Strategic Action. Enact impactful, sustainable, research-based initiatives to fulfill our mission and vision. Support an innovative and adaptive system that meets the needs of individual students.

Student-focused Education. Provide educational, social, emotional, and mental health supports for the whole child. Enact policies that benefit our students, and modify or eliminate policies that are not beneficial. Create meaningful opportunities to hear from and respect diverse student voices. Build authentic, caring, relationships with students. Empower students to lead their own learning and provide personalized learning that is relevant to students.

Collaboration, Caring and Inclusion. Engage and collaborate with partners to achieve shared goals. Value, listen, and learn from all voices. Intentionally seek the wisdom of students, families, and communities, particularly those historically marginalized by the educational system, to inform policies and practices.

Dynamic and Future-focused Innovation. Think, plan, and lead proactively. Anticipate the needs of our students and society. Employ research-based strategies. Encourage schools to innovatively cultivate

student achievement and develop transferrable skills for a changing workplace. Recognize the changes in our students' needs and change the system accordingly.

LUNCH –OVERVIEW AND DISCUSSION OF BACKGROUND MATERIALS FOR STRATEGIC PLANNING

The Board discussed feedback from the public survey as well as data from the system health indicators, and how to use both in the development of the Board's strategic plan.

PUBLIC SURVEY SUMMARY

Members discussed survey results and expressed concern about the following:

- Not enough funding at the state level
- Lack of funding for enrichment and facilities
- School/family communications
- Foreign language not starting in 1st grade
- Stop cutting funding and programs – forced choice model

STATEWIDE INDICATORS OF THE EDUCATIONAL SYSTEM

Dr. Parr reported that statewide we are seeing overall progress on the six required indicators of system health. However, progress by some student groups is mixed.

- The overall performance on Kindergarten Readiness is up 2.5 percentage points (pp) over three Administrations, but the readiness of Native American and Pacific Islander children declined.
- The OSPI is expected to report on the 2017-18 statewide assessment results on September 10.
- The performance on the measure of High School Graduation is up for the Native American (3.9 pp), Black (2.7 pp), and Hispanic (3.1 pp) student groups.

Member Fletcher expressed concern over middle school math results and how this affects boys.

Member Lavery expressed the gap is what we need to focus on.

STRATEGIC PLANNING – FACILITATED SMALL GROUP DISCUSSION

Ms. Light and SBE staff facilitated discussion between Board members to help identify and address key issues and barriers regarding strategic planning. The Board identified key areas of work to incorporate into its upcoming strategic plan and began to define the scope of those areas.

Outcomes of small group discussion report outs:

- Capital Facilities
- Special Education
- Career connect learning – integrated through K-12
- Need more student support models (WISSP)
- Prototypical school model – family engagement
- Calendar changes – balanced calendar around holidays – year round calendar
- Students have agency over their own education
- Increasing the FTE of mental health professionals – and educators that deal with both primary and secondary traumas.
- Recommend student well-being measure to statewide indicators via student parent educator surveys

STRATEGIC PLANNING – FACILITATED DISCUSSION

Ms. Light, Dr. Spaulding, and SBE staff facilitated discussion between Board members to help identify and address key issues and barriers regarding strategic planning in the following ways:

- Expected outcome: agree on key issues to address. Agreement on 2-3 specific areas within each issue to focus on.
- Method: whole group discussion
- Tools: Gradient of agreement
- Key questions: for each key issue area and specific points, need to reach agreement
- Roles of facilitators and Board members: Ms. Light explained the process of redefining language to include in Strategic Planning

COMMITTEE BREAKOUT TIME

Dr. Spaulding and Ms. Heikes facilitated discussion between various committee members on reaching continued progress toward specific goals of each committee. Roles of Ms. Light and Dr. Spaulding: convene meetings and summarize, designated SBE staff assigned to each committee. A list of SBE committees as follows:

Executive Committee, Permanent Committee per Bylaws

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.

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

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

Membership: Chair Kevin Laverty, Mr. Peter Maier, Ms. Patty Wood, Mr. Jeff Estes and Ms. MJ Bolt.

Lead Staff: Dr. Randy Spaulding

Legislative Committee, Current Standing Committee, established Sept 2017

- 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.

Membership: Ms. Patty Wood, Ms. Holly Koon, Ms. MJ Bolt, Mr. Ricardo Sanchez, Ms. Judy Jennings and Mr. Alan Burke

Lead staff: Ms. Kaaren Heikes

Equity Committee, Current Standing Committee, established Nov 2017

- Refine working definitions of “Educational Equity” and “SBE Equity Lens” to recommend to full Board for adoption at January 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

Membership: Mr. Ricardo Sanchez, Mr. Harium Martin-Morris, Ms. Patty Wood, Mr. Ryan Brault

Lead Staff: Ms. Kaaren Heikes

Members requested staff supply Committee By-laws to members as refresher. Members expressed concern with committees in the following ways:

- Some board members have more influence and are more in the loop than others; need better distribution of influence
- Executive Committee meeting minutes need to be forwarded to the whole Board in a timely matter

Wednesday, September 12

Members Attending: Chair Kevin Lavery, Mr. Harium Martin-Morris, Mr. Ricardo Sanchez, Ms. Connie Fletcher, Dr. Alan Burke, Mr. Ryan Brault, Ms. Patty Wood, Ms. Judy Jennings, Mr. Peter Maier, Ms. MJ Bolt, Ms. Holly Koon, Mr. Joe Hofman, Ms. Autymn Wilde and Mr. Jeff Estes (14)

Members Absent: Superintendent Chris Reykdal (1)

Staff Attending: Dr. Randy Spaulding, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Alissa Muller, Mr. Parker Teed, Ms. Tami Jensen, Ms. Linda Drake, Ms. Linda Sullivan-Colglazier (SBE Counsel), and Ms. Noreen Light, Facilitator (9)

Dr. Spaulding called members to order at 8:30 a.m. to begin the first session of the day: pertaining to the review of the previous day's strategic planning session, including Washington State Board of Education's Vision, Mission, and Values outcomes.

REQUIRED ACTION DISTRICTS

Ms. Tennille Jeffries-Simmons, Assistant Superintendent, System and School Improvement, OSPI
 Ms. Michaela Miller, Deputy Superintendent, OSPI
 SBE RAD Taskforce members: Mr. Peter Maier, Ms. Holly Koon and Mr. Alan Burke, led by Dr. Randy Spaulding

The Board engaged with staff and OSPI staff regarding a coordinated process to update the RAD model as well as potential policy options for state directed support to those districts.

The RAD workgroup envisions the identification of school districts for required action on a three-year cycle consistent with ESSA identification of Comprehensive and Targeted support schools. The workgroup understands that one or more school districts might realize quick wins from immediate required action support and that the OSPI may wish to designate these school districts for required action for the approaching school year rather than waiting three more years until the next ESSA identification. The workgroup supports a plan to designate schools in 2019, understanding that the initial required action cohort would be subject to a one-time, two-year, support cycle until the 2020-21 school year. The workgroup will continue to explore the potential for identification of additional RAD school districts outside of the three-year cycle if unusual or extraordinary conditions exist for a particular school, provided resources and appropriate supports are available.

In response to the challenges related to Proposed Revised RAD Framework, OSPI and SBE will engage in a coordinated rulemaking process to address the following issues:

- Implementation timeline
- Identification
- Academic Audit and Needs Assessment of RADs
- Develop an Improvement Plan
- Implementation of a RAD Plan
- RAD Monitoring
- Release from Required Action

Ms. Tennille Jeffries-Simmons presented on the OSPI & SBE Joint Workgroup Site Visit / Listening session at recently released RAD school Quil Ceda Tulalip Elementary in Marysville School District. The goal of working together is to better integrate the current federal framework, state initiatives, and the strategic direction of both OSPI and SBE. This approach allows OSPI and State Board members to engage in deeper discussion of the data and options for potential revisions to state accountability.

Ms. Michaela Miller briefed the Board on OSPI's draft 2019 emerging legislative priorities, including the following for all students:

1. Dual language
2. Core instruction
3. Comprehensive supports
4. Multiple pathways to graduation
5. Expanded learning opportunities
6. Safe, effective school facilities

HIGH SCHOOL GRADUATION REQUIREMENTS, STUDENT TRANSITIONS AND DIPLOMA REQUIREMENTS

The Board and staff discussed how the agency might wish to address some of the challenges with the current diploma framework:

- Early Learning Transition into K-12
- Flexibility
 - Competency and Project Based Diploma
 - For districts implementing the requirements
 - To personalize education for students
 - To support work-integrated and experiential learning
 - Testing
 - Support career pathways
- High School and Beyond
 - Consistent implementation
 - Transportability -- Alignment to Higher Education
 - Evidence based 13th year plan (demonstrated 13th year plan)
- Mental Health
 - Incorporate authentic mental health skills in health class (also addressed in student well-being)

STUDENT PRESENTATION ON ASSESSMENTS AND STUDENT WELL-BEING

Ms. Autymn Wilde, Student Board Member

Ms. Wilde presented to the Board regarding the role of assessments as a component of graduation requirements. She emphasized the relationship between testing and student well-being and strongly urged the Board to advocate for a de-link of the assessments as a graduation requirement.

STRATEGIC PLANNING – FACILITATED SMALL GROUP DISCUSSION

Members prioritized the following Board actions for the strategic plan:

- 2-credit waiver
- Middle school credit
- Competency-based credit
- HSBP
- Personalized Pathways

- Postsecondary alignment
- Expedited Appeal Waiver
- High School Graduation Score
- High School diploma framework

ACCOUNTABILITY AND FUNDING

Members highlighted the following in regards to accountability and funding:

- Add student wellbeing to statewide indicators
 - Student, Parent, Educator Surveys
- Indicators inform:
 - Needs based / targeted funding
 - Supports for school leadership
 - Wrap-around services
- Move away from 19th Century Model
- Peer school analysis for recognition and support --> schools "beating the odds"
- Prototypical school model is broken. Schools should be funded based on student populations / demographics and needs that they have. No requirements to spend money in any certain way, by the state, but each district must prove, via outcomes, that they can/will/do produce positive outcomes or the state can intervene (look at CA model, per Harium). Or it could be distributed on an application basis within the funding allocation process (note - raised in well-being conversation)

LEARNING ENVIRNMENTS

Members expressed support for state efforts: to graduate all students fluent in two languages, core instruction for all, and increase the number of instructional staff. Members expressed concern in the following areas:

- More student support models (WISSP)
 - Prototypical School Model
 - Family Engagement
- Relevant, Effective, Engaging Curriculum
 - Problem-Based Learning
 - Next Generation Science Standards
 - Work-based skills / Career Connected Learning
 - Professional Development
- Address learning needs of Special Education and ELL students
- Kids need to feel valued, celebrated, and respected
 - Recognition of Assets Students Bring to the Table
- Students have agency over their education
- Capital Facilities need to support student well-being and learning
 - Bonds should be 50%

DISCUSSION OF POTENTIAL LEGISLATIVE PRIORITIES AND AGENCY BUDGET REQUESTS

Member Wood briefed the Board about the potential policy priorities the Legislative Committee wanted to bring forth. The Board considered potential legislative priorities and discussed the agency budget requests and gave the Legislative Committee direction for crafting the agency's 2019 legislative agenda.

Thursday, September 13

Members Attending: Chair Kevin Lavery, Mr. Harium Martin-Morris, Mr. Ricardo Sanchez, Ms. Connie Fletcher, Dr. Alan Burke, Mr. Ryan Brault, Ms. Patty Wood, Ms. Judy Jennings, Mr. Peter Maier, Ms. MJ Bolt, Ms. Holly Koon, Ms. Autymn Wilde and Mr. Jeff Estes (13)

Members Absent: Superintendent Chris Reykdal and Mr. Joe Hofman (2)

Staff Attending: Dr. Randy Spaulding, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Alissa Muller, Mr. Parker Teed, Ms. Tami Jensen, Ms. Linda Drake, Ms. Linda Sullivan-Colglazier (SBE Counsel), and Ms. Noreen Light, Facilitator (9)

CALL TO ORDER

Chair Lavery called the meeting to order at 8:30 a.m.

CONSENT AGENDA

Member Jennings moved to accept the consent agenda, including approval of minutes from the July 11-12, 2018 Board Meeting and minutes from the August 9, 2018 Special Board Meeting. Member Brault seconded the motion. Motion carried.

STRATEGIC PLAN DRAFT DISCUSSION AND NEXT STEPS

Dr. Spaulding and Ms. Light summarized the key agreements from the first two days of the retreat. The Board identified priorities for its forthcoming five-year strategic plan and informally concurred that the next steps in the strategic planning process are for SBE staff to draft the strategic plan with the themes identified at this retreat, a public review process, and slated adoption in November 2018.

EXECUTIVE DIRECTOR UPDATE

Dr. Spaulding summarized the Annual SBE Report and SBE Budget, Temporary Waiver from Career and College Ready Graduation Requirements for Lower Columbia College, and the Waiver for Substantial lack of classroom space for Port Townsend School District. The Board heard updates from staff regarding its business items.

BUDGET REQUESTS FOR 2019

Assessment of School Climate and Culture

Dr. Spaulding reported that the agency is submitting to the Governor a budget request to convene a workgroup to explore options to develop a statewide approach to support assessment of school climate and culture. In addition, the workgroup will explore the efficacy of including climate and culture in the accountability framework and/or indicators of system health. The analysis will include evaluation of different assessment tools and options for state level implementation and analysis.

Developing a competency-based pathway to the diploma and a robust high school planning framework

Requested funding would ensure students have access to relevant and robust pathways aligned to their personal goals for career and further study by supporting:

- Development of a framework for a competency based diploma and additional options to meet credit based graduation requirements through demonstrated competency.

- Analysis and dissemination of information regarding effective practices for a credit bearing high school and beyond planning option aligned with the career exploration goals outlined in CCW.

Addressing ADA accessibility of the SBE website and posted materials

Dr. Spaulding explained the Federal Office of Civil Rights (OCR) requires SBE to comply with a corrective action plan to ensure our website meets accessibility requirements. Within existing resources, the SBE launched a new ADA accessible website on May 7, 2018 and all staff have received training to ensure future documents produced for publication are accessible. However, two key areas remain to meet the OCR requirements that are beyond the SBE's current capacity. First is remediation of at least 500 documents (OCR dependent) posted on the website since July 2016. Second, is the need to add captioning to our Board meeting video-stream.

WSSDA FALL REGIONAL MEETINGS

Members confirmed SBE representatives for the WSSDA Fall Regional Meetings

PUBLIC COMMENT

Jesse Creydt signed up for public comment and reported on the Healthy Youth Coalition that is a community based organization focused on helping make the world around us a better, happier place. With the help of their tireless staff, they organize fundraisers, exciting community-building events, and in-depth training sessions for volunteers.

Vision: Create, identify, and support community assets in order to build capacity to support our community's youth and our future.

Mission: Connecting our community to cultivate awareness by creating short and long-term action plans to guide our youth to a healthier future.

Pledge: Children should be loved, Youth perspective should be valued, Enhancing diversity of opportunities for children & youth, Children of the community are our future, stop child & youth suicide, Compassion from the heart

Mr. Creydt discussed the need to address behavioral health in younger students and the need for earlier interventions. In the middle school years, a third of kids experience debilitating forms of anxiety. He and his wife run TouchStone Health Clinic that helps provide mental health providers to schools.

ELECTIONS FOR EXECUTIVE COMMITTEE

Members voting: Ms. Holly Koon, Mr. Ryan Brault, Ms. Connie Fletcher, Mr. Harium Martin-Morris, Mr. Ricardo Sanchez, Ms. Patty Wood, Mr. Kevin Laverty, Mr. Jeff Estes, Ms. MJ Bolt, Mr. Peter Maier and Ms. Judy Jennings. (11)

Members Wood, Estes and Bolt nominated for the three member at large positions and elected to the position with 11 votes each.

BUSINESS ITEMS

Motion made by Member Jennings to approve 2018-2019 Core Budget for the Washington State Board of Education, as shown in Exhibit A.

Motion seconded by Member Brault

Motion carried

Motion made by Member Brault to approve Lower Columbia 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 Jennings

Motion carried

Motion made by Member Wood to Move to approve Port Townsend School District's waiver request for up to five days for the 2018-2019 school year due to substantial lack of classroom space, for the reasons requested in its application to the Board.

Motion seconded by Member Brault

Board discussion Member Maier requesting clarification

Staff Mr. Parker Teed responded that lack of classroom space is K-through fifth grade and not just first.

Motion carried

Motion made by Member Brault to direct staff to initiate rule-making on Chapter 180-17 WAC regarding Required Action Districts.

Motion seconded by Member Koon

Motion carried

Members extended thanks to Ms. Light, Dr. Spaulding, and SBE Staff for streamlining processes during 2018 September Board Retreat.

Acknowledgment to Larry Davis, former Executive Director of the State Board of Education

A Chair Laverty adjourned the meeting at adjourn at 2:00 p.m.

Minutes prepared by: Ms. Tami Jensen, Executive Assistant to the Board

Complete meeting packets are available online at www.sbe.wa.gov
For questions about agendas or meeting materials, you may call 360-725-6501



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COVER: EXECUTIVE DIRECTOR UPDATE

Prepared for the November 2018 Board Meeting

As related to:

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

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

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

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

Other

Relevant to Board roles:

Policy Leadership

System Oversight

Advocacy

Communication

Convening and facilitating

Policy considerations/Key questions:

Update on agency activities and review of business items.

Materials included in packet:

- Executive Director Update Power Point
- House Bill 2824 Rules for Adoption (Chapter 180-90 WAC, Chapter 180-18 WAC, Section 180-16-195 WAC, and Section 180-16-225 WAC)
- Waivers Memo
 - Waiver applications and resolutions will be posted to the website under “externally-produced documents”)

Synopsis:

The Executive Director and Staff will brief the board and discuss several items including:

- Rule Adoption for Chapter 180-90 WAC, Chapter 180-18 WAC, Section 180-16-195 WAC, and Section 180-16-225 WAC
 - At this meeting, the Board will consider adoption of final rules to implement House Bill 2824 (Chapter 177, Laws of 2018) that exchange and align specific powers, duties, and functions of the Superintendent of Public Instruction and the State Board of Education. There have been no changes since the Board was last updated and approved of proposed rules during the July 2018 Board meeting.
- The Annual Joint Report with the Professional Educator Standards Board
- Temporary Waiver of Career- and College-Ready Graduation Requirements for Omak and Wishram School District
- Annual Charter School Report

In addition, staff will Review of Business Items on the November agenda and provide an overview of the Draft Strategic Plan.



Executive Director Update

Washington State Board of Education
November 7, 2018



Conversation Today

- Updates
- Review of Business Items
- Rule Adoption
- PESB Joint Report
- Annual Charter School Report
- Temporary Waiver of Career- and College-Ready Graduation Requirements
- Draft Strategic Plan Overview



Board Business Items

- Approval of 2018-2023 SBE Strategic Plan
- Approval of Indicators of Educational System Health Report
- Approval of Temporary Waiver of Career- and College-Ready Graduation Requirements for Omak and Wishram School Districts
- Approval of Basic Education Compliance for 2018-19 School Year
- Adoption of Rules for Chapter 180-90 WAC, Chapter 180-18 WAC, Section 180-16-195 WAC, and Section 180-16-225 WAC
- Adoption of 2019 SBE Legislative Priorities



Rules

- No changes made to proposed rules that were approved by the Board at the July 2018 meeting.
- Adoption of final rules is being considered at this Board meeting.
- These rules implement the provisions of House Bill 2824 (Chapter 177, Laws of 2018) that exchange and align specific powers, duties, and functions of the Superintendent of Public Instruction and the State Board of Education. There have been no changes since the Board was last updated and approved of proposed rules during the July 2018 Board meeting.
- Chapter 180-90 WAC (private schools), Chapter 180-18 WAC (waivers), Section 180-16-195 WAC (basic education compliance), and Section 180-16-225 WAC (waivers for substantial lack of classroom space).



Joint Report with Professional Educators Standards Board

- **RCW 28A.305.035** ...the state board of education and the professional educator standards board shall submit a joint report to the legislative education committees, the governor, and the superintendent of public instruction. The report shall address the progress the boards have made and the obstacles they have encountered, individually and collectively, in the work of achieving the goals in RCW [28A.150.210](#).
- **RCW 28A.150.210** ...the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for every student to develop the knowledge and skills essential to:
 1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
 2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
 3. Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
 4. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.



Annual Charter School Report

RCW 28A.710.250 directs the SBE, in collaboration with the Charter School Commission, to issue an annual report to the Governor, the Legislature, and the public at large, by December 1st covering:

1. The performance of the state's charter schools during the preceding school year, specifically a comparison of the performance of charter school students with the performance of academically, ethnically, and economically comparable groups of students in other public schools.
2. SBE's assessment of:
 - successes, challenges, and areas for improvement in meeting the purposes of this chapter, including the Board's assessment of:
 - the sufficiency of funding for charter schools,
 - the efficacy of the formula for authorizer funding, and
 - any suggested changes in state law or policy necessary to strengthen the state's charter schools.

Temporary Waiver

➤ The Board will consider a temporary waiver of Career- and College-Ready Graduation Requirements for the following two districts for the Class of 2019 and the Class of 2020.

➤ Omak

- Challenges: Omak School District voiced concern about the increase in credit expectations for the students who are enrolled in alternative programs. In particular, Highlands School has students who enter senior year with credit deficiencies.
- Solutions: The district has made a number of recent changes to support the new requirements but needs additional time. The district has hired [or is transitioning] a new counselor who will serve both Omak and Highlands High Schools. The district is implementing a grade report tracking system to better plan for interventions. Also, the district is providing tutoring access at Omak High School and adapting student written plans at Highlands High School to the new graduation requirements.

➤ Wishram:

- Challenges: Wishram School District is a very small, rural district that doesn't have the certified staff or courses in place to implement the career and college ready credit graduation requirements for the current graduating class. The challenge is particularly acute for CTE courses.
- Solutions: The district is implementing a grow-your-own strategy and has current staff members working on certifications. The district expects to have the necessary staff in place in time for the graduating class of 2021 to meet the career and college ready graduation requirements.



Draft Strategic Plan Overview

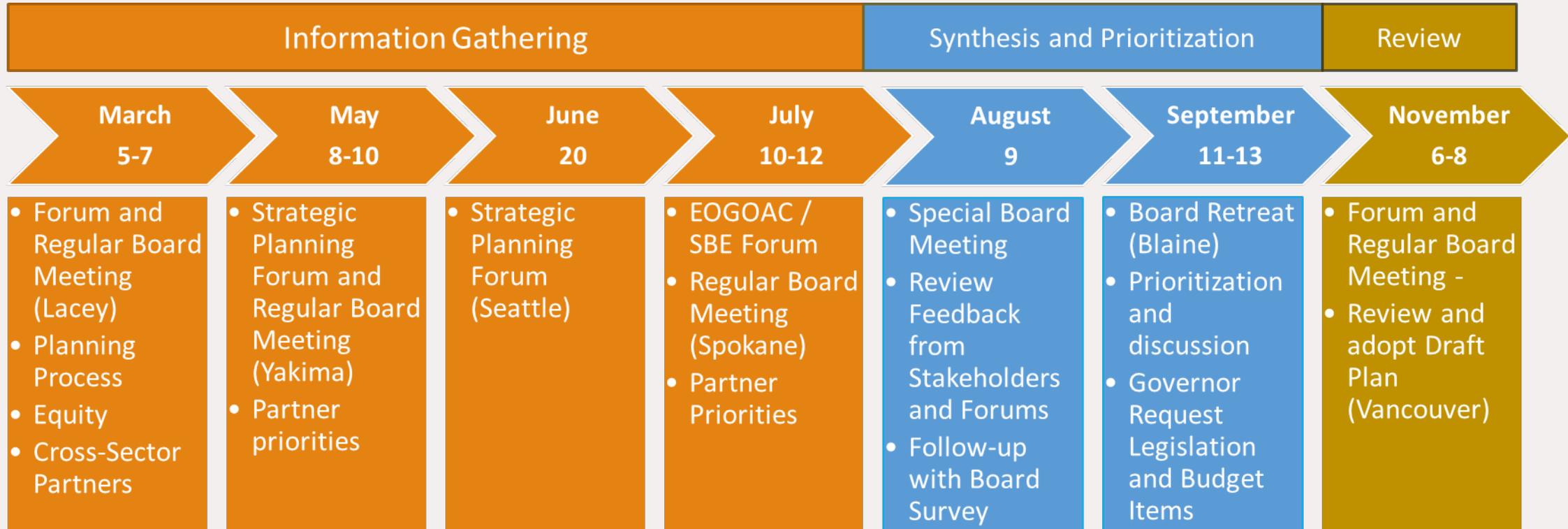
Washington State Board of Education
November 7, 2018

Overview of Strategic Plan

- About the Board
- Opportunity and Imperative
- Goals
- Vision, Mission, Values
- Priorities
- Measuring Success
- Feedback and Questions



Strategic Planning Timeline





About the Board

The State Board of Education is a 16 member public board charged with advocacy and oversight of Washington's education system, provides leadership for a system that personalizes education based on each student's needs, develops policies and structures designed to create an accountability system to improve student achievement, and promotes the achievement of state goals for basic education. The Board holds six regularly scheduled public meetings each year. Specific responsibilities of the SBE include:

- **Advocacy and strategic oversight of public education:** The Board provides a public forum to develop policies and provide advocacy to support a system of education that responds to individual student goals and community needs.
- **Basic Education Compliance:** The Board adopts rules and monitors compliance with a standards-based program of basic education, approves private schools operating in Washington, and approves and monitors districts wishing to authorize charter schools.
- **High School Graduation Requirements:** The Board establishes credit and non-credit requirements for high school graduation, determines threshold scores for assessments, and alternatives to meet graduation requirements.
- **Accountability and Improvement:** The Board adopts goals for the system, consults with OSPI to develop, maintain, and report on the state assessment system, establishes the index for system accountability and metrics for system health, and identifies criteria and approves districts for recognition and improvement.



Board Members

MEMBER BACKGROUNDS: LEADERS IN EDUCATION



Kevin Laverty
Chair
Elected - Mukilteo



Peter Maier
Vice Chair
Elected - Seattle



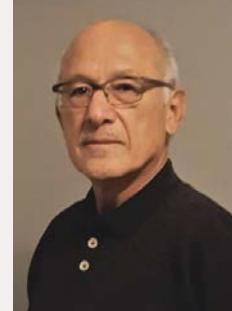
Harium Martin-Morris
Appointed - Seattle



Alan Burke
Appointed – Olympia



Ryan Brault
Elected – Pasco



Ricardo Sanchez
Appointed – Seattle



Connie Fletcher
Appointed – Issaquah



Autymn Wilde
*Eastern Washington
Student Board Member*



MJ Bolt
Elected – Spokane Valley



Holly Koon
Appointed – Deming



Jeff Estes
Appointed – Richland



Judy Jennings
Elected Private Schools
Representative –
Bonney Lake



Patty Wood
Elected – Kelso



Paul Pitre
Appointed – Seattle



Chris Reykdal
Superintendent of
Public Instruction



Joe Hofman
*Western Washington
Student Board Member*



Opportunity and Imperative

- Substantial state investments in our P-12 education system over the past several biennia.
- Systemic reform in the how the state organizes work to support children and families with the creation of the Department of Children, Youth, and Families.
- A philosophical change in our system of accountability and support from “shame and blame” under No Child Left Behind (NCLB) to a model of “identify and support” under the Every Student Succeeds Act (ESSA) and state systems of support.
- Consensus among policy makers, educators, and stakeholders about the urgent need to address systemic challenges that lead to inequitable outcomes for our students.



Goals

- All students feel safe at school, and have the supports necessary to thrive.
- 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.
- 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.
- Students successfully transition into, through, and out of the P-12 system.
- Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.
- 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.



Vision

The Washington State Board of Education envisions an education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning.

Mission

The mission of the State Board of Education is to provide: transparent leadership in K-12 education policy-making; effective oversight of schools serving Washington K-12 students; and, assertive advocacy for student personal growth and success. These three areas of responsibility will support a system that personalizes learning for each student and values diverse cultures, abilities, and learning styles.

Values

We, the Board members and staff of the Washington State Board of Education, value:

Equity. Equity – the process of identifying the needs of underserved populations of students, and providing additional resources for those students when they need it – is a primary consideration in our policy-making, initiatives, actions, and interactions. We actively seek to identify and remove barriers that inhibit equitable access to quality learning opportunities.

Student-focused Education. Provide educational, social, emotional, and mental health supports for the whole child. Enact policies that benefit our students, and modify or eliminate policies that are not beneficial. Create meaningful opportunities to hear from and respect diverse student voices. Build authentic, caring, relationships with students. Empower students to lead their own learning and provide personalized learning that is relevant to students.

Strategic Action. Enact impactful, sustainable, research-based initiatives to fulfill our mission and vision. Support an innovative and adaptive system that meets individual student needs.

Dynamic and Future-focused Innovation. Think, plan, and lead proactively. Anticipate the needs of our students and society. Employ research-based strategies. Encourage schools to innovatively cultivate student achievement. Recognize the changes in our students' needs and change the system accordingly.

Collaboration, Caring, and Inclusion. Engage and collaborate with partners to achieve shared goals. Value, listen, and learn from all voices. Intentionally seek the wisdom of students, families, and communities to inform policies and practices, particularly those historically marginalized by the educational system.

Priorities

- Student well-being
- Learning environments
- System design
- Student transitions and diploma
- Funding and accountability

Student Well-Being

GOAL:

- All students feel safe at school, and have the supports necessary to thrive.

BOARD INITIATIVES:

- To promote student well-being the Board feels it is essential to understand more about the environment they are exposed to at school. To this end the Board intends to convene a workgroup to examine options for a statewide survey of school climate and culture.
- The Board will consider adding student well-being as an indicator in the System Health report or to the School Improvement Framework.

INDICATORS:

- Students, parents, and educators report improvements in well-being, school climate, and culture.
- Schools report implementation of proven approaches to increase engagement and improve school climate.
- Exclusionary discipline rates decline and exclusionary discipline disproportionality decreases.
- Chronic absenteeism decreases and attendance rates increase.



Student Well-Being

THE BOARD SUPPORTS EFFORTS TO:

- Develop a statewide framework for school safety and mental health to provide all schools with access to mental health professionals in schools with links to community-based mental health and other healthcare providers, wrap around supports for students, professional development to support mental health, social emotional learning, trauma-informed instruction, positive behavioral interventions and support (PBIS), and emergency preparedness for all educators and other school staff.
- Shift the focus of discipline to an integrated student supports system that keeps youth engaged in school and out of the juvenile justice system.
- Strengthen current high school health learning standards to include information on mental health relevant to students and improve mental health instruction in K-12.
- Expand efforts to support the emotional well-being of our teachers.
- Closing The Opportunity Gap In Washington's Public Education System, Educational Opportunity Gap



Learning Environments

GOAL:

- 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.

BOARD INITIATIVES:

- The Board is working with partners to support more effective communication with students, parents, and educators about information supporting multiple pathways to post-secondary options, flexibility of graduation requirements, and the shift to authentic learning and assessment with the implementation of the Washington State Science Learning Standards (WSSLS).
- Collaboration with partners in support of implementing state standards, including efforts around the Washington State Science Learning Standards, to communicate the importance of implementing our new science standards with fidelity, with a special emphasis on equity.

INDICATORS:

- Reduction in absenteeism and chronic absenteeism.
- Increase in the four-year graduation rate.
- Increase in engagement in post-secondary education, training, or careers identified in a student's High School and Beyond Plan.

Learning Environments

THE BOARD SUPPORTS EFFORTS TO:

- Promote programs and policies that enable and encourage meaningful family and community engagement at every level of the education system to ensure schools are responsive to the needs of communities.
- Expand use of personalized learning strategies and project-based and career-connected learning opportunities, including credit for competencies acquired in the workplace, through volunteer work, or other extracurricular activities.
- Implement emerging and effective practices in the teaching and learning of math.
- Scale these efforts and share effective practices to implement continual curriculum improvement using research-based, models to improve teaching and learning.

System Design

GOAL:

- 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.

BOARD INITIATIVES:

- Ensure the accountability and recognition system employed by the Board reflects the values of the Board and supports improvements that will reduce opportunity and achievement gaps.
- Evaluate how the basic education compliance process may be used to ensure students have equitable opportunities within the program of basic education. Integrate private school approval and support. Serve as a resource for public charter school authorizers and conduct thorough monitoring and reporting. Ensure effective regulation of private schools while respecting the autonomy of private schools.

INDICATORS:

- Opportunity gaps within and among districts are eliminated.
- Students have more ways to reach graduation, including competency-based education.



System Design

THE BOARD SUPPORTS EFFORTS TO:

- Expand learning opportunities including extended day, summer learning opportunities and extracurricular activities as well as transportation and other supports necessary to ensure equitable access.
- Increase investments and professional development to address the needs of diverse learners including expansion of dual language and immersion programs beginning in elementary school and continuing through high school.
- Encourage intentional consideration of culturally-responsive, flexible calendars and scheduling and alternatives to the traditional 180-day calendar.
- Recruit and retain educators and administrators who represent the diversity of the students served, and innovative educational leaders who are committed to eliminating biases, barriers, and opportunity gaps.
- Provide additional professional development opportunities for educators and administrators.



Student Transitions and Diploma

GOALS:

- Students successfully transition into, through, and out of the P-12 system.
- Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.

BOARD INITIATIVES:

- Inform districts, students, and parents about flexibilities within the current graduation requirement framework.
- Add flexibility to the current graduation requirements.
- Engage partners to develop a framework for a competency-based diploma pathway and additional options for competency-based credit.
- Develop a framework for a credit-bearing High School and Beyond Plan to align with the goals expressed by Career Connect Washington and to integrate Financial Education standards.
- Study math pathways aligned to specific postsecondary and career pathways.
- Collect information and convene experts to share effective practices in student transitions from pre-K to post-secondary.

Student Transitions and Diploma

INDICATORS:

- The percentage of children entering kindergarten who are kindergarten-ready increases.
- The number of students successful in all ninth grade courses increases.
- The graduation rate will increase more rapidly than is currently occurring.
- The number of students who successfully transition to post-secondary training, education, and work increases.

THE BOARD SUPPORTS EFFORTS TO:

- Improve early learning and transitions within the K-12 continuum.
- Expand the availability of graduation specialists and career specialists in high school.
- Maintain the state commitment to rigorous standards and assessment while [eliminating](#) the proficiency requirement on assessments to earn a diploma.
- Increase equity in access to accelerated learning opportunities, including dual credit programs.



Funding and Accountability

GOAL:

- 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.

BOARD INITIATIVES:

- Analyze the characteristics of schools that are demonstrating success overcoming barriers and establish a new, more equitable, school recognition system in partnership with the OSPI and the EOGOAC.
- Develop and implement a new model to support Required Action Districts, in partnership with the OSPI.
- Reconstitute the Achievement and Accountability Workgroup to Examine potential revisions to the School Improvement Framework, including additional school quality indicators to address school climate and culture, access to effective, experienced, and appropriately credentialed educators, and disproportionate discipline.

INDICATORS:

- Improving scores in the Washington School Improvement Framework (WSIF).
- Improving student growth in schools identified for Comprehensive Support and in districts identified for Required Action.
- Improvement in funding equity, prioritized to those districts most in need.



Funding and Accountability

THE BOARD SUPPORTS EFFORTS TO:

- Target funding to schools and students who need it most, including support for increased access to mental health services, wrap-around supports, Special Education, and English Language Learners.
- Fully fund dual credit programs in all subject areas to eliminate disparities related to cost.
- Revise the prototypical school funding model to better reflect needs of the students schools serve; to include a specific student to mental health professional ratio, and to increase ratio of instructional staff to students (reduce class size).
- Increase funding for professional development to strengthen, develop, and retain strong, sustainable, diverse school leadership at every level.
- Provide funding to recruit and retain teachers, staff, and school leaders to reflect the diversity of the school and community.
- Provide adequate state funding for school and district facilities and to change the capital funding threshold to require a simple majority for passage of bonds.



Measuring Success: Statewide Indicators of the Educational System

The monitoring of the Statewide Indicators of the Educational System Health centers on three primary framing questions:

- Are young children prepared to learn as they transition into the K–12 system?
- Do students have access to quality schools and programs?
- Are students provided an opportunity to develop the skills and knowledge to be prepared for civic engagement, careers, postsecondary education, and lifelong learning?



Next Steps - Timeline

7-8-Nov	Board Meeting	Review and approval of Strategic Plan	Board, Public
15-Nov	Final Edits to Board and to Graphic Design	Graphic rich plan that captures the priorities and strategies of the Board	Staff
20-Nov	Final EC Review / Discussion	Review of final draft prior to printing	Board / EC
1-Jan	Strategic Plan Posted on Website and sent to printer; Plan distributed to Leg Committees and Governor's office	Broad distribution of the plan to stakeholders and the public will help the Board advocate for improvements in the system needed to better serve young people in Washington and ensure we have a world class system of education	Board, Public



Contact Information

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THE WASHINGTON STATE BOARD OF EDUCATION

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

SUMMARY OF PROPOSAL FOR RULE-MAKING TO IMPLEMENT HB 2824

Prepared for the November 2018 Board meeting

This memo summarizes the proposed changes to rules to implement House Bill 2824, a bill that transfers roles and responsibilities between the Office of Superintendent of Public Instruction and the State Board of Education.

Proposal for WAC Chapter 180-90 (Private Schools)

- To implement the transfer of private school approval from the Office of Superintendent of Public Instruction to the State Board of Education per House Bill 2824, the proposal changes the agency referenced from “Superintendent of Public Instruction” to “State Board of Education” at various points and, as necessary, modifies language to implement this transfer.
- In WAC 180-90-145 (Approval-Initial Application-Exception), the proposal allows for schools that have filed for an exception for the initial application to be considered at the next regularly scheduled State Board of Education meeting.
- In WAC 180-90-160 (Minimum standards and certificate form), the proposal corrects language by referring to RCW 28A.195.010 rather than RCW 28A.150.220 to. This change correctly references private school law rather than basic education law.
- In WAC 180-90-160 (Minimum standards and certificate form), the proposal corrects a reference to graduation requirement rules so that the reference remains consistent even when graduation requirements are to be updated.
- Clarifies or corrects language as necessary.

Proposal for WAC Chapter 180-18 (Waivers for Restructuring Purposes)

- To implement the transfer of administration of the approval process for waivers from basic education requirements from the State Board of Education to the Superintendent of Public Instruction per House Bill 2824, the proposal changes the agency referenced from “State Board of Education” to “Superintendent of Public Instruction” at various points and, as necessary, modifies language to implement this transfer.
- In WAC 180-18-030 (Waiver from total instructional hour requirements), clarifies that the Superintendent of Public Instruction may grant waiver requests that demonstrate the waiver is necessary to support improving student achievement. This is a clarification rather than a substantive change because the waiver is pursuant to WAC 180-18-050 which already requires

the waiver request to demonstrate that the waiver is necessary to support improving student achievement.

- The proposal changes timelines that are based on scheduled State Board of Education meetings to be “based on a schedule issued by the Superintendent of Public Instruction” and clarifies timeline information as necessary.
- In WAC 180-18-065 (Waiver from one hundred eighty-day school year requirement for purposes of economy and efficiency—Criteria for evaluation of waiver requests), the proposal clarifies the order of prioritization for waiver requests in the event that a greater number of requests for waivers are received than may be granted. The proposal clarifies that districts that are already operating on a flexible calendar under this waiver program are prioritized.
- Clarifies or corrects language as necessary.

Proposal for WAC 180-16-195 (Annual reporting and review process)

- To implement the provision of House Bill 2824 that allows the State Board of Education to recommend withholding of funds rather than require withholding of funds, the proposal removes language that is no longer necessary when recommending withholding of funds.
- Requires that the State Board of Education staff notify the Superintendent of Public Instruction and the school district in the event of a certification of noncompliance.
- Clarifies and corrects language as necessary.

Proposal for WAC 180-16-225 (Waiver—Substantial lack of classroom space—Grounds and procedure)

- The proposal changes timelines that are based on scheduled State Board of Education meetings to be “based on a schedule issued by the Superintendent of Public Instruction” and clarifies timeline information as necessary.
- Clarifies and corrects language as necessary.

If you have questions regarding this memo, please contact [Parker Teed](#).

WAC 180-90-112 Definitions. The definitions in this section apply throughout this chapter unless the context clearly requires otherwise.

(1) "Approved private school" means a nonpublic school or nonpublic school district conducting a program consisting of kindergarten and at least grade one, or a program consisting of any or all of grades one through twelve which has been approved by the state board of education in accordance with the minimum standards for approval as prescribed in this chapter.

(2)(a) "Reasonable health requirements" means those standards contained in chapter 246-366 WAC as adopted by the state board of health.

(b) "Reasonable fire safety requirements" means those standards adopted by the state fire marshal pursuant to chapter 43.44 RCW.

(3)(a) "Minor deviation" means a variance from the standards established by these regulations which represents little or no threat to the health or safety of students and school personnel, and which does not impact the ability of the school to provide an educational program which is in substantial compliance with the minimum standards set forth in WAC 180-90-160, and which, therefore, does not preclude the granting of full approval.

(b) "Major deviation" means a variance from the standards established by these regulations which represents little or no threat to the health or safety of students and school personnel but may impact the ability of the school to provide an educational program which substantially complies with the minimum standards set forth in WAC 180-90-160, but is not so serious as to constitute an unacceptable deviation.

(c) "Unacceptable deviation" means a variance from the standards established by these regulations which either:

(i) Constitutes a threat to the health or safety of students or school personnel; or

(ii) Demonstrates that the school is not capable of providing an educational program which substantially complies with the minimum standards set forth in WAC 180-90-160.

(4) "Total instructional hour offering" means those hours when students are provided the opportunity to engage in educational activity planned by and under the direction of school staff, as directed by the administration and board of directors, inclusive of intermissions for class changes, recess and teacher/parent-guardian conferences which are planned and scheduled by the approved private school for the purpose of discussing students' educational needs for progress, and exclusive of time actually spent for meals.

(5)(a) "Non-Washington state certificated teacher" means a person who does not have a Washington state certification consistent with WAC 181-79A-030(2), but who has:

(i) A K-12 teaching certificate from a nationally accredited preparation program, other than Washington state, recognized by the U.S. Department of Education; or

(ii) A minimum of a baccalaureate degree in the subject matter to be taught or in a field closely related to the subject matter to be taught; or

(iii) A minimum of one calendar year of experience in a specialized field. For purposes of this subsection the term "specialized field" means a specialized area of the curriculum where skill or talent is applied and where entry into an occupation in such field generally does not require a baccalaureate degree including, but not limited to, the fields of art, drama, dance, music, physical education, and career and technical or occupational education.

(b) "Exceptional case" means that a circumstance exists within a private school in which:

(i) The educational program offered by the private school will be significantly improved with the employment of a non-Washington state certificated teacher. Each teacher not holding a valid Washington state certificate shall have experience or academic preparation appropriate to K-12 instruction and consistent with the school's mission. Such experience or academic preparation shall be consistent with the provisions of (c) of this subsection; and

(ii) The school employs at least one Washington state certified teacher, administrator, or superintendent who provides general supervision to any non-Washington state certificated teacher. The school will annually report to the (~~office of the superintendent of public instruction~~) state board of education the academic preparations and experience of each non-Washington state certificated teacher providing k-12 instruction in an addendum to the certificate of compliance as provided in WAC 180-90-160; and

(iii) The non-Washington state certificated teacher of the private school, employed pursuant to this section, has been verified by the private school, as meeting the age, good moral character, and personal fitness requirements of WAC 181-79A-150 (1) and (2), and has not had his or her teacher's certificate revoked by any state or foreign country consistent with WAC 181-79A-155 (5) (a).

(c) "Unusual competence": As applied to an exceptional case wherein the educational program as specified in RCW 28A.195.010 and WAC 180-90-160(7) will be significantly improved with the employment of a non-Washington state certificated teacher as defined in (a) of this subsection.

(d) "General supervision" means that a Washington state certificated teacher, administrator, or superintendent shall be generally available at the school site to observe and advise the teacher employed under provision of (c) of this subsection and shall evaluate pursuant to policies of the private school.

AMENDATORY SECTION (Amending WSR 15-24-108, filed 12/1/15, effective 1/1/16)

WAC 180-90-130 Approval—Annual certification—Adverse findings.

(1) At least ninety days prior to the commencement of the annual school term or period, the chief administrator of each private school shall file with the (~~superintendent of public instruction, in accordance with procedures established by the superintendent of public instruction,~~) state board of education a certificate of compliance in the form and substance set forth in WAC 180-90-160.

(2) The ~~((superintendent of public instruction))~~ state board of education shall review each certificate. The review shall be completed within thirty days after receipt of a completed application.

(3) ~~((If the superintendent of public instruction finds no minor, major, or unacceptable deviations, the superintendent of public instruction shall recommend full approval of the private school to the state board of education.~~

~~(4))~~ If the ~~((superintendent of public instruction))~~ state board of education finds deviation, the private school shall be notified through written or electronic communication of any minor, major, or unacceptable deviations which must be corrected.

~~((5))~~ (4) If the ~~((superintendent of public instruction))~~ state board of education finds major or unacceptable deviations, ~~((the superintendent of public instruction shall not transmit the recommendation regarding approval status to the state board of education until))~~ the private school shall submit ~~((s))~~ a narrative report indicating agreement or not with the findings of the ~~((superintendent of public instruction))~~ state board of education and any proposed remedial action to address the reported deviations. ~~((Upon receipt of the narrative report, the superintendent of public instruction shall transmit the recommendation and the narrative report to the state board of education.))~~ Minor deviations will be resolved with the ~~((office of the superintendent of public instruction staff))~~ state board of education prior to ~~((submission for))~~ approval. In the case of major deviations, the private school may request that the state board of education grant provisional status for up to one year so the private school may take action to meet the requirements.

AMENDATORY SECTION (Amending WSR 15-24-108, filed 12/1/15, effective 1/1/16)

WAC 180-90-141 Loss of private school approval. ~~((1) The superintendent of public instruction is authorized to))~~ The state board of education may rescind approval of a private school for one or more of the following reasons:

~~((a))~~ (1) Failure to have students enrolled for any six consecutive calendar months in the school's physical facilities or failure to provide evidence of student enrollment upon request of the ~~((superintendent of public instruction))~~ state board of education for the said period of time.

~~((b))~~ (2) Failure to provide verification that the approved private school teaching staff have a valid Washington state teaching certificate or meet the provisions of WAC 180-90-112(5).

~~((c))~~ (3) Failure to provide verification that the physical facilities of the school meet the health and fire safety standards.

~~((2) The superintendent of public instruction shall notify the state board of education of decisions to rescind approval.))~~

AMENDATORY SECTION (Amending WSR 15-24-108, filed 12/1/15, effective 1/1/16)

WAC 180-90-145 Approval—Initial application—Exception. Any potential private school which is unable to file its application for approval at least ninety days prior to the commencement of the annual school term or period may request the ~~((superintendent of public instruction))~~ state board of education review the application ~~((and the superintendent's findings and recommendations be submitted to the state board of education))~~. This request shall be granted if the ~~((superintendent of public instruction))~~ state board of education finds the private school was not sufficiently developed prior to the ~~((90))~~ ninety-day time period to enable it to comply with that requirement. The ~~((superintendent of public instruction))~~ state board of education shall have the discretion to grant the request in other exceptional circumstances. If the ~~((superintendent of public instruction))~~ state board of education grants the request, the review shall be completed within thirty days and the findings and ~~((recommendations presented to the state board of education))~~ approval shall be considered at the next regularly scheduled state board of education meeting.

AMENDATORY SECTION (Amending WSR 90-17-009, filed 8/6/90, effective 9/6/90)

WAC 180-90-150 Appeals. Pursuant to RCW 28A.195.030 any private school may appeal the actions of the ~~((superintendent of public instruction or))~~ state board of education as provided in chapter 34.05 RCW and chapter 180-08 WAC.

AMENDATORY SECTION (Amending WSR 15-24-108, filed 12/1/15, effective 1/1/16)

WAC 180-90-160 Minimum standards and certificate form. (1) The annual certificate required by WAC 180-90-130 shall be in substantial compliance with the form and substance of the following:

CERTIFICATE OF COMPLIANCE
WITH STATE STANDARDS

ESD/County/Public
School District
Private School/
District Address

I,, do hereby certify that I am the principal or chief administrator of the above named school; that said school is located at the address listed above, and conducts grades through with a projected enrollment of ; and that said school is scheduled to meet throughout the school year, the following standards with the exception only of such deviations, if any, as are set forth in an attachment to this certificate of compliance

or

I,, do hereby certify that I am the superintendent of the above named private school district; and that the private schools under my jurisdiction are scheduled to meet throughout the school year, the following standards with the exception only of such deviations as are set forth in an attachment to this certificate of compliance; and that a list of such schools, including the grades conducted and the projected enrollment for each school, accompanies this certificate:

(a) The minimum school year for instructional purposes consists of no less than one hundred eighty school days or the equivalent in annual minimum instructional hour offerings as prescribed in RCW ((28A.150.220)) 28A.195.010.

(b) On each school day, pupils enrolled and in attendance at the school are engaged in educational activity planned by and under the direction of the school; and that pupils are provided ((a)) an annual total instructional hour offering, as prescribed in RCW ((28A.150.220 except that the percentages for basic skills, work skills, and optional subjects and activities prescribed in RCW 28A.150.220 do not apply to private schools and that the total instructional hour offering, except as otherwise specifically provided in RCW 28A.150.220, made available is)) 28A.195.010, of at least:

(i) 450 Hours for students in kindergarten.

(ii) 1000 Hours for students in grades one through twelve.

(c) All classroom teachers hold appropriate Washington State certification except for:

(i) Teachers for religious courses or courses for which no counterpart exists in the public schools: Provided, That a religious course is a course of study separate from the courses of study defined in RCW 28A.195.010 including occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of the appreciation of art and music all in sufficient units for meeting state board of education graduation requirements; and/or

(ii) A person of unusual competence who is not certified but who will teach students in an exceptional case under the general supervision of a Washington state certificated teacher, administrator, or superintendent pursuant to WAC 180-90-112. The non-Washington state certificated teacher, the Washington state certificated person who will supervise, and the exceptional circumstances are listed on the addendum to this certificate.

(d) If the school operates an extension program for parents, guardians, or persons having legal custody of a child to teach children in their custody, the extension program meets the following requirements:

(i) The parent, guardian, or custodian is supervised by a person certified under chapter 28A.410 RCW and who is employed by the school;

(ii) The planning by the certified person and the parent, guardian, or person having legal custody includes objectives consistent with (a), (b), (e) through (g) of this subsection;

(iii) The certified person spends a minimum average each month of one contact hour per week with each student under his or her supervision who is enrolled in the extension program;

(iv) Each student's progress is evaluated by the certified person; and

(v) The certified person does not supervise more than thirty students enrolled in the approved private school's extension program.

(e) Measures have been taken to safeguard all permanent records against loss or damage through either the storage of such records in fire-resistant containers or facilities, or the retention of duplicates in a separate and distinct area;

(f) The physical facilities of the school are adequate to meet the program offered, and all school facilities and practices are in substantial compliance with reasonable health and fire safety standards, as substantiated by current inspection reports of appropriate health and fire safety officials which are on file in the chief administrator's office;

(g) The school's curriculum includes instruction in the basic skills of occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of appreciation of art and music in sufficient units for meeting state board of education graduation requirements, as set forth in chapter 180-51 WAC. A school may substitute courses specific to the mission or focus of the school to satisfy the career and technical education requirement of chapter 180-51 WAC ((180-51-068(7)));

(h) The school or its organized district maintains up-to-date policy statements related to the administration and operation of the school or district;

(i) The school does not engage in a policy of racial segregation or discrimination;

(j) The governing authority of this private school or private school district has been apprised of the requirements of chapter 180-90 WAC relating to the minimum requirements for approval of private schools and such governing authority has further been apprised of all deviations from the rules and regulations of the state board of education and the standards contained in chapter 180-90 WAC. I have reported all such deviations herewith.

Dated this day of, 20...

.....

(signed)

.....

(title)

.....

(phone number)

(2) Approval by the state board of education is contingent upon on-going compliance with the standards certified herein. The (~~superintendent of public instruction shall be notified~~) school shall notify the state board of education of any deviation from these standards which occurs after the action taken by the state board of education. Such notification shall be filed within thirty days of occurrence of the deviation.

(3) Failure to comply with the requirements of this chapter may result in the revocation of the approval of the private school and shall be considered in subsequent application for approval as a private school.

(4) Following initial approval as a private school by the state board of education, evidence of current accreditation by a state board of education approved accrediting body may be submitted annually in lieu of approval documents described in subsection (1)(a) through (j) of this section.

WAC 180-90-170 Complaints against private schools. (1) Complaints about an approved private school may be made in writing to ~~((the office of public instruction))~~ state board of education.

(2) If a complaint against a private school is received, the ~~((office of the superintendent of public instruction))~~ state board of education will:

(a) Notify the complainant that the communication was received;

(b) Notify the school of the complaint, provide a copy of the complaint if requested, and provide an opportunity for the school to respond. All correspondence will conform to state and federal student privacy laws; and

(c) Review the complaint and the school's response and may take appropriate action it deems necessary. Any action taken by the ~~((office of the superintendent of public instruction))~~ state board of education will be limited to authority pursuant to chapter 28A.195 RCW and the rules promulgated thereunder.

(3) The record of the complaint, the response and any action taken will be retained according to the record retention schedule established by the office of the secretary of state for the ~~((office of the superintendent of public instruction))~~ state board of education.

WAC 180-16-225 Waiver—Substantial lack of classroom space—
Grounds and procedure. (1) **Grounds.** The ~~((state board of education))~~ superintendent of public instruction may waive one or more of the basic education allocation entitlement requirements set forth in WAC 180-16-200 through 180-16-220(1) only if a school district's failure to comply with such requirement(s) is found by the ~~((state board))~~ superintendent of public instruction to be caused by substantial lack of classroom space.

As a condition to a waiver based on substantial lack of classroom space the state board will consider and a school district must demonstrate, at least, that the facilities of the school district do not contain enough classroom space or other space that can reasonably be converted into classroom space, and that necessary classroom space may not reasonably be acquired by lease or rental to enable the district to comply with the referenced entitlement requirements.

(2) **Waiver procedure.** In order to secure a waiver pursuant to subsection (1) of this section a school district must submit a petition together with a detailed explanation and documentation in support of its request not later than ~~((thirty days prior to either:~~

~~(a) The state board of education meeting immediately preceding commencement of the school year; or~~

~~(b) The March (or such other meeting as the state board shall have established) meeting of the board at which the board will consider certifications of compliance and noncompliance with these entitlement requirements.~~

~~A school district that can reasonably foresee an inability to comply with entitlement requirements by reason of substantial lack of classroom space should petition for a waiver as early as the state board meeting immediately preceding commencement of the school year in order to allow for the possibility that the request may be denied))~~ the deadline in a schedule issued by the superintendent of public instruction and the commencement of the school year.

AMENDATORY SECTION (Amending WSR 07-20-030, filed 9/24/07, effective 10/25/07)

WAC 180-18-030 Waiver from total instructional hour requirements. A district desiring to improve student achievement by enhancing the educational program for all students may apply to the (~~state board of education~~) superintendent of public instruction for a waiver from the total instructional hour requirements. The (~~state board of education~~) superintendent of public instruction may grant said waiver requests that demonstrate the waiver is necessary to support improving student achievement pursuant to RCW 28A.305.140 and WAC 180-18-050 for up to three school years.

AMENDATORY SECTION (Amending WSR 12-24-049, filed 11/30/12, effective 12/31/12)

WAC 180-18-040 Waivers from minimum one hundred eighty-day school year requirement. (1) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the (~~state board of education~~) superintendent of public instruction for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW 28A.305.140 and WAC 180-16-215 while offering the equivalent in annual minimum instructional hours as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district. The (~~state board of education~~) superintendent of public instruction may grant said waiver requests for up to three school years.

(2) The (~~state board of education~~) superintendent of public instruction, pursuant to RCW 28A.305.140(2), shall evaluate the need for a waiver based on whether:

(a) The resolution by the board of directors of the requesting district attests that if the waiver is approved, the district will meet the required annual instructional hour offerings under RCW 28A.150.220(2) in each of the school years for which the waiver is requested;

(b) The purpose and goals of the district's waiver plan are closely aligned with school improvement plans under WAC 180-16-220 and any district improvement plan;

(c) The plan explains goals of the waiver related to student achievement that are specific, measurable, and attainable;

(d) The plan states clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of the stated goals;

(e) The plan specifies at least one state or locally determined assessment or metric that will be used to collect evidence to show the degree to which the goals were attained;

(f) The plan describes in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the plan.

(3) In addition to the requirements of subsection (2) of this section, the (~~state board of education~~) superintendent of public instruction shall evaluate requests for a waiver that would represent

the continuation of an existing waiver for additional years based on the following:

- (a) The degree to which the prior waiver plan's goals were met, based on the assessments or metrics specified in the prior plan;
- (b) The effectiveness of the implemented activities in achieving the goals of the plan for student achievement;
- (c) Any proposed changes in the plan to achieve the stated goals;
- (d) The likelihood that approval of the request would result in advancement of the goals;
- (e) Support by administrators, teachers, other district staff, parents, and the community for continuation of the waiver.

AMENDATORY SECTION (Amending WSR 12-24-049, filed 11/30/12, effective 12/31/12)

WAC 180-18-050 Procedure to obtain waiver. (1) (~~State board of education~~) Superintendent of public instruction approval of district waiver requests pursuant to WAC 180-18-030 and 180-18-040 shall occur ((at a state board meeting)) prior to implementation. A district's waiver application shall include, at a minimum, a resolution adopted by the district board of directors, an application form, a proposed school calendar, and a summary of the collective bargaining agreement with the local education association stating the number of professional development days, full instruction days, late-start and early-release days, and the amount of other noninstruction time. The resolution shall identify the basic education requirement for which the waiver is requested and include information on how the waiver will support improving student achievement. The resolution must include a statement attesting that the district will meet the minimum instructional hours requirement of RCW 28A.150.220(2) under the waiver plan. The resolution shall be accompanied by information detailed in the guidelines and application form available on the (~~state board of education's~~) office of superintendent of public instruction's web site.

(2) The application for a waiver and all supporting documentation must be received by the ((state board of education at least forty days prior to the state board of education meeting where consideration of the waiver shall occur. The state board of education)) superintendent of public instruction based on a schedule issued by the superintendent of public instruction and prior to implementation of the waiver days. The superintendent of public instruction shall review all applications and supporting documentation to insure the accuracy of the information. In the event that deficiencies are noted in the application or documentation, districts will have the opportunity to make corrections and to seek ((state board approval at a subsequent meeting)) superintendent of public instruction approval upon resubmittal.

(3) Under this section, a district seeking to obtain a waiver of no more than five days from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW 28A.305.140 solely for the purpose of conducting parent-teacher conferences shall provide notification of the district request to the (~~state board of education~~) superintendent of public instruction at least thirty days prior to implementation of the plan. A request for more than five days must be presented to the ((state board)) superintendent of public instruction under subsection (1) of this section for approval. The notice

shall provide information and documentation as directed by the (~~state board~~) superintendent of public instruction. The information and documentation shall include, at a minimum:

(a) An adopted resolution by the school district board of directors which shall state, at a minimum, the number of school days and school years for which the waiver is requested, and attest that the district will meet the minimum instructional hours requirement of RCW 28A.150.220(2) under the waiver plan(~~(-)~~);

(b) A detailed explanation of how the parent-teacher conferences to be conducted under the waiver plan will be used to improve student achievement;

(c) The district's reasons for electing to conduct parent-teacher conferences through full days rather than partial days;

(d) The number of partial days that will be reduced as a result of implementing the waiver plan;

(e) A description of participation by administrators, teachers, other staff and parents in the development of the waiver request;

(f) An electronic link to the collective bargaining agreement with the local education association.

~~((Within thirty days of receipt of the notification, the state board))~~ Based on a schedule issued by the superintendent of public instruction, the superintendent of public instruction will, on a determination that the required information and documentation have been submitted, notify the requesting district that the requirements of this section have been met and a waiver has been granted.

AMENDATORY SECTION (Amending WSR 04-23-006, filed 11/4/04, effective 12/5/04)

WAC 180-18-055 Alternative high school graduation requirements.

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

(2) A school district, or high school with permission of the district board of directors, or approved private high school, desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for high school students, may apply to the state board of education for a waiver from one or more of the requirements of chapter 180-51 WAC.

(3) The state board of education may grant the waiver for a period up to four school years.

(4) The waiver application shall be in the form of a resolution adopted by the district or private school board of directors which includes a request for the waiver and a plan for restructuring the educational program of one or more high schools which consists of at least the following information:

(a) Identification of the requirements of chapter 180-51 WAC to be waived;

- (b) Specific standards for increased student learning that the district or school expects to achieve;
 - (c) How the district or school plans to achieve the higher standards, including timelines for implementation;
 - (d) How the district or school plans to determine if the higher standards are met;
 - (e) Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan;
 - (f) Evidence that students, families, parents, and citizens were involved in developing the plan; and
 - (g) Identification of the school years subject to the waiver.
- (5) The plan for restructuring the educational program of one or more high schools may consist of the school improvement plans required under WAC 180-16-220, along with the requirements of subsection (4)(a) through (d) of this section.
- (6) The application also shall include documentation that the school is successful as demonstrated by indicators such as, but not limited to, the following:
- (a) The school has clear expectations for student learning;
 - (b) The graduation rate of the high school for the last three school years;
 - (c) Any follow-up employment data for the high school's graduate for the last three years;
 - (d) The college admission rate of the school's graduates the last three school years;
 - (e) Use of student portfolios to document student learning;
 - (f) Student scores on the high school Washington assessments of student learning;
 - (g) The level and types of family and parent involvement at the school;
 - (h) The school's annual performance report the last three school years; and
 - (i) The level of student, family, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school the last three school years.
- (7) A waiver of WAC 180-51-060 may be granted only if the district or school provides documentation and rationale that any noncredit based graduation requirements that will replace in whole or in part WAC 180-51-060, will support the state's performance-based education system being implemented pursuant to RCW 28A.630.885, and the noncredit based requirements meet the minimum college core admissions standards as accepted by the higher education coordinating board for students planning to attend a baccalaureate institution.
- (8) A waiver granted under this section may be renewed upon the state board of education receiving a renewal request from the school district board of directors. Before filing the request, the school district shall conduct at least one public meeting to evaluate the educational requirements that were implemented as a result of the waiver. The request to the state board shall include information regarding the activities and programs implemented as a result of the waiver, whether higher standards for students are being achieved, assurances that students in advanced placement or other postsecondary options programs, such as but not limited to: College in the high school, running start, and tech-prep, shall not be disadvantaged, and a summary of the comments received at the public meeting or meetings.

(9) The state board of education shall notify the state board for community and technical colleges, the ~~((higher education coordinating board))~~ Washington student achievement council and the council of presidents of any waiver granted under this section.

(10) Any waiver requested under this section will be granted with the understanding that the state board of education will affirm that students who graduate under alternative graduation requirements have in fact completed state requirements for high school graduation in a nontraditional program.

(11) Any school or district granted a waiver under this chapter shall report annually to the state board of education, in a form and manner to be determined by the board, on the progress and effects of implementing the waiver.

AMENDATORY SECTION (Amending WSR 12-24-049, filed 11/30/12, effective 12/31/12)

WAC 180-18-065 Waiver from one hundred eighty-day school year requirement for purposes of economy and efficiency—Criteria for evaluation of waiver requests. (1) In order to be granted a waiver by the ~~((state board of education))~~ superintendent of public instruction under RCW 28A.305.141 to operate one or more schools on a flexible calendar for purposes of economy and efficiency, a school district eligible for such waiver must meet each of the requirements of RCW 28A.305.141(2).

(2) In the event that a greater number of requests for waivers are received that meet the requirement of subsection (1) of this section than may be granted by the ~~((state board of education))~~ superintendent of public instruction under RCW 28A.305.141(3), ~~((priority shall be given to))~~ if the superintendent of public instruction determines that the applying districts are otherwise eligible, their applications will be prioritized in the following order:

(a) Districts that are already operating on a flexible calendar under this waiver program; and

(b) Those plans that best redirect monetary savings from the proposed flexible calendar to support student learning.

WAC 180-16-195 Annual reporting and review process. (1) **Annual school district reports.** A review of each school district's kindergarten through twelfth grade program shall be conducted annually for the purpose of determining compliance or noncompliance with basic education program approval requirements. On or before September 15th of each school year, each school district superintendent shall complete and return the program assurance form (~~((OSPI Form 1497))~~) distributed by the state board of education (~~((as a part of an electronic submission to OSPI))~~). The form shall be designed to elicit data necessary to make a determination of a school district's compliance or noncompliance with basic education program approval requirements. The form shall be submitted electronically and signed by:

- (a) The school board president or chairperson, and
- (b) The superintendent of the school district.

(2) State board staff review.

(a) State board of education staff shall review each school district's program assurance form, may conduct on-site (~~((monitoring))~~) visits of (~~((randomly))~~) selected school districts, as needed and subject to funding support, and shall prepare recommendations and reports for presentation to the state board of education: Provided, that, if a school district's initial program assurance form does not establish compliance with the basic education program approval requirements, the district shall be provided the opportunity to explain the deficiency or deficiencies. (~~((School districts which foresee that they will not be able to comply with the program approval requirements, or that are deemed by the state board to be in noncompliance, may petition for a waiver on the basis of substantial lack of classroom space as set forth in WAC 180-16-225 and instructional hours offering requirements under WAC 180-18-030.))~~)

(b) School districts may use the personnel and services of the educational service district to assist the district and schools in the district that are out of compliance with basic education program approval requirements.

(3) Annual certification of compliance or noncompliance—Withholding of funds for noncompliance.

(a) At the November meeting of the state board of education, or at such other meeting as the board shall designate, the board shall certify by motion each school district as being in compliance or noncompliance with the basic education program approval requirements.

(b) A certification of compliance shall be effective for the then current school year subject to any subsequent ad hoc review and determination of noncompliance as may be deemed necessary by the state board of education or advisable by the superintendent of public instruction. In addition, a certification of compliance shall be effective tentatively for the succeeding school year until such time as the state board takes its annual action certifying compliance or noncompliance with the program approval requirements.

(c) A certification of noncompliance shall be effective until program compliance is assured by the school district to the satisfaction of state board of education staff, subject to review by the state board. (~~((Basic education allocation funds shall be deducted from the basic education allocation of a school district that has been certi-~~

~~fied as being in noncompliance unless such district has received a waiver from the state board for such noncompliance, pursuant to WAC 180-16-225 or 180-18-030, or assurance of program compliance is subsequently provided for the school year previously certified as in non-compliance and is accepted by the state board.)~~)

(d) ~~((The))~~ Upon the certification of noncompliance of a school district, state board of education staff shall notify the superintendent of public instruction and the school district of a certification of noncompliance immediately after the board meeting at which certification occurred.

(e) A withholding of basic education allocation funding from a school district shall not occur for ((a)) noncompliance if the school district has remediated the noncompliance situation within sixty school business days from the time the district receives notice of the noncompliance from the state board of education. The state board of education may extend the sixty days timeline only if the district demonstrates by clear and convincing evidence to the satisfaction of the state board of education that sixty days is not reasonable to make the necessary corrections. For the purposes of this section, a school business day shall mean any calendar day, exclusive of Saturdays, Sundays, and any federal and school holidays upon which the office of the superintendent of the school district is open to the public for the conduct of business. A school business day shall be concluded or terminated upon the closure of said office for the calendar day.

~~((e) The superintendent of public instruction, or his/her designee,))~~ (f) At the discretion of the state board of education, after notification by the state board of education to a school district regarding an existing noncompliance, ((shall)) may recommend withholding of funds or may enter into a compliance agreement with the school district that shall include, but not be limited to, the following criteria:

(i) A deadline for school district remediation of the noncompliance (s) ((, not to exceed sixty school business days per noncompliance as specified in (d) of this subsection)).

(ii) A listing of all the noncompliance areas and the necessary terms that must be satisfied in each area in order for the school district to gain compliance status. This listing also shall specify additional deadlines for the accomplishment of the stated terms if different from the final deadline as specified in subsection (1) of this section.

(iii) A closing statement specifying that a school district's failure to remediate a noncompliance by the determined deadline ((shall)) may result, at the state board of education's or its designee's discretion, in the ((immediate)) recommendation to the superintendent of public instruction of withholding of the district's basic education allocation funding by the superintendent of public instruction.

(iv) The date and the signatures of the superintendent of the school district, the chair of the district's board of directors, and the ((superintendent of public instruction)) chair of the state board of education, or his/her designee, to the agreement. A copy of the completed compliance agreement shall be sent to the chairperson of the school district's board of directors and the school district superintendent.

~~((f))~~ (g) In the event a school district fails to sign ((the)) a compliance agreement within five school business days from the date of issuance or does not satisfy all of the terms of the signed compli-

ance agreement within the designated amount of time, the state board of education may recommend to the superintendent of public instruction ~~((shall withhold))~~ withholding state funds for the basic education allocation until program compliance is assured ~~((based on the following procedure:~~

~~(i) For the first month that a noncompliance exists following the conditions as specified in (f) of this subsection, the superintendent of public instruction shall withhold twenty-five percent of the state funds for the basic education allocation to a school district.~~

~~(ii) For the second month that a noncompliance exists following the conditions as specified in (f) of this subsection, the superintendent of public instruction shall withhold fifty percent of the state funds for the basic education allocation to a school district.~~

~~(iii) For the third month that a noncompliance exists following the conditions as specified in (f) of this subsection, the superintendent of public instruction shall withhold seventy-five percent of the state funds for the basic education allocation to a school district.~~

~~(iv) For the fourth month, and every month thereafter, that a noncompliance exists following the conditions as specified in (f) of this subsection, the superintendent of public instruction shall withhold one hundred percent of the state funds for the basic education allocation to a school district until compliance is assured).~~

~~((g))~~ (h) Any school district may appeal to the state board of education the decision of noncompliance by the state board of education. Such appeal shall be limited to the interpretation and application of these rules by the state board of education. Such appeal shall not stay the withholding of any state funds pursuant to this section ~~((. The state board of education may not waive any of the basic education entitlement requirements as set forth in this chapter, except as provided in WAC 180-16-225 or 180-18-030))~~ or completion of the compliance agreement.

(4) The provisions of subsection (3) ~~((f))~~ (g) of this section shall not apply if the noncompliance is related to the district's fiscal condition and results in the implementation of a financial plan under RCW 28A.505.140(3).



THE WASHINGTON STATE BOARD OF EDUCATION

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MEMO ON WAIVERS OF MINIMUM REQUIREMENTS OF THE PROGRAM OF BASIC EDUCATION

Prepared for the November 2018 Board Meeting

Policy Considerations

Do the applications for waiver of minimum requirements of the program of basic education provide the information and documentation required by law?

Overview of Waivers

- Temporary Waiver from Career- and College-Ready Graduation Requirements
 1. Omak School District requests a temporary waiver for the Class of 2019 and the Class of 2020, thereby requiring implementation for the Class of 2021.
 2. Wishram School District requests a temporary waiver for the Class of 2019 and the Class of 2020, thereby requiring implementation for the Class of 2021.

Temporary Waiver from Career- and College-Ready Graduation Requirements

Do the applications by Omak and Wishram School Districts for temporary waiver of graduation requirements provide the information and documentation required by WAC 180-51-068(11)?

RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from the Career- and College-ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019.

Omak School District requests a temporary waiver from Career- and College-Ready graduation requirements for the Class of 2019 and 2020. This would result in implementation of the 24-credit graduation requirements for the Class of 2021. Omak School District voiced concern about the increase in credit expectations for the students who are enrolled in alternative programs. In particular, Highlands School has students who enter senior year with credit deficiencies. The district has made a number of recent changes to support the new requirements but needs additional time. The district has hired [or is transitioning] a new counselor who will serve both Omak and Highlands High Schools. The district is implementing a grade report tracking system to better plan for interventions. Also, the district is providing tutoring access at Omak High School and adapting student written plans at Highlands High School to the new graduation requirements. The district submitted all of the required documentation for this waiver request, including the application and signed resolution.

Wishram School District requests a temporary waiver from Career- and College-Ready graduation requirements for the Class of 2019 and 2020. This would result in implementation of the 24-credit graduation requirements for the Class of 2021. Wishram School District is a very small, rural district that doesn't have the certified staff or courses in place to implement the 24 credit graduation requirements for the current graduating class. The challenge is particularly acute for CTE courses. The district is implementing a grow-your-own strategy and has current staff members working on certifications. The district expects to have the necessary staff in place in time for the graduating class of 2021 to meet the career and college ready graduation requirements. The district submitted all of the required documentation for this waiver request, including the application and signed resolution.

Action

The Board will consider whether to approve the request for a temporary waiver of Career- and College-Ready graduation requirements presented in the applications by Omak and Wishram School Districts.

If you have questions regarding this memo, please contact [Parker Teed](#).



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COVER: COMMITTEES AND OTHER UPDATES

Prepared for the November 2018 Board Meeting

As related to:

- Goal One:** Develop and support policies to close the achievement and opportunity gaps.
- Goal Two:** Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

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

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

Other

Relevant to Board roles:

- Policy Leadership
- System Oversight

Advocacy

Communication

Convening and facilitating

Policy considerations/Key questions:

1. What are the recent activities of SBE's committees?

Materials included in packet:

- SBE Committees: Membership and Scope
- School Awards and Recognition Committee Update
- NASBE's ECE Workforce Initiative: Workplan
- NASBE's SEL Initiative: Workplan
- Legislative Committee's Potential 2019 SBE Legislative Priorities

Synopsis:

Each active SBE committee will provide a brief update regarding its recent activities.

Please see the following link for major takeaways from the NASBE conference:

<http://www.nasbe.org/blog/five-lessons-from-nasbes-annual-conference-2018/>



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BOARD COMMITTEES (OCTOBER 2018)

Committee	Purpose	Membership
<p><u>Permanent Committee</u> <u>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>	<p>✓ Review all potential legislative priorities (post-September retreat), then recommend legislative priorities to the full board for November consideration/adoption.</p> <ul style="list-style-type: none"> • 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>	<p>✓ Refine working definitions of “Educational Equity” and “SBE Equity Lens” to recommend to full Board for adoption at January 2018 SBE meeting</p> <p>✓ Put together recommendations for March 2018 that incorporate “theory of action” equity pieces</p> <ul style="list-style-type: none"> • 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</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-funded 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: Ricardo 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.



National Association of
State Boards of Education

NASBE Early Learning Workforce Stipend Work Plan 2018- 2019¹

State: Washington		Project Liaison: Kaaren Heikes, Director of Policy & Partnerships			
Goal: Vet and inform development of an instructional leadership framework that is recognized across systems.					
Objectives:					
1: Review the expectations and qualities of instructional leaders within the proposed framework for instructional leaders					
2: Review an Instructional Leader Framework for early learning providers					
Please List Your Deliverables:					
1. Convening of stakeholders: two stakeholder meetings across the state					
2. Review of framework at two SBE community forums					
3. Report: summary of what was learned from the four meetings and what feedback will be provided to DCYF on the instructional leadership framework for ECE					
Activities Under Goal 1 or Objective 1	Start Date	End Date	Person Responsible	Outcome and Measures of Success	Notes and Possible Supports Needed from NASBE
Define instructional leadership in the early learning setting	Sept 2018	Feb 2019	Kaaren Heikes, SBE	Hold two stakeholder convenings/ meetings across the state to provide input to instructional leader framework.	Why: Knowing the knowledge, skills, qualifications, and expectations of instructional leaders provides the foundation of our work.
Add an instructional leadership strand to DCYF's Relationship Based	Jan 2019	June 2019	Ryan Brault & Kaaren Heikes, SBE	Report: summary of what was learned from the four meetings and what	

¹ This project will end on June 30, 2019

NASBE

National Association of
State Boards of Education

Competencies for Professional Development			Angela Abrams, DEL	feedback will be provided to DCYF on the instructional leadership framework for ECE.	
Activities Under Goal 2 or Objective 2	Start Date	End Date	Person Responsible	Outcome and Measures of Success	Notes and Possible Supports Needed from NASBE
Connect key state and community partners to design the framework	May 2018	Sept 2018	Angela Abrams, DEL	Identify key partners state-wide to engage.	<p>Why: To reinforce on-site professional development, maximize adult learning, provide culturally responsive learning, and build community capacity for communities of practice.</p> <p>To connect PD policy across early learning systems: Washington’s QRIS (Early Achievers), State PreK program (ECEAP), State’s K-12 system with emphasis on K-3 educators, Professional Development policy for in-service training.</p>
	Sept 2018	Feb 2019	Kaaren Heikes, SBE Ryan Brault, SBE	Hold two stakeholder convenings/meetings across the state to provide input to instructional leader framework.	
	Jan 2019	May 2019		Review of draft instructional leader framework at two SBE community forums: March 12 th (Olympia) and May 7 th (Wenatchee).	
Review a state framework for ECE Instructional leadership, informing training policy for state-recognized professional development that happens on-site.	July 2018	June 2019	Kaaren Heikes, SBE	Report: summary of what was learned from the four meetings and what feedback will be provided to DCYF on the instructional leadership framework for ECE.	

Washington State Workplan
Social and Emotional Learning (SEL) Network
May 2018 - April 2019

Washington State SEL Network Team Members				
Name	Affiliation			
Harium Martin Morris	State Board of Education, Member			
Ryan Brault	State Board of Education, Member			
Mona Johnson	Office of Superintendent of Public Instruction (SEA), Director of Student Support			
Kaaren Heikes	State Board of Education, Director of Policy and Partnerships			
Alissa Muller	State Board of Education, Communication Manager			
Goal 1: Review best practices related to SEL in other states				
Key Action Step(s)	Timeline	Expected Outcome(s)	Person(s) Responsible	Status / Additional Notes
Participate in NASBE webinars	Apr-19	Dialogue and resources	Kaaren Heikes	On track
Participate in NASBE convenings	Apr-19	Access national experts and resources	Ryan Brault	On track
Review research and practices to identify potential transferability to WA	Apr-19	List of potentially transferable SEL practices to WA	Mona Johnson	In process
Goal 2: Connect with existing key SEL efforts in WA				
Key Action Step(s)	Timeline	Expected Outcome(s)	Person(s) Responsible	Status / Additional Notes
Participate in annual School Safety Summit	Aug-18	State-level recommendations related to school safety (physical and psychological)	Mona Johnson & Kaaren Heikes	Complete. The Summit focused equally on school physical safety (natural disaster and intruder preparedness) and the mental/social/cultural/psychological safety of students and educators. Kaaren participated in this. Mona helped to staff it.
SBE join and participate in OSPI's SEL workgroup	Aug-18	Advance solidification of SEL definitions and standards	Kaaren Heikes (Mona Johnson coordinates this group)	In process. This legislatively established workgroup is grappling with defining state SEL learning standards. Mona staffs this committee. Kaaren attends.

Goal 3: Gather input from students, parents, educators, community members and others as SBE crafts its strategic plan

Key Action Step(s)	Timeline	Expected Outcome(s)	Person(s) Responsible	Status / Additional Notes
Community forums - three - around the State asking about aspirations for students, barriers, and what the state should do more and less of	March - July 2018	Themes to influence SBE's strategic plan	Alissa Muller & Kaaren Heikes	Complete. Gathered and analyzed input from 103 people through three community forums (Yakima, Seattle, and Spokane). Student well-being (including SEL and MH) was one of five key themes that emerged.
Online survey	May - July 2018	Themes to influence SBE's strategic plan	Alissa Muller & Kaaren Heikes	Complete. Promoted survey (via normal channels as well as through the Seattle, Vancouver, and Yakima newspapers) and received 2,700 responses! Student well-being (including SEL and MH) was one of five key themes that emerged.
Public panels	May - July 2018	Information from educational leaders and students	Kaaren Heikes	Complete. Held two lengthy panels during regular SBE meetings featuring students as well as leaders from districts, regions, and the state, highlighting key safety concerns and effective models.
Partner presentations	March - July 2018	Knowing policy priorities of our key partners	All	Complete. Formal presentations from 15 partner organizations during regular SBE Board Meetings regarding their priorities; most included some form of SEL or MH.

Goal 4: Advocate for explicitly integrating SEL into learning and teaching and school-based support services				
Key Action Step(s)	Timeline	Expected Outcome(s)	Person(s) Responsible	Status / Additional Notes
SBE-hosted Summit: Educational Equity in Policymaking	Fall 2018	State-level definitions of equity and related terms, as well as collective legislative priority	Harium Martin Morris & Kaaren Heikes	Still in process of scheduling. The link between racially and culturally explicit/relevant teaching and learning with social emotional learning is vital and will certainly be a key part of this summit.
Partner with key legislators to craft legislation addressing SEL, MH, and other safety components	Fall 2018 - Winter 2019	Legislation enacted to advance SEL in our K-12 public schools	Kaaren Heikes	Student MH is consistently included in all the "safety" conversations happening around the state. SBE has this on our list of potential legislative priorities, which the Board will take action on in early November. Kaaren is a member of the ad-hoc K-12 Student/School Safety Policy Group Meeting, which includes all of our K-12 associations and agencies. It meets monthly to discuss policy and budget levers for possible action during the 2019 legislative session.
Utilize the Ready Washington coalition to communicate SEL standards	Winter 2019	Communication pieces to parents and students across the state about SEL standards	Alissa Muller & Kaaren Heikes	Ready WA is a coalition focused on communicating with teachers, families, and students around the state about standards and how they prepare students to be college, career, and life ready. Members include state education agencies, regional education service districts, school districts, and nonprofits and advocacy groups.
Deliverables and Schedule Commitments				
Deliverable/Event	Deadline	Status		
Attend NASBE SEL Network #1	July 12, 2018	Complete		
Team members submit questionnaires to NASBE	July 26, 2018	In process		
Team submits work plan to NASBE	August 17, 2018	Complete (late by one week)		
Team attends NASBE Annual Conference	October 17-20, 2018	Complete		
Team attends NASBE Legislative Conference	April 7-9, 2019			

Draft SBE Potential 2019 Legislative Priorities



SBE Request Legislation: Flexibility in Graduation Requirements

To increase flexibility for districts to offer a career and college ready diploma and to increase personalization for students to find the path to a diploma that works best for them, SBE proposes legislation to:

- Revise the meaning of “circumstances” by which local school districts can grant two-credit waivers of non-core courses (from “unusual” to “individual student” circumstances).
- Automatically grant students high school credit for high school level courses passed in middle school, except by student request, and allow students to select credit by a grade or pass for transcript.
- Reinstate the “expedited appeal” for students not meeting assessment requirements.
- Create and fund a workgroup to coordinate development of 1) a framework for a competency-based diploma pathway; 2) expanded competency-based credit; and 3) a credit-bearing High School and Beyond Plan aligned with Career Connect Washington and financial education learning standards.

Educational Equity

The Board supports legislation targeted to dismantle institutional policies, programs, and practices that contribute to disparate and statistically predictable educational outcomes based on race, ethnicity, socioeconomic background, and other factors. Specifically, the Board supports repealing anti-affirmative action statutes i.e., I-200 (RCW 49.60.400-401), revising the prototypical school funding model to ensure funding is equitable, i.e., funding is not equal for each school but is based on the diverse needs of students and changing societal demands, and increasing access to-quality expanded learning opportunities for historically underserved students.

School Safety

Safe schools foster academic achievement and a healthy K-12 system. SBE urges the state to:

- Create a state-wide framework for mental health support, social emotional learning, and trauma-informed instructional models in the K-12 system.
- Expand and sustain comprehensive statewide school safety and mental health systems via regional coordination.
- Create and fund a workgroup to coordinate a state-wide school culture and climate survey.

Early Learning

SBE urges the Legislature to expand access to affordable, high-quality early childhood education for all of Washington’s children, particularly children of color and children in poverty, as a means to mitigate opportunity and achievement gaps.

Special Education Funding

Special Education funding remains inadequate. SBE urges the Legislature to increase funding for students who have Individualized Education Plans, for students qualifying for the Safety Net, and to support inclusionary practices.

Relationship between State Tests and High School Graduation

If the Legislature reconsiders policies related to mandatory state tests linked to graduation, the State Board of Education supports legislation that delinks the passing of statewide assessments from graduation requirements, provided that: 1) State standards in math, English Language Arts, and science are not diminished; 2) State assessment results are still used as part of the Washington School Improvement Framework; 3) Test participation rates remain a focus of emphasis consistent with the expectations of ESSA; and 4) Student-level assessment results will be used to inform student course taking in subsequent terms to focus on growth and progress to achieve high school proficiency and career and college readiness.

If you have questions regarding this information, please contact Kaaren Heikes, SBE’s Director of Policy and Partnerships, at 360.725.6029 or Kaaren.Heikes@k12.wa.us.



THE WASHINGTON STATE BOARD OF EDUCATION

Vision

The Washington State Board of Education envisions an education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning.

Mission

The mission of the State Board of Education is to provide: transparent leadership in K-12 education policy-making; effective oversight of schools serving Washington K-12 students; and, assertive advocacy for student personal growth and success. These three areas of responsibility will support a system that personalizes learning for each student and values diverse cultures, abilities, and learning styles.

Values

Equity. Equity – the process of identifying the needs of underserved populations of students, and providing additional resources for those students when they need it – is a primary consideration in our policy-making, initiatives, actions, and interactions. We actively seek to identify and remove barriers that inhibit equitable access to quality learning opportunities.

Student-focused Education. Provide educational, social, emotional, and mental health supports for the whole child. Enact policies that benefit our students, and modify or eliminate policies that are not beneficial. Create meaningful opportunities to hear from and respect diverse student voices. Build authentic, caring relationships with students. Empower students to lead their own learning and provide personalized learning that is relevant to students.

Strategic Action. Enact impactful, sustainable, research-based initiatives to fulfill our mission and vision. Support an innovative and adaptive system that meets individual student needs.

Dynamic and Future-focused Innovation. Think, plan, and lead proactively. Anticipate the needs of our students and society. Employ research-based strategies. Encourage schools to innovatively cultivate student achievement. Recognize the changes in our students' needs and change the system accordingly.

Collaboration, Caring, and Inclusion. Engage and collaborate with partners to achieve shared goals. Value, listen, and learn from all voices. Intentionally seek the wisdom of students, families, and communities, particularly those historically marginalized by the educational system, to inform policies and practices.

Draft Strategic Plan

The SBE is completing the development of our new five-year strategic plan, which incorporates the top priorities communicated to the Board this year via our public survey this summer, attendees at our community forums and Board meetings, and from our partners. The Board welcomes feedback on our draft plan - <http://bit.ly/SBEDraftPlan> - which will be considered for adoption at our November 7-8 meeting in Vancouver, Washington: <https://conta.cc/2pIOBYH>.



THE WASHINGTON STATE BOARD OF EDUCATION

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

COVER: 2019 LEGISLATIVE SESSION

Prepared for the November 2018 Board Meeting

As related to:

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

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

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

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

Other

Relevant to Board roles:

Policy Leadership

System Oversight

Advocacy

Communication

Convening and facilitating

Policy considerations/Key questions:

1. What do key legislators envision for K-12 policy and budget issues in the 2019 legislative session?
2. What are the emerging 2019 K-12 legislative budget and policy priorities the Governor's Office is working on to support students and our education system?
3. What are the commonalities amongst the legislative platforms of SBE's key partner organizations?
4. What policy levers are likely to be most effective during the 2019 session?

Materials included in packet:

- 2019 Legislative Platforms of Key Partner Organizations
- Analysis of SBE's 2019 High School Diploma Request Legislation
- SBE's 2019-2021 Budget Requests

Synopsis:

Several legislators with leadership roles on the Senate and House Education policy committees will dialogue with the Board about their expectations for the upcoming Legislative session.

The [Career Connect Washington Strategic Plan](#) was presented during a meeting on October 25th at the Kaiser Permanente offices in Renton. Madeline Thompson, Senior Policy Advisor for Education in the office of Governor Jay Inslee, will provide a brief recap of the meeting and update the Board on anticipated 2019 legislative priorities of the Governor's office related to K-12 education.

Seven Government Relations Directors from SBE's partner organizations will also dialogue with the Board about their top legislative priorities, the commonalities amongst them, and other considerations for the 2019 Legislature.

The Board will deliberate our agency's 2019 legislative priorities and prepare to adopt them.



THE WASHINGTON STATE BOARD OF EDUCATION

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

NOTICE OF EXTERNAL MATERIALS

Prepared for the November 2018 Board meeting

The State Board of Education (SBE) sometimes receives materials produced by external organizations that they present at our Board meetings. In the interest of transparency, the SBE posts these external materials to our website for each Board meeting under a section entitled: “Externally Produced Materials.”

The SBE cannot ensure the full accessibility of externally produced materials. If you have difficulty accessing the following document, please contact our Communications Manager Alissa Muller at Alissa.Muller@k12.wa.us. We will try to locate an accessible copy from the originator agency.

[Career Connect Washington: Strategic Plan](#)

Superintendent Reykdal's Budget Moves K–12 Education Forward

The request aims to close opportunity gaps by increasing spending on comprehensive supports, pathways to graduation, and creating a new model for funding elementary school buildings.

OLYMPIA—October 9, 2018—More nurses and middle school counselors. Dual language education. Increased funding for students with disabilities.

These and other items are included in Superintendent of Public Instruction Chris Reykdal's requests for the 2019–21 Operating and Capital Budgets.

"The Legislature has made great strides in education funding," Reykdal said. "But we can't continue to use a 10-year-old funding model that was not enough even at the time it was created. Our students deserve an education system that does not allow opportunity gaps to persist. That can only happen if our system provides equitable opportunities and individual learning pathways for each student."

Budget proposal

Following two surveys of the public, Reykdal's budget priorities center on six foundational ideas. Most of them will prioritize schools who are most in need of support before being phased-in to full funding across all buildings. A summary of a few of the requests is below.

Inclusive and effective learning and teaching. \$180 million will increase funding for students with disabilities and provide additional professional learning days for all school staff.

Comprehensive supports. \$60 million will provide more school nurses, middle school counselors, and family and community engagement coordinators.

Multiple pathways to graduation. \$65 million will be used to expand dual credit and career and technical education (CTE) programs, including opportunities for students to receive required academic credits in CTE courses.

Expanded learning opportunities. \$10 million will fund a pilot program for school districts or tribal compact schools to extend or expand the school day or year, or switch to a year-round schedule.

Safe and effective school facilities. \$400 million will allow OSPI to create a new funding model for elementary schools, which will build capacity to meet the state's K–3 class size ratios. The request would also create a new program to assist primarily rural schools in preserving and maintaining buildings.

Dual language. \$14 million will allow 12 additional school districts and tribal compact schools to receive competitive grant funding for dual language programs. Funding will also build capacity to teach in these programs, Reykdal is also requesting funding to provide bonuses to bilingual teachers and paraeducators.

Reykdal outlined many of these ideas when he unveiled his [long-term vision](#) for K–12 education in May 2017. “We have to look years into the future,” he said. “The old model of basic education was only the first step. We need to shift our focus onto what will *transform* our educational system. Our system can only claim success if it truly provides equitable opportunity and an unprecedented embrace of individual learning pathways for each student.”

Bringing balance to local funding

Another key aspect of Reykdal's budget priorities involves addressing inequities created by recent changes to education funding.

Last year, the Legislature capped the amount of money school districts can raise through local levies. State law now allows districts to collect no more than the lesser of two amounts: \$2,500 per student or \$1.50 per \$1,000 of assessed property value in the district.

Reykdal proposes a much simpler levy plan, where total levy authority cannot exceed 22 percent of a school district's state and federal revenues.

"Without critical changes, the reduction in levies will leave some districts in a very tough financial situation," said Reykdal. "We were never comfortable with taking away the ability of local communities to enhance their schools. Local levies typically fund afterschool programs, early learning, and other vital programs. School districts need to have more flexibility so they can meet the individual needs of their communities."

Reykdal will propose a capital gains tax, which will generate about \$1 billion per year. Under Reykdal's proposal, half of that money will go toward reducing state property taxes to ease the burden on homeowners if districts want to increase levies. The other half will be spent on OSPI's proposed budget priorities.

Reykdal also urged the Legislature to reexamine its regionalization model, which provides more money for some districts with higher property values. Reykdal said the model was a unique calculation for each district and not regionally based.

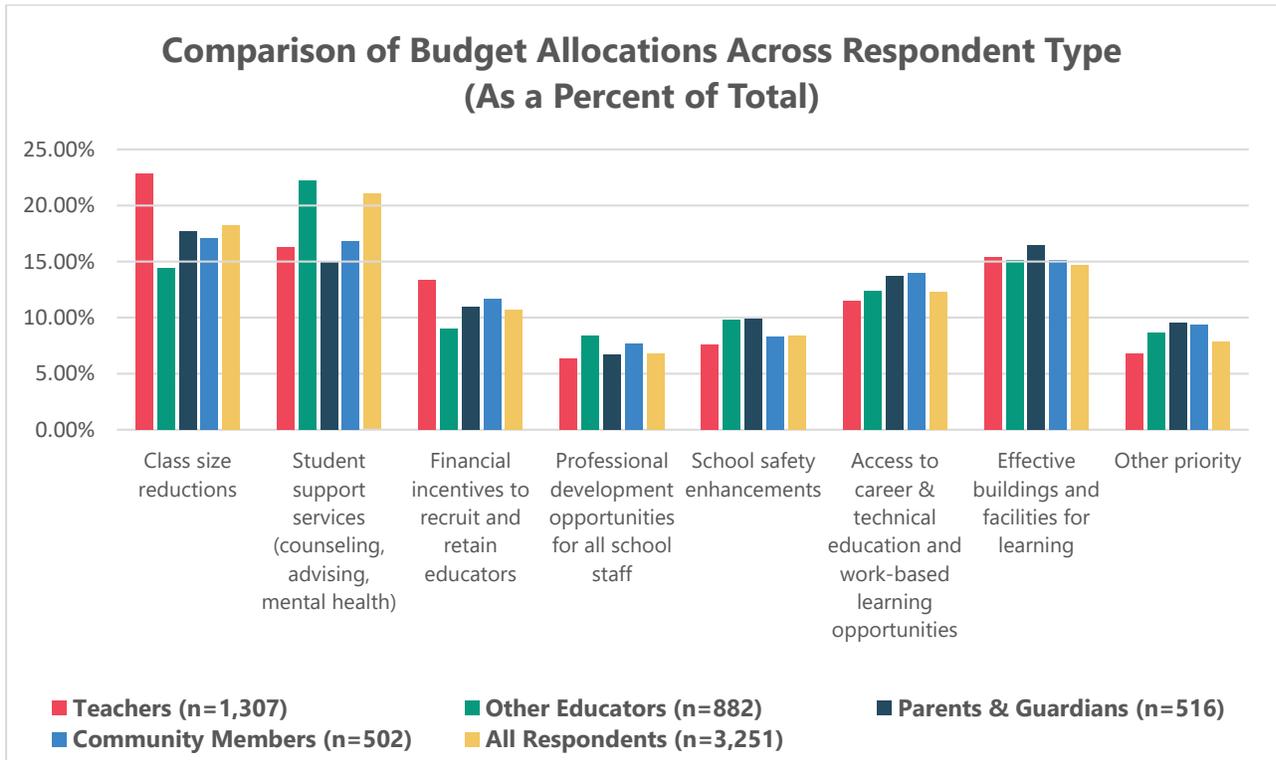
"Educators do not necessarily live in the districts where they teach," he said. "The new model creates funding levels for neighboring districts that share no real differences in housing values or cost of living. Southwest Washington was hit particularly hard by this model."

Reykdal hopes to partner with the Legislature to consider a new regionalization model.

Second budget survey results

A survey taken this past spring asked Washingtonians to identify their priorities in K–12 education. A second survey, completed at the end of the summer, asked the public to allocate funding to the top seven categories identified in the first survey by more than 30,000 respondents.

Those taking the second survey allocated more than half of the total funding to the following three categories: student support services (21.1 percent), class size reductions (18.3 percent), and effective buildings and facilities for learning (14.7 percent).



**n=sample size*

**The "Other Educators" grouping includes survey participants who indicated they are a superintendent, school board director, principal, school or district administrator, classified employee, paraeducator, educational staff associate, non-profit employee working with schools, or other.*

"The public has been very clear about what is important to them," Reykdal said. "This input was invaluable to us as we built our budget requests."

2019 Legislative Priorities

Executive Director

Alexandra Manuel

Government Relations

Justin Montermini

Professional Educator Standards Board Members

Luke Thomas

Mead School District

Ernesto Araiza

Yakima School District

Aurora Flores

Omak School District

Amy Frost

Edmonds School District

Ron Jacobson

Central Washington
University

Damien Pattenau

Renton School District

Bethany Rivard

Vancouver School District

Tammie Schrader

ESD 101

Marissa Winmill

Kent School District

Maribel Vilchez

North Thurston School
District

Michaela Miller

OSPI

Quality and diversity in the educator workforce are critical ingredients to student success. Washington has an opportunity to elevate those ingredients by:

- **Supporting diverse pathways into education**
- **Strategic investment for professional development of the workforce**
- **Policy change that prioritizes access and retention in the profession**

With this charge, we can collectively address shortages while at the same time increase teacher diversity in the profession.

Supporting our students, means investing in our educators.

Grow our own educator pathways

The demographics of our state's educator workforce are disproportionate to our student population. PESB's charge is to address educator workforce needs at both the state and regional levels with a focus on growing our own educators through career pathway programs.

By increasing investment in these workforce development programs, Washington will continue to be a national leader in addressing educator shortage, recruitment, retention, and increasing educator diversity.



We are requesting that the Legislature allocate an additional \$8.47 million biennially for these programs to create more opportunities for future educators.

Paraeducator training

The Legislature is heavily invested in ensuring that all instructional paraeducators receive training to support Washington's diverse student populations.

If the Legislature fully funds this program, all paraeducators, both new hires and those currently employed, must complete a four day (28 hours) Fundamental Course of Study on the paraeducator standards of practice during the 2019-20 school year. Once this training is met, paraeducators are then required to complete an additional 70 hours of professional development within three years.



In order to meet the letter and intent of the law, and ensure adequate training and supports for paraeducators, the Legislature must invest \$25.2 million in School Year (SY) 19-20 and \$26.7 million in SY 20-21.

Paraeducator Board Members

Cathy Smith

Olympia School District

Jan Byers-Kirsch

Central Washington University

Jessica Griffin

Washington State PTA

Ricardo Iniguez

Wenatchee High School

Mandy Manning

Spokane Public Schools

Cindy Rockholt

OSPI

Laura Rogers

Everett School District

Loren Sickles

Evergreen School District

Ann Williamson

Lower Columbia College

Testing Barriers

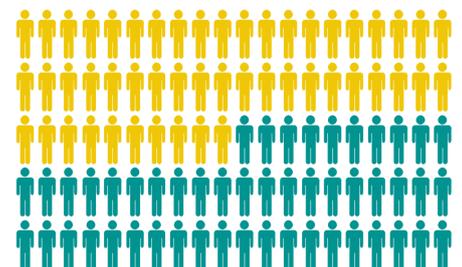
The demographic gap between the cultural and linguistic background of our state's students and their teachers has persisted despite concerted efforts to recruit and retain teacher candidates of color and bilingual teachers. In addition to these efforts, the testing barriers work group was formed to review research and data related to standardized tests for pre-service teachers to determine whether and to what extent these tests serve as inequitable barriers to success. Their findings indicate that the WEST-B is an unnecessary barrier into teacher preparation programs for applicants of color and bilingual applicants.

We are asking for a legislative change to remove the requirement of meeting a specific score in the WEST-B exam or alternative. This will allow other, more equitable, ways of assessing basic skills.

Our students are...

50% white

50% people of color



Our teachers are...

89% white

11% people of color



2019 LEGISLATIVE PLATFORM

IMPROVE SCHOOL SAFETY AND SECURITY

School districts need to support their students and staff before—and after—a crisis occurs and providing sufficient nurses, mental and behavioral health counselors, and school security is an effective strategy. Unfortunately, current funding does not provide sufficient staffing support for schools. WASA urges the Legislature to enhance staff allocations, with a priority of providing additional staff in the categories of Health and Social Services (including school nurses and mental health counselors), Guidance Counselors, and Student and Staff Security. The Legislature is strongly encouraged to invest in the state's nine Educational Service Districts to create and support comprehensive Regional Safety Centers.

WASA believes that the commitment of resources to the education and welfare of the children of Washington State is an investment in the quality of our future.

We believe that effective school leaders initiate and manage change resulting in a system of K–12 education in which all students receive a quality education.

PROVIDE EQUITABLE EDUCATION INVESTMENTS

The Legislature has provided significant increases in K–12 education funding to comply with the constitutional paramount duty. The additional investments in basic education provided to implement EHB 2242 (2017) and E2SSB 6362 (2018) are appreciated; however, the Legislature must provide consistent and equitable resources to all school districts that will positively impact opportunities and learning of all K–12 children. Portions of the new education funding structure continue to need revisions, including:

- **Special Education.** The 2018 Legislature increased the special education excess cost multiplier, which increased per student funding; however, the increase was minimal. Special education continues to be underfunded, forcing many districts to use limited—and decreasing—local levy funds to backfill the state's funding gap.
- **Levies and Local Effort Assistance.** Inequities between districts were exacerbated by capping levy authority of property rich districts at a higher level than neighboring property poor districts—while diminishing levy capacity for all districts at the same time. While legislators stated their intent to “reform” levy/LEA policies in 2018, no action was taken.
- **Salary Allocations and State Schedule.** The new education funding model eliminated the state Salary Allocation Model and instituted a new one-size-fits-all statewide average salary allocation, while also eliminating the staff mix factor. The 2018 Legislature reconsidered the decision to eliminate staff mix and instituted a new Experience Factor. Assisting less than 60 districts, however, the adjustment is not as broad-based as desired or needed. Another compensation consideration is health benefits; as the new School Employees' Benefits Board is implemented, the Legislature must ensure school employee health benefit costs for all covered employees are borne by the state, preventing unfunded mandates on school districts.
- **Regionalization.** Legislators generally understood EHB 2242's regionalization plan forced inequities and would likely pit districts against one another; however, the final “correction” adopted in 2018 only assisted six districts. Regionalization methodology and application of regionalization factors must continue to be evaluated and corrected.

SUPPORT SCHOOL FACILITIES

WASA urges the Legislature to: advance a constitutional amendment to the people authorizing school district bond issues to be approved with a simple majority vote; enhance the State's investment in K–12 construction by updating the current, outdated funding formulas for the Construction Cost Allowance and Student Space Allocation to ensure funding more closely reflects actual construction costs and educational space needs; provide school districts that have difficulty passing local bonds with capital funds to support necessary new construction or modernization; and invest in safety-related school facility costs.

EXPAND AVAILABLE STATE RESOURCES

The current state budget structure cannot accommodate both stable and ample basic education funding and sufficient resources for other vital state programs. WASA supports expanded state resources or a restructured tax system to ensure ample, sustainable, and equitable revenues to enable the Legislature to support K–12 education and also prevent drastic reductions of other necessary government services—which would have significant impacts on K–12 education.

*Approved by the WASA Legislation and Finance Committee 5–2018, Revised 9–2018
Approved by the WASA Board of Directors 5–2018, Revised 10–2018*

Top 5 Legislative Priorities

<p>Social Emotional Learning</p>	<p>The Washington State PTA shall support legislation or policies that integrate Social Emotional Learning and Trauma Informed Practices in the education system:</p> <ul style="list-style-type: none"> • Provide pre-service and in-service educator and administrator training; • Ensure staffing levels in schools are funded to meet student need and to support student learning and well-being; • Increase partnerships with after-school providers and community partners; • Ensure staffing levels meet the needs of students, including but not limited to: psychologists, counselors, family and community engagement coordinators, social workers, speech-language pathologist, behavior specialists and nurses; • Support adoption of the Washington State SEL framework.
<p>School Construction and Simple Majority for Bonds</p>	<p>The Washington State PTA shall support legislation or policies that equitably assist districts to fund their capital needs for the 21st century to lower K-3 and Career and Technical Education (CTE) class sizes and address capacity, growth, modernization, and safety by:</p> <ul style="list-style-type: none"> • Changing school construction bonds from super-majority (60%) to simple majority vote; • Updating the School Construction Assistance Program (SCAP); • Renewing the K-3 grant program with capital funding to support class-size targets; • Documenting use of portables, including but not limited to: age, quantity, condition, and purpose.
<p>Prevent Gun Violence</p>	<p>The Washington State PTA shall support legislation or policies that reduce dangerous access to firearms by:</p> <ul style="list-style-type: none"> ☐ Prohibiting sales of semi-automatic rifles to <21 and creating a 10-day waiting period; ☐ Raising standards for semi-automatic rifle purchase to that for handguns; ☐ Incentivizing safe storage of all firearms; ☐ Ensuring continued eligibility for ownership of semi-automatic rifles; ☐ Permitting and encouraging destruction of crime guns by the Washington State Patrol and other agencies; ☐ Affirming the National PTA position statements on gun safety and violence prevention and the position statement on firearms; ☐ Prohibiting the arming of school staff.
<p>Strategies to Address the Teacher Shortage</p>	<p>The Washington State PTA shall support legislation or policies that recruit and retain effective educators, develop a diverse workforce, and ensure equity and access to educator preparation through:</p> <ul style="list-style-type: none"> ☐ Funding of recruitment and conditional scholarship programs; ☐ Expansion of Professional Educator Standards Board (PESB)-approved conditional certificates and alternative routes to certification; ☐ Phased-in expansion of Beginning Educator Support Team (BEST) grants to all schools.
<p>Strategic K-12 Investments to Close Gaps</p>	<p>The Washington State PTA shall support legislation or policies that include non-regressive revenue sources for any new funds needed to achieve the following:</p> <ul style="list-style-type: none"> • Close Special Education funding gaps; • Increase the Prototypical School Model to I-1351 levels; • Include a categorical allocation for high mobility students; • Expand High Poverty Learning Assistance Program (LAP) by lowering the threshold; • Allow school districts to choose between the two enrichment levy caps and increase the Local Efforts Assistance (LEA) ceiling.

For more information, contact WSPTA Advocacy Director Nancy Chamberlain at ptaadvocacydir@wastatepta.org or WSPTA Legislative Consultant Marie Sullivan at legconsultant@wastatepta.org or visit www.wastatepta.org/focus-areas/advocacy/.

Also Supported (listed alphabetically):

Best Practices for School Meals - Lunch

The Washington State PTA shall support legislation or policies that:

- Modify WAC 392-157-125 “Time for Meals” to define a minimum lunch period for students. Language should be added to specify a minimum of 20 minutes to eat lunch after being seated, with additional time scheduled to move through the lunch line;
- ☐ Promote recess before lunch for elementary students;
- ☐ Promote healthy and respectful eating environments and discourages practices such as silent lunch.

Best Practices for School Recess

The Washington State PTA shall support legislation or policies that:

- ☐ Define a *minimum* of 30 minutes of daily recess time for elementary school students;
- ☐ Prohibit recess from being withheld due to academic or punitive reasons;
- ☐ Promote schools as an effective and necessary partner in guiding children to meet the CDC recommendation of 60 minutes of daily moderate to vigorous physical activity;
- ☐ Specify that recess should be outdoors and primarily unstructured, with contingency plans for inclement weather or other safety concerns.

Engaging Families in Student Success

The Washington State PTA shall support legislation or policies that increase transformative family engagement practices by:

- Replacing “Parent Involvement Coordinator” with the more inclusive “Family and Community Engagement (FACE) Coordinator” in the funding formula;
- ☐ Adopting a clear definition for FACE Coordinators;
- ☐ Funding at least a 1.0 FTE FACE Coordinator per school, starting with high poverty schools first.

Fund Paraeducator Training

The Washington State PTA shall support legislation or policies that:

- ☐ Fully fund the training requirements for paraeducators mandated by law, including the 28-hour fundamental course of study and the additional 70 hours of professional development required within the first three years of employment.

Increase Access to High Quality Preschool

The Washington State PTA shall support legislation or policies that:

- ☐ Develop a plan to ensure all preschool-age children in Washington state have access to preschool that is:
 - High-quality
 - Local
 - Developmentally appropriate
 - Evidence-based
 - Inclusive
- ☐ The plan must address the equity gaps and improve student outcomes in the pre-K-12 public school system.

Raise the Age of Tobacco and Electronic Nicotine Delivery Systems to 21

The Washington State PTA shall support legislation or policies that:

- ☐ Limit access, sale, and distribution of all tobacco products and electronic nicotine delivery systems, including but not limited to, e-cigarettes, vaping and Juul devices, to age of 21 and up;
- ☐ Prohibit packaging and marketing targeted at youth.

Safe School Plans and Emergency Preparedness

The Washington State PTA shall support legislation or policies that support emergency preparedness planning in schools through:

- ☐ Development of clear and specific guidelines and standards for safe school plans;
- ☐ Funding to support schools in developing safe school plans;
- ☐ Funding to ensure that every school is able to implement a safe school plan that will serve all students equitably.

For a full description of the platform and Top 5 issues, please visit:
<https://www.wastatepta.org/focus-areas/advocacy/>.

2019 AWSP LEGISLATIVE PLATFORM

Equitable Funding

- Reduce inequities and gaps in school funding by providing comprehensive supports for special education students, as well as additional nurses, counselors and community coordinators.
- Allow districts increased flexibility with levy dollars in order to support the needs of their communities.
- Provide a stable funding model to inspire current and future students to enter the education workforce.

Quality Workforce

- Support a continuum of professional learning for all roles in the PreK-12 system, including paraeducators, teachers, and principals.
- Increase funding for administrator internships and mentor programs along with funding for principal leadership positions at OSPI and each of the nine ESDs.

Student Interventions

- Support regional safety centers along with additional mental and behavioral health resources for students. Additional adults in the building working to build positive relationships with students is critical.
- Reinstate the expedited appeal option for assessment requirements and allow credit waivers for individual student needs.
- Provide funding for robust outdoor learning experiences and an updated outdoor learning facility at Cispus Learning Center.

GOAL
1

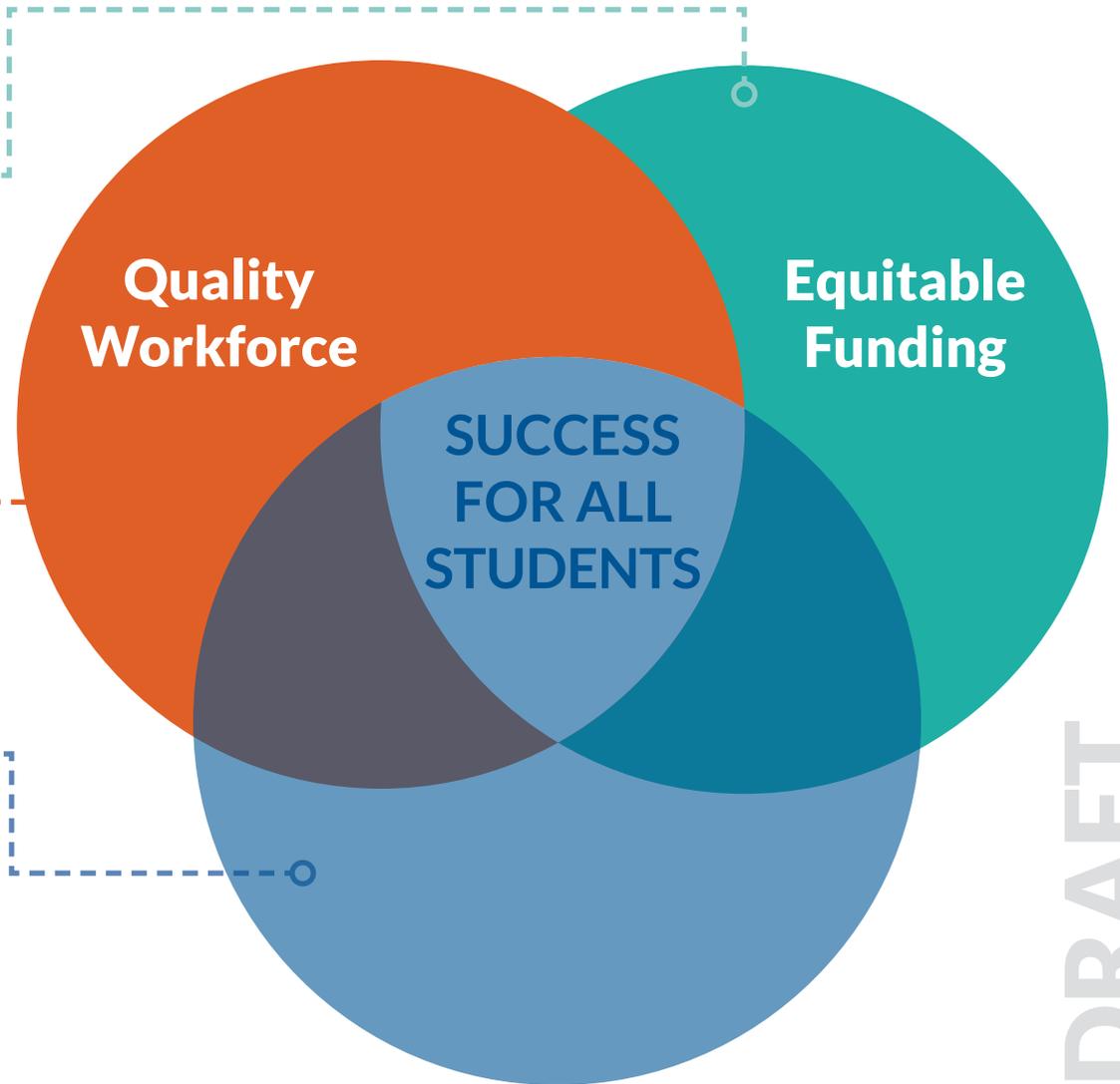
EQUITY

Lead on diversity and equity issues for historically underserved populations and use an equity lens to serve our members.

GOAL
2

PRINCIPAL SUPPORT

Reduce principal turnover in school buildings and make the job as fulfilling and sustainable as possible.



DRAFT



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Flexibility in High School Diploma Requirements (SBE Agency Request Legislation)

	SBE's Goal and Rationale	Agency Request Legislation (amends RCW)	Impact
1	Revise the meaning of "circumstances" by which districts can grant two-credit waivers.	<p>Amend RCW 28A.230.090(1)(e)(i) as follows: The state board of education shall adopt rules to implement the career and college ready graduation requirements--The state board of education shall adopt rules to implement the career and college ready graduation requirement proposal adopted under board resolution on November 10, 2010, and revised on January 9, 2014, to take effect beginning with the graduating class of 2019 or as otherwise provided in this subsection (1)(e). The rules must include authorization for a school district to waive up to two credits for individual students based on unusual <u>individual student circumstances, as defined in RCW 28A.345.080</u> and in accordance with written <u>district policies and procedures</u> that must be adopted by each board of directors of a school district that grants diplomas. The rules must also provide that the content of the third credit of mathematics and the content of the third credit of science may be chosen by the student based on the student's interests and high school and beyond plan with agreement of the student's parent or guardian or agreement of the school counselor or principal. <u>The state board of education may update rules under this subsection as needed.</u></p> <p>Amend RCW 28A.345.080 to: <u>(i)</u> The Washington state school directors' association shall adopt a model policy and procedure that school districts may use for granting waivers to individual students of up to two credits required for high school graduation based on <u>individual student</u> unusual circumstances. The purpose of the model policy and procedure is to assist school districts in providing all students the opportunity to complete graduation requirements without discrimination and without disparate impact on groups of students. The model policy must take into consideration the unique limitations of a student that may be associated with such circumstances <u>including but not limited to</u> homelessness, limited English proficiency, medical conditions that impair a student's opportunity to learn, or disabilities, regardless of whether the student has an individualized education program or a plan under section 504 of the federal rehabilitation act of 1973, <u>or other circumstances that directly compromise a</u></p>	Changes "unusual circumstances" (for which a district can waive two of the 24 credits required for graduation) to "individual student circumstances" which gives local school districts broader latitude in determining the basis for waiving two credits.

		<p><u>student's ability to learn.</u> The model policy must also address waivers if the student has passed a higher level course in the same subject or has not been provided with an opportunity to retake classes or enroll in remedial classes free of charge during the first four years of high school.</p> <p><u>(ii)</u> The Washington state school directors' association must distribute, by June 30, 2020, the model policy and procedure to all school districts in the state that grant high school diplomas.</p>	
2	Change default treatment of high school credit earned in middle school.	<p>Amend RCW 28A.230.090(4) as follows:</p> <p>(4) If requested by the student and his or her family, (a) Except as provided in (b) of this subsection: a student who has completed high school courses before attending high school shall be given high school credit which shall be applied to fulfilling high school graduation requirements if:</p> <p>(i)-(a) The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or</p> <p>(ii)-(b) The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors.</p> <p><u>(b) A student has until the first term of his or her last year of high school to decide:</u></p> <p><u>(i) whether to receive credit for high school courses completed in accordance with (a) of this subsection; and</u></p> <p><u>(ii) if the student chooses to receive high school credit, whether to have the credit as a grade or pass/no pass.</u></p>	Automatically grants students credit for high school courses passed in middle school, barring student request, and allows students to select a grade or pass for transcript.
3	Reinstate "expedited appeal" option for students who do not meet assessment requirements.	<p>Amend RCW 28A.655.065(5)c(i) as follows:</p> <p>For the graduating classes of 2014, 2015, 2016, 2017, and 2018) <u>An expedited appeal process for waiving specific requirements in RCW 28A.655.061 pertaining to the certificate of academic achievement and the certificate of individual achievement for eligible students who have not met the state standard on the English language arts statewide student assessment, the mathematics high school statewide student assessment, the science statewide student assessment, or all three.</u> The student or the student's parent, guardian, or principal may initiate an appeal with the district and the district has the authority to determine which appeals are submitted to the superintendent of public instruction for review and approval. The superintendent of public instruction may only approve an appeal if it has been demonstrated that the student has the necessary skills and knowledge to meet the high school graduation standard and that the student has the skills necessary to successfully achieve the college or career goals established in his or her high school and beyond plan. This section has an emergency clause (to accommodate class of 2019).</p>	Creates "safety valve" for students who do not meet SBAC cut score(s) and/or alternative assessments and who have otherwise demonstrated readiness for postsecondary education or training.

4	<p>Develop a framework for competency based credits and diploma aligned with HSBP to ensure students have access to relevant and robust pathways aligned to their personal goals for career and further study.</p>	<p>New Section (temporary)</p> <p>(1) The Board shall convene a competency based education work group by June 1, 2019. The purpose of the work group will be to facilitate student access to relevant and robust pathways aligned to their personal goals for career and further study as reflected in their high school and beyond plans. The work group is tasked to coordinate:</p> <ul style="list-style-type: none"> (a) The development of a competency-based diploma pathway. (b) Expanding options for competency-based credit that meet graduation requirements. (c) The analysis and dissemination of information regarding effective practices for a credit-bearing high school and beyond planning course aligned with the career exploration goals outlined by the Career Connect Washington task force co-led by the Office of the Governor and the Workforce Training and Education Coordinating Board and that addresses Financial Education Learning Standards consistent with RCW 28A.300.469 and RCW 28A.150.210(4). <p>(2) The workgroup must not exceed twenty one members...(see flip side for members and selectors).</p> <p>(3) The state board of education will:</p> <ul style="list-style-type: none"> (a) Coordinate workgroup membership to ensure diversity of the workgroup membership including racial, ethnic, gender, geographic, community size, and expertise diversity; (b) Provide staff support to the workgroup; (c) Submit an interim report outlining preliminary findings and potential recommendations to the governor and the legislature by December 1, 2019 and a final report detailing all findings and recommendations related to its purpose and tasks by September 1, 2020. <p>(4) This section expires on March 1, 2021.</p> <p>This section has an emergency clause (to accommodate the first meeting of the work group).</p>	<p>Creates a workgroup on competency based education to develop a credit-bearing HSBP and a framework for competency-based credits and a competency-based diploma pathway.</p>
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Competency Based Education Workgroup: 21 members

Member	Selected by
Students (2)	AWSL
Parents (2)	WSPTA
Governor's Commission on African American Affairs	Governor
Governor's Commission on Asian Pacific American Affairs	Governor
Governor's Commission on Hispanic Affairs	Governor
Governor's Office on Indian Affairs	Governor
EOGOAC	EOGOAC
High school principal	AWSP
High school certificated teacher	WEA
High school counselor	WEA
School district board member	WSSDA
Superintendent	WASA
Community college instructor or administrator	SBCTC
University faculty or administrator	WSAC
OSPI staff	SPI
SBE member	SBE Chair
Business/Industry (3)	WTECB



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2019-21 BUDGET REQUESTS

Request Item	FY19	FY20	FY21	Total
<p>Assessment of School Climate and Culture. Funding to engage experts and convene workgroup to explore options to develop a statewide approach to support assessment of school climate and culture. In addition, the workgroup will explore the efficacy of including climate and culture in the accountability framework and/or indicators of system health. The analysis will include evaluation of different assessment tools and options for state level implementation and analysis.</p>		54,000	26,000	\$80,000
<p>Developing a competency based diploma and a robust high school planning framework. Requested funding would ensure students have access to relevant and robust pathways aligned to their personal goals for career and further study by supporting:</p> <ul style="list-style-type: none"> ▪ development of a framework for a competency based pathway to the diploma and additional options to meet credit based graduation requirements through demonstrated competency. ▪ analysis and dissemination of information regarding effective practices for a credit bearing high school and beyond planning option aligned with the career exploration goals outlined in Career Connect Washington (CCW). ▪ study ways of aligning high school and college math pathways in collaboration with higher education partners. 		124,000	118,000	\$242,000
<p>Addressing ADA accessibility of the SBE website and posted materials. The Federal Office of Civil Rights (OCR) requires SBE to comply with a corrective action plan to ensure our website meets accessibility requirements. Within existing resources the SBE launched a new ADA accessible website on May 7, 2018 and all staff have received training to ensure future documents produced for publication are accessible. However, two key areas remain to meet the OCR requirements that are beyond the SBE's current capacity. First is remediation of at least 500 documents (OCR dependent) posted on the website since July 2016. Second, is the need to add captioning to our Board meeting video-stream.</p>	50,000	133,000	28,000	\$211,000



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COVER: STATEWIDE INDICATORS OF THE EDUCATIONAL SYSTEM HEALTH

Prepared for the November 2018 Board Meeting

As related to:

- Goal One:** Develop and support policies to close the achievement and opportunity gaps.
- Goal Two:** Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

- Goal Three:** Ensure that every student has the opportunity to meet career and college ready standards.
- Goal Four:** Provide effective oversight of the K-12 system.
- Other**

Relevant to Board roles:

- Policy Leadership
- System Oversight
- Advocacy
- Communication
- Convening and facilitating

Policy considerations/key questions:

Discuss and approve elements of the *Indicators of Educational System Health Report*, and direct staff to finalize and submit to the Education Committees of the Legislature by December 1, 2018.

Materials included in packet:

- Memo summarizing the status of the indicators and proposing possible reforms or recommendations meant to improve Washington's educational system.

Synopsis:

Washington State Board of Education (SBE) is charged with establishing goals and reporting on the goal attainment for the statewide indicators of educational system health on December 1st of each even numbered year. With the help of the Technical Advisory Committee (TAC) comprised of partner agency representatives, performance goals were reset and aligned to the Every Student Succeeds Act (ESSA), and the list of peer states was updated. The TAC provided valuable input on the merits of monitoring and reporting on the statutorily required indicators, the recommended indicators, and other indicators under consideration.

Statewide, we are seeing overall progress on the six required indicators of system health when the all students group is considered. However, progress by some student groups is mixed and the degree to which some indicators are improving is less than that what we would hope for. The memo proposes five evidence-based reforms or recommendations put forth for the purpose of improving the health of Washington's educational system that are aligned with the Board's draft strategic plan.



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STATEWIDE INDICATORS OF EDUCATION SYSTEM HEALTH 2018 SUMMARY REPORT AND RECOMMENDATIONS

Prepared for the November 2018 Board Meeting

Summary and Background Information

The State Board of Education (SBE), with assistance from other state education agencies¹, 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.

This is the fourth report on the Indicators of Educational System Health. As you read this report and the supplemental data tables and figures, be mindful that this process is not merely to report on the results of each indicator, but to make recommendations about appropriate reforms in the system. The Board has intentionally aligned the recommendations of this report with the 2018-23 Strategic Plan.

At the fall 2016 SBE meetings, members spoke of the importance of aligning the performance goals of the statewide indicators to the Every Student Succeeds Act (ESSA) long-term goals. Also at that time and during discussions at prior meetings, members suggested that the peer states utilized in the comparisons be updated periodically to reflect the changing characteristics of Washington. Finally, members expressed the desire for staff to engage with partner agencies earlier in the reporting year to ensure that the partner agencies have ample time to provide input and to guide the development of the report. In response to member discussions and in consultation with partner agencies, the following changes were implemented for December 2018.

- The SBE convened a Technical Advisory Committee (TAC) to advance the work on the Statewide Indicators of the Educational System Health report.
- Performance goals were revised and reset in a manner that aligns each with the ESSA goalsetting methodology.
- The annual targets and long-term goals for students with a disability were recalculated following guidance from the OSPI that eliminates the reporting of Level-2 Basic proficiency.

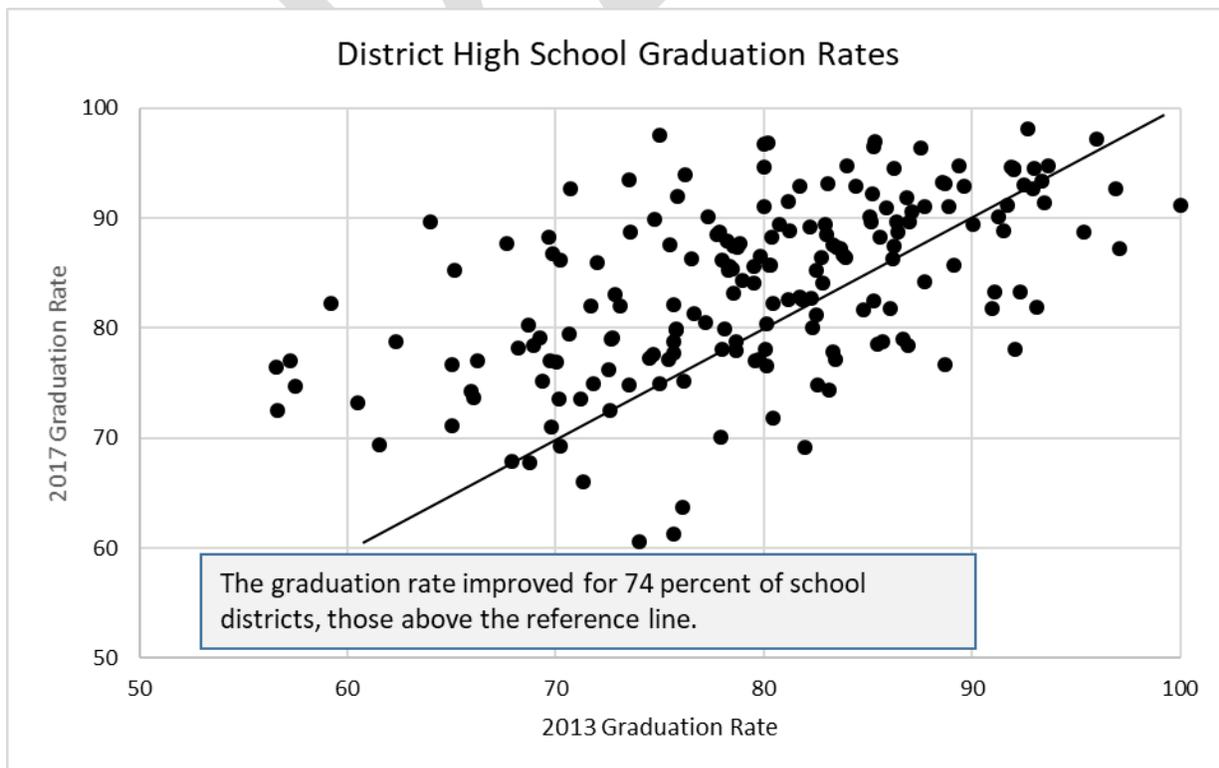
¹ Office of the Superintendent of Public Instruction, Workforce Training and Education Coordinating Board, Education Opportunity Gap Oversight and Accountability Committee, Washington Student Achievement Council, Washington State Board of Community and Technical Colleges, Department of Children, Youth, and Families, Education Research and Data Center, Professional Educator Standards Board, and Office of the Governor.

- The list of peer states has been revised to better match the characteristics and structure of Washington’s economy.
- This report proposes five evidence-based reforms or recommendations put forth for the purpose of improving Washington’s educational system, each of which are explicitly aligned with the SBE strategic plan for 2018-2023.

In the 2017 and 2018 legislative sessions, the legislature passed and the Governor signed into law legislation that increased funding for education and made other important changes to our K-12 system. Evidence of the system improvement will not be borne out in educational outcomes for years because institutional change requires time. The supplemental data tables and figures show that the overall performance on nearly all of the indicators is incrementally improving, but like many other states, large performance gaps based on race, poverty, and other characteristics persist.

For example, the four-year high school graduation rate increased a modest 3.3 percentage points from the class of 2013 to the class of 2017. A small annual change, but three of every four school districts granting high school diplomas posted gains on the high school graduation rate (Figure 1). On the image below, each dot represents a school district with 2013 and 2017 graduation rates. Dots above the diagonal line represent a district with an increase in the graduation rate from 2013 to 2017 and a greater distance from the diagonal line indicates a larger increase. While it is appropriate to acknowledge the incremental successes we have experienced, it is also important not to lose a sense of urgency about the size and scope of our achievement and opportunity gaps, which present as early as age five, and persist in the data to age 25 and beyond. We can and must do better for Washington’s children.

Figure 1: shows the district graduation rates for the class of 2013 and the class of 2017 for districts with an adjusted graduation cohort of 25 or more students in both graduation classes.



The authorizing legislation requires that the performance on the indicators be reported on for the all students group, and disaggregated into the seven race and ethnicity student groups, and the special programs student groups (English learner, low income, and special education). For any given indicator, the aspirational goal is the same, which means that student groups performing below the state average must make larger annual gains to remain on track to meet the goal. Student groups performing above the state average are able to remain on track to meet the goal by making smaller annual gains. For the English learner student group and the students with a disability group, meeting the annual improvement targets becomes a real challenge as the most successful students are removed from the group when they achieve the academic level of their peers.

Status of the Statutorily Required Indicators

Statewide, we are seeing overall progress on the six required indicators of system health when the all students group is considered (Figure 2). However, progress by some student groups is mixed and the degree to which some indicators are improving is less than desired.

- The overall performance on Kindergarten Readiness via the WaKIDS whole-child assessment is up 2.5 percentage points (pp) over three administrations, but the readiness of Native American and Pacific Islander children declined by approximately 4.7 and 4.8 percentage points respectively.
- On the 4th grade reading indicator, the students with a disability group improved 3.5 percentage points from 2017, but the English learner group's performance declined by 4.0 percentage points from 2016.
- On the 8th grade math indicator, the all students' group performance increased by 0.9 percentage points from 2017, but the American Indian, Asian, and Black student groups' performance declined by 0.4 to 2.6 percentage points (pp) from 2017.
- The performance on the measure of High School Graduation for the class of 2017 is up fractionally for the all students group, up for the Native American (3.9 pp), Black (2.7 pp), and Hispanic (3.1 pp) student groups, but is down fractionally for the Asian and Pacific Islander student groups.

The separate supplemental data tables document provides a great deal of information on the educational system performance through the disaggregation of the indicator performance by race/ethnicity student groups, low income status, and participation in special education or bilingual education. The figures comprising the bulk of the supplemental report show that students of certain race ethnicities (e.g. Asian) perform higher than other groups and are closer to meeting long-term goals. Previous SBE work disaggregating groups to the sub-ethnic level clearly demonstrates that some Asian student groups (e.g. Korean) perform at a high level but other Asian student groups (e.g. Thai and Vietnamese) perform considerably lower. Inequitable outcomes are not always obvious as there are no model or exceptional student groups, rather, the inequities are sometimes concealed in the educational system.

Figure 2: shows the status of each of the six statutorily required indicators of the educational system health.

	Change over Three Years*	Met Annual Target	Comparable to Peer States**	Top 10 Percent Nationally**
Kindergarten Readiness	+ 2.5	✘	✘	✘
4 th Grade Reading	+ 0.3	✘	✓	✓
8 th Grade Math	- 0.3	✘	✓	✓
High School Graduation	+ 1.2	✘	✘	✘
Readiness for College Coursework	+ 1.1	✘	✓	✓
Postsecondary Attainment and Workforce	+ 0.5	✘	N/A	N/A

*Note: change shown as percentage points. **Note: the peer state and national comparisons utilize a combination of measures comprised of the recommended measures, nationwide administered assessments, and other publicly available information. The ✓ = yes, and the ✘ = no.

The Washington educational system is improving but not to the degree where most student groups are meeting annual targets (Figure 3). In other words, many student groups are not on track to meet the long-term goals aligned with Washington’s ESSA state plan.

Figure 3: summarizes the most recent performance for the all students group on the statewide indicators.

Indicator	3-Year Trend	2018 Actual	2018 Target
Kindergarten Readiness	Improving	46.7%	51.7%
4 th Grade Reading	Unchanged	57.3%	58.7%
8 th Grade Math	Unchanged	47.5%	50.9%
High School Graduation	Improving	79.3%*	80.4%
Readiness for College Coursework	Improving & to be updated	73.9%*	75.5%
Post-Secondary Attainment and Workforce	Improving & to be updated	42%*	44%

*Note: represents the most recent year of data.

Language in the legislation provides a clear picture of the legislature’s aspirational goals for Washington: an education system ranked in the top ten percent nationally and comparable to the education systems of other high performing states. In selecting and defining the indicators to be monitored and reported upon, the legislature sent a clear message about what are the important measures for the educational system and what milestones are important for students to meet. The indicators are reasonably well suited to address three overarching questions about Washington’s education system.

1. Are young children prepared to learn as they transition into the K–12 system?
2. Do students have access to quality schools and programs?
3. Are students provided an opportunity to develop the skills and knowledge to be prepared for civic engagement, careers, postsecondary education, and lifelong learning?

What evidence do we have showing that young children are prepared to learn as they transition into the K-12 system?

The legislature directed the SBE to annually monitor the percentage of kindergarten students who meet the benchmarks on all six domains of the Washington Kindergarten Inventory of Developmental Skills (WaKIDS). To provide additional information on this question, the SBE recommended that the state monitor the early childhood education enrollment patterns for young children before entering the K-12 education system.

For a number of years, the percentage of Washington three- and four-year olds enrolling in early childhood education has hovered around 40 percent, but that number is inching higher, as the state has been expanding the number of Early Childhood Education and Assistance Program (ECEAP) full day and part day slots annually. Approximately one-half of all incoming kindergarten students are kindergarten-ready as measured by the WaKIDS.

- In the fall 2018, approximately 53 percent of White kindergarteners were kindergarten-ready but only 31 percent of Hispanic kindergarteners were kindergarten ready, a performance gap of 22 percentage points at the time of transitioning into the K-12 education system.

The percentage of young children who are kindergarten-ready is substantially lower for Native American, Black, Hispanic, and Pacific Islander young children, who are less likely to enroll in a private early childhood education and must compete for state funded ECEAP slots. The percentage of young children who are kindergarten-ready is expected to increase as Washington’s ECEAP continues to expand and as program quality improves under solid funding in the coming years.

Recommendation: Expand access to affordable, high-quality early childhood education for all of Washington’s children, particularly children of color and children in poverty.

Do Washington students have access to quality schools and programs?

The statutorily required indicators are not particularly well suited to address a qualitative question such as this, but the SBE monitors some measures that shed light on the question. It would be safe to say that a “quality school” is one in which students feel safe, valued, listened to, and take control of their learning. Also, that every student has access to an effective and qualified teacher or role model at the school that each student can relate to or connect.

Recommendation: Create a more flexible school system, which is more responsive to the needs of students, while ensuring that students have the opportunity to learn. Provide flexibility while supporting personalized pathways to learning. Implement system structures, policies, and practices which support all students, and eliminate systemic bias, barriers, and inequities in education opportunities. Retain strong school and effective school leaders.

Recommendation: Expand programs that enable and encourage meaningful family and community engagement at every level of the education system. Expand the use of problem-based and career-connected learning opportunities which include the granting of credit for competencies acquired in the workplace, volunteer work, or other extracurricular activities. Encourage differentiated instruction and flexible coursework progression, which includes the use of mixed-grade classrooms, and Universal Design for Learning principles to address diverse ways of learning and expressing what is learned. Implement structures for the purpose of sharing effective practices to implement continual curriculum improvement using research-based models to improve teaching and learning.

The SBE made the recommendation to monitor disproportionate exclusionary discipline because access to education is greatly diminished when a student is excluded from day-to-day learning opportunities. Students of color are subjected to exclusionary discipline interventions at a disproportionately high rate, most often for “other inappropriate behavior” which is ill-defined.

- Native American students and Black students are more than twice as likely to experience an exclusionary discipline intervention as a white student.

A large number of schools in Washington administer school climate and culture surveys, parent surveys, and educator surveys as a means to quantify the otherwise qualitative measures of school climate and culture. Analyses are showing that positive school climate/culture has a positive impact on student well-being, student educational outcomes, and teacher and parent/guardian satisfaction. Notwithstanding the demonstrable benefits, Washington has yet to implement a statewide school climate/culture survey for the purpose of improving climate and culture in school buildings and to help quantify school quality across the state.

Recommendation: Create a state-wide framework for mental health support, social emotional learning, and trauma-informed instructional models in the K-12 system, and expand comprehensive statewide school safety and mental health systems via regional coordination. Establish a multiagency workgroup to coordinate the design of an implementation plan for a state-wide school culture and climate survey which would become a part of the educational system health reporting.

Which students are provided an opportunity to develop the skills and knowledge to be prepared for civic engagement, careers, postsecondary education, and lifelong learning?

Like many educational systems across the country, Washington's educational system is quite effective for the White middle/upper class and is much less effective for students of color, students from low income households, students with a disability, and students whose home language is something other than English. The inequities of the educational system are evident from the educational outcome measures included in the statewide indicators.

- On the 4th grade reading assessment, approximately 65 percent of White students meet the proficiency benchmark but only 40 percent of Hispanic students meet the benchmark, a performance gap of 25 percentage points.
- On the 8th grade math assessment, approximately 54 percent of White students meet the proficiency benchmark but only 25 percent of Black students meet the benchmark, a performance gap of 34 percentage points.
- On the high school graduation measure, approximately 82 percent of White students graduate in four years but only 60 percent of Native American students graduate from high school in four years, a performance gap of 22 percentage points.

Recommendation: Implement system structures, policies, and practices which support all students, and eliminate systemic bias, barriers, and inequities in education opportunities. Revise the prototypical school funding model to ensure funding is equitable; that is, school funding based on the diverse needs of students and changing societal demands, and increasing access to quality expanded learning opportunities for historically underserved students.

Conclusion

Washington failed to meet the annual targets for the statewide indicators of the educational system health and the reader is directed to the supplemental data tables and other information to learn more

about the educational system health. The SBE strategic plan for 2018-23 is slated for adoption at the November Board meeting and provides a more complete set of recommended system reforms.

DRAFT



THE WASHINGTON STATE BOARD OF EDUCATION

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COVER: STUDENT PRESENTATION

Prepared for the November 2018 Board Meeting

As related to:

- Goal One:** Develop and support policies to close the achievement and opportunity gaps.
- Goal Two:** Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

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

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

- Other**

Relevant to Board roles:

- Policy Leadership
- System Oversight

- Advocacy
- Communication
- Convening and facilitating

Policy considerations/Key questions:

What student engagement component should be added to the strategic plan? Member Hofman will propose a component that is focused on student voice and engagement.

Synopsis:

This segment is a panel facilitated by student Board member Joseph Hofman. The panel consists of one student from Hockinson High School, two students from Ridgefield High School, and one student from Fort Vancouver High School. The panel will provide feedback on a component of the plan being developed by Member Hofman to implement an intentional effort at student engagement and student voice in policymaking.



THE WASHINGTON STATE BOARD OF EDUCATION

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HIGH SCHOOL DIPLOMA REQUIREMENTS

Prepared for the November 2018 Board Meeting

As related to:

- Goal One:** Develop and support policies to close the achievement and opportunity gaps.
- Goal Two:** Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

- Goal Three:** Ensure that every student has the opportunity to meet career and college ready standards.
- Goal Four:** Provide effective oversight of the K-12 system.
- Other**

Relevant to Board roles:

- Policy Leadership
- System Oversight
- Advocacy
- Communication
- Convening and facilitating

Policy considerations/Key questions:

- How does the Board want to communicate about graduation requirements?
- What is the best way to communicate with educators, students, parents and members of the public about the Washington diploma?
- How does the communication fit within the broader set of changes needed to ensure the diploma requirements support multiple pathways to the diploma?

Materials included in packet:

- State Board of Education flier with proposal for the Washington high school diploma

Synopsis

The Board will review and discuss communication pieces being developed by the Board's communication consultant and how those materials fit within the Board's priority around the diploma requirements. The Board will have the opportunity to discuss current flexibilities within the graduation requirements, and the best way to communicate those flexibilities.



THE WASHINGTON STATE BOARD OF EDUCATION

State Board of Education Proposal for the Washington High School Diploma

Washington's graduation requirements were designed to ensure that a student is "ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner" (RCW 28A.230.090). While the graduation requirements adopted in 2015 have led districts to undertake courageous and innovative work to change systems on behalf of students, they have also presented significant challenges. The Board conducted extensive outreach during the spring and summer of 2018 to educators, parents, students and other stakeholders, and heard concerns that the graduation requirements constrain schools from providing a wide range of engaging educational pathways that help students earn a high school diploma and be successful after high school. The Board feels called to action to enable and empower districts to address the challenges and honor individualization and personalization of learning for students.

The Board has identified a suite of actions ranging from improving communication about graduation requirements to amending rules and proposing legislation to make adjustments to the current graduation requirement framework. Actions the Board will undertake will include the following:

A Communication Campaign to:

- Inform districts, students, and parents about flexibilities within the current graduation requirement framework.
- Recognize and value equally all pathways to graduation.

Agency Budget Requests to:

- Connect Washington, expand pathways to apprenticeships, and increase other opportunities for hands-on learning.
- Explore and encourage credit earned through work and extra-curricular activities.
- Consider competency credit for passing state assessments and credit for lower level courses in a sequence by demonstration of success in higher level courses.
- Development of state frameworks for competency credit in multiple subject areas.
- Collaborate to develop a robust, credit-bearing High School and Beyond Plan that includes teaching and learning of financial education standards.
- Study math pathways aligned to specific postsecondary and career pathways, including apprenticeships.

Rule-writing and Agency Request Legislation to:

- students can stay on-track to earning a diploma.
- Create guidance and more definition on Personalized Pathways, helping districts to enable students to access a variety of pathways.
- Enable students to more easily earn high school credit for any class taken in middle school that was taught to high school learning standards, allowing more students to start high school having already earned high school credit.
- Reinstate the "expedited appeal" option, providing a path to a diploma for students who have met all graduation requirements except an assessment requirement.



THE WASHINGTON STATE BOARD OF EDUCATION

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COVER: BASIC EDUCATION COMPLIANCE

Prepared for the November 2018 Board Meeting

As related to:

- Goal One:** Develop and support policies to close the achievement and opportunity gaps.
- Goal Two:** Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

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

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

- Other**

Relevant to Board roles:

- Policy Leadership
- System Oversight

- Advocacy
- Communication
- Convening and facilitating

Policy considerations/Key questions:

Have all districts certified compliance with the minimum requirements of the program of basic education?

Materials included in packet:

- Basic Education Compliance Memo
- Draft exhibit that is a list of districts recommended for approval as compliant.

Synopsis:

This segment is an overview of the basic education compliance process and a summary of the findings of whether all 295 districts are in compliance.

2018-2019 MINIMUM BASIC EDUCATION REQUIREMENTS COMPLIANCE

RCW 28A.150.220 (Basic Education – Minimum instructional requirements – Program accessibility) requires the SBE to adopt rules to implement and ensure compliance with the program requirements imposed by this section and related laws on basic education allocations.

RCW 28A.150.250 directs that if a school district's basic education program fails to meet the basic education requirements enumerated in these sections of law, the SBE may recommend the Superintendent of Public Instruction to withhold state funds in whole or in part for the basic education allocation until program compliance is assured.

The SBE carries out this duty through required, annual reporting by school districts on their compliance with the minimum basic education requirements set in law. These include:

1. Kindergarten minimum 180-day school year.
2. Kindergarten total instructional hour offering.
3. Grades 1-12 minimum 180-day school year.
4. Grades 1-12 total instructional hour offering.
5. State high school graduation minimum requirements.

Compliance reporting on page one in the iGrants system also includes a question on whether the district has received a waiver of the minimum 180-day school year and which method of calculating instructional hours was used by the district (i.e. 1000 hours in grades 1-8 and 1080 in grades 9-12 or 1027 hours as a district-wide average).

District graduation requirements are reported on page two of the compliance report so that the SBE may respond accurately to questions about district requirements from other school districts, the Legislature, and the Office of Superintendent of Public Instruction (OSPI). These questions also allow staff to collect data on credit and non-credit district graduation requirements, competency-based crediting, and bell schedule. The other credit and non-credit local district graduation requirements include the High School and Beyond Plan, culminating project, computers and digital technology, community service, and personal finance. This year, SBE staff added a question about the type of bell schedule used by high schools so that we can garner information about the graduation requirement framework implementation.

On July 31, 2018, the SBE launched the basic education compliance reports in the OSPI iGrants system and notified all districts that they must complete and submit the online report by September 15, 2018. After the deadline, periodic reminders were sent to districts that had not yet submitted compliance reports. On October 18, 2018, SBE staff called each superintendent who had not yet completed a basic education compliance report.

Staff followed up with several districts to correct or clarify data submitted. As of October 24, 2018, all 295 districts have submitted basic education compliance reports and all certified compliance on page one. 17 districts have remaining questions that had not been resolved at the time of this memo. At the November 2018 Board meeting, the Board will consider approval of all districts that have submitted complete basic education compliance reports and, if errors were present, have communicated that they do require at least the minimum state graduation requirements. However, by the time of the Board meeting, if any of the 17 districts with remaining issues have not been in contact with SBE staff, then they will be considered for action at the January 2019 Board meeting.

STATE BOARD OF EDUCATION

2018-2019 — Minimum Basic Education Requirement Compliance

In Compliance	NOT in Compliance	Please Check One
<input type="radio"/>	<input type="radio"/>	Kindergarten Minimum 180-Day School Year (RCW 28A.150.220 RCW 28A.150.203) RCW 28A.150.315 The kindergarten program consists of no fewer than 180 days per school year.
<input type="radio"/>	<input type="radio"/>	Kindergarten Total Instructional Hour Offering (RCW 28A.150.220 RCW 28A.150.205 RCW 28A.150.315) The district makes available to students enrolled in kindergarten at least a total instructional hour offering of 1,000 hours.
<input type="radio"/>	<input type="radio"/>	Grades 1-12 Minimum 180-Day School Year (RCW 28A.150.220 RCW 28A.150.203) The school year is accessible to all legally eligible students and consists of at least 180 school days for students in grades 1-12, inclusive of any 180-day waivers granted by the State Board of Education.
<input type="radio"/>	<input type="radio"/>	Grades 1-12 Total Instructional Hour Offering (RCW 28A.150.220(2) RCW 28A.150.205 WAC 180-16-200) The district makes available: <ul style="list-style-type: none"> a. A district-wide average of at least 1,000 instructional hours in grades 1-8 and a district-wide average of at least 1,080 instructional hours in grades 9-12, or b. A district-wide average of 1,027 hours in grades 1-12.

K-12 Districts Only
State High School Graduation Minimum Requirements
 ([RCW 28A.230.090](#) [WAC 180-51-068](#))

<input type="radio"/>	<input type="radio"/>	All subject areas are aligned with the state's high school learning standards and essential academic learning requirements, and at a minimum meet grades 9-10 grade level expectations. District high schools meet or exceed all state minimum graduation requirements. Districts that have received a temporary waiver of 24-credit graduation requirements that meet or exceed the requirements outlined in WAC 180-51-067 may indicate that the district is in compliance.
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If your district is NOT in compliance with any of these requirements, please explain why.

Has your district been granted a waiver of the minimum 180-day school year requirement by the State Board of Education for the 2018-19 school year? Yes No

NOTE: A district that has been granted a waiver of the minimum 180-day school year requirement is considered in compliance with [RCW 28A.150.220](#) provided the district meets the conditions of the waiver.

Which method of calculating instructional hours is your district using to demonstrate compliance with the minimum offering of instructional hours required by [RCW 28A.150.220\(2\)](#)?

- District-wide annual average of 1,000 instructional hours in grades 1-8 and 1,080 instructional hours in grades 9-12
- District-wide average 1,027 instructional hours in grades 1-12

CERTIFICATION OF COMPLIANCE

The following persons named below certify that the information stated herein is true and correct and that **Example School District** meets the basic education program requirements contained in [RCW 28A.150.220](#) and the minimum high school graduation requirements set forth in [WAC 180-51-068](#).

The undersigned further acknowledge that a copy of this document has been provided to the district's Board of Directors and that the district has maintained records in its possession supporting this certification for auditing purposes.

<input style="width: 95%; height: 25px; border: 1px solid black;" type="text"/> School District Superintendent	<input style="width: 95%; height: 25px; border: 1px solid black;" type="text"/> Date (MM/DD/YY)
<input style="width: 95%; height: 25px; border: 1px solid black;" type="text"/> Board President or Chair	<input style="width: 95%; height: 25px; border: 1px solid black;" type="text"/> Date (MM/DD/YY)

Page 2

District Graduation Credit Requirements

Districts are also asked to provide the following information about district requirements for high school graduation. Minimum state graduation requirements can be found [here](#).

K-12 Districts Only
Indicate your district's graduation requirements in the table below.

S U B J E C T	District Graduation Credit Requirements for Class of 2019
English	<input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>
Math	<input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>
Social Studies	<input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>
Science How many are laboratory science credits? <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>
Arts	<input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>
Occupational Education/CTE	<input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>
Health and Physical Education (Fitness)	<input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>
World Languages	<input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>
Electives	<input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>

S U B J E C T	District Graduation Credit Requirements for Class of 2019
<p>Other District Requirements (select all that apply):</p> <p><input type="checkbox"/> High School and Beyond Plan</p> <ul style="list-style-type: none"> <input type="checkbox"/> For-Credit as a Standalone Course <input type="checkbox"/> Embedded in a For-Credit Course (please specify): _____ <input type="checkbox"/> Required but Not-For-Credit <input type="checkbox"/> Other (please specify): _____ <p><input type="checkbox"/> Culminating Project</p> <ul style="list-style-type: none"> <input type="checkbox"/> For-Credit as a Standalone Course <input type="checkbox"/> Embedded in a For-Credit Course (please specify): _____ <input type="checkbox"/> Required but Not-For-Credit <input type="checkbox"/> Other (please specify): _____ <p><input type="checkbox"/> Community Service</p> <ul style="list-style-type: none"> <input type="checkbox"/> For-Credit as a Standalone Course <input type="checkbox"/> Embedded in a For-Credit Course (please specify): _____ <input type="checkbox"/> Required but Not-For-Credit <input type="checkbox"/> Other (please specify): _____ <p><input type="checkbox"/> Computers and Digital Technology</p> <ul style="list-style-type: none"> <input type="checkbox"/> For-Credit as a Standalone Course <input type="checkbox"/> Embedded in a For-Credit Course (please specify): _____ <input type="checkbox"/> Required but Not-For-Credit <input type="checkbox"/> Other (please specify): _____ <p><input type="checkbox"/> Financial Education</p> <ul style="list-style-type: none"> <input type="checkbox"/> For-Credit as a Standalone Course <input type="checkbox"/> Embedded in a For-Credit Course 	<div style="text-align: center; margin-top: 100px;"> <input style="width: 50px; height: 20px; border: 1px solid black;" type="text"/> </div> <p style="text-align: center;">If there are multiple requirements for credit, please describe how many credits for each subject (please specify): _____</p>

S U B J E C T	District Graduation Credit Requirements for Class of 2019
<p>(please specify): _____</p> <p><input type="checkbox"/> Required but Not-For-Credit</p> <p><input type="checkbox"/> Other (please specify): _____</p> <p><input type="checkbox"/> Other (specify): _____</p> <p><input type="checkbox"/> For-Credit as a Standalone Course</p> <p><input type="checkbox"/> Embedded in a For-Credit Course (please specify): _____</p> <p><input type="checkbox"/> Required but Not-For-Credit</p> <p><input type="checkbox"/> Other (please specify): _____</p>	
TOTAL	0.0

Does your district award competency-based credit? Yes or No
If yes, in what subjects? _____

Graduation requirements effective with the **Class of 2019** can be found [here](#).

What is the predominant bell schedule for the high schools in the school district? (If the district uses more than one type of schedule, please click "Other" and explain).

- Six-Period Day
- Seven-Period Day
- Eight-Period Day
- A/B Block
- 4x4 Block
- 5 Period, Trimester
- Other (Please Specify): _____



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DRAFT EXHIBIT: 2018 SCHOOL DISTRICT BASIC EDUCATION COMPLIANCE REPORT

Prepared for the November 2018 Board meeting

Based on State Board of Education staff review of each school district's program assurance form, the following school districts are recommended to be certified as being in compliance with basic education approval requirements for the 2018-19 school year.

Aberdeen School District	Cascade School District
Adna School District	Cashmere School District
Almira School District	Castle Rock School District
Anacortes School District	Centerville School District
Arlington School District	Central Kitsap School District
Asotin-Anatone School District	Central Valley School District
Bainbridge Island School District	Centralia School District
Battle Ground School District	Chehalis School District
Bellingham School District	Cheney School District
Benge School District	Chewelah School District
Bethel School District	Chimacum School District
Bickleton School District	Clarkston School District
Blaine School District	Cle Elum-Roslyn School District
Boistfort School District	Clover Park School District
Bremerton School District	Colfax School District
Brewster School District	College Place School District
Bridgeport School District	Colton School District
Brinnon School District	Columbia (Walla Walla) School District
Burlington-Edison School District	Colville School District
Camas School District	Concrete School District
Cape Flattery School District	Conway School District
Carbonado School District	Cosmopolis School District

Coulee-Hartline School District	Finley School District
Coupeville School District	Franklin Pierce School District
Crescent School District	Freeman School District
Curlew School District	Garfield School District
Cusick School District	Glenwood School District
Damman School District	Goldendale School District
Darrington School District	Grandview School District
Davenport School District	Granger School District
Dayton School District	Granite Falls School District
Deer Park School District	Grapeview School District
Dieringer School District	Great Northern School District
Dixie School District	Green Mountain School District
East Valley School District (Spokane)	Griffin School District
East Valley School District (Yakima)	Harrington School District
Eastmont School District	Highland School District
Easton School District	Highline School District
Eatonville School District	Hockinson School District
Edmonds School District	Hood Canal School District
Ellensburg School District	Hoquiam School District
Elma School District	Inchelium School District
Endicott School District	Index School District
Entiat School District	Issaquah School District
Enumclaw School District	Kahlotus School District
Ephrata School District	Kalama School District
Evaline School District	Keller School District
Everett School District	Kelso School District
Evergreen School District (Stevens)	Kennewick School District
Federal Way School District	Kent School District
Ferndale School District	Kettle Falls School District
Fife School District	Kiona-Benton City School District

Kittitas School District	Mount Adams School District
Klickitat School District	Mount Baker School District
La Center School District	Mount Pleasant School District
La Conner School District	Mount Vernon School District
Lake Chelan School District	Mukilteo School District
Lake Quinault School District	Naches Valley School District
Lake Stevens School District	Napavine School District
Lake Washington School District	Nespelem School District #14
Lakewood School District	Newport School District
Lamont School District	Nine Mile Falls School District
Liberty School District	Nooksack Valley School District
Longview School District	North Beach School District
Loon Lake School District	North Franklin School District
Lopez School District	North Kitsap School District
Lyle School District	North Mason School District
Lynden School District	North River School District
Mabton School District	North Thurston Public Schools
Manson School District	Northport School District
Mary M Knight School District	Northshore School District
Mary Walker School District	Oak Harbor School District
Marysville School District	Oakesdale School District
McCleary School District	Oakville School District
Medical Lake School District	Ocean Beach School District
Mercer Island School District	Ocosta School District
Meridian School District	Odessa School District
Methow Valley School District	Okanogan School District
Monroe School District	Olympia School District
Morton School District	Omak School District
Moses Lake School District	Onalaska School District
Mossyrock School District	Onion Creek School District

Orcas Island School District	Richland School District
Orchard Prairie School District	Ridgefield School District
Orient School District	Ritzville School District
Orondo School District	Riverside School District
Oroville School District	Riverview School District
Orting School District	Rochester School District
Othello School District	Roosevelt School District
Palisades School District	Royal School District
Palouse School District	San Juan Island School District
Pasco School District	Satsop School District
Pateros School District	Seattle Public Schools
Paterson School District	Sedro-Woolley School District
Pe Ell School District	Selah School District
Peninsula School District	Sequim School District
Pioneer School District	Shaw Island School District
Pomeroy School District	Shelton School District
Port Angeles School District	Shoreline School District
Port Townsend School District	Skamania School District
Prescott School District	Skykomish School District
Prosser School District	Snohomish School District
Pullman School District	Snoqualmie Valley School District
Puyallup School District	Soap Lake School District
Queets-Clearwater School District	South Bend School District
Quilcene School District	South Kitsap School District
Quillayute Valley School District	South Whidbey School District
Quincy School District	Southside School District
Rainier School District	Spokane School District
Reardan-Edwall School District	Sprague School District
Renton School District	St. John School District
Republic School District	Stanwood-Camano School District

Star School District No. 054	Vashon Island School District
Starbuck School District	Wahkiakum School District
Stehekin School District	Wahluke School District
Steilacoom Hist. School District	Waitsburg School District
Steptoe School District	Walla Walla Public Schools
Stevenson-Carson School District	Wapato School District
Sultan School District	Warden School District
Summit Valley School District	Washougal School District
Sumner School District	Washtucna School District
Sunnyside School District	Waterville School District
Tacoma School District	Wellpinit School District
Taholah School District	Wenatchee School District
Tahoma School District	West Valley School District (Spokane)
Tekoa School District	West Valley School District (Yakima)
Thorp School District	White Pass School District
Toledo School District	White River School District
Tonasket School District	White Salmon Valley School District
Toppenish School District	Wilbur School District
Touchet School District	Willapa Valley School District
Toutle Lake School District	Wilson Creek School District
Trout Lake School District	Winlock School District
Tukwila School District	Wishkah Valley School District
Tumwater School District	Wishram School District
Union Gap School District	Woodland School District
University Place School District	Yakima School District
Valley School District	Yelm School District
Vancouver School District	Zillah School District

Based on State Board of Education staff review of each school district's program assurance form, the following school districts have been notified of an outstanding issue and have been provided an opportunity to resolve the issue. These districts may be considered at the January 2018 board meeting.

Auburn School District

Mead School District

Bellevue School District

Mill A School District

Columbia (Stevens) School District

Montesano School District

Creston School District

Naselle-Grays River Valley School District

Evergreen School District (Clark)

Raymond School District

Grand Coulee Dam School District

Rosalia School District

LaCrosse School District

Selkirk School District

Lind School District

Tenino School District

Mansfield School District



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UPDATE ON 2018 ASSESSMENT RESULTS

Prepared for the November 2018 Board Meeting

As related to:

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

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

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

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

Other

Relevant to Board roles:

Policy Leadership

System Oversight

Advocacy

Communication

Convening and facilitating

Policy considerations/Key questions:

- What is the status of continued implementation of Smarter Balanced Assessments and the Washington Comprehensive Science Assessment in Washington?
- What do testing results from 2018 indicate about our system?

Materials included in packet:

- State Board of Education section of a report to the Legislature on the state assessment system produced annually by OSPI. This provides background information for this meeting segment, and summarizes Board actions on assessments during the past year. This is one of two reports to the Legislature involving the Board. The second report will be submitted by the Board and is a one-time report on setting the achievement level scores for the 10th grade high school Smarter Balanced assessments.
- Presentation by the Office of the Superintendent of Public Instruction (OSPI) Assessment Office.

Synopsis:

The Board will hear a presentation from Dr. Deb Came, Assistant Superintendent, Student Information and Assessment. The 2018 administration of the Smarter Balanced Assessments was the third full implementation of the assessments in Washington. Because of legislation passed in 2017 (ESHB 2224), the high school test was shifted from primarily an 11th grade test to primarily a 10th grade test. As a result, both 10th graders and 11th graders took the tests in 2018. Smarter Balanced Assessments were also administered to students in grades three through eight. The science assessment was administered for the first time this spring to all students in grades 5, 8, and 11. Results of the 2018 state assessments may inform the Board in decisions about state assessment policy. Under current law, the Smarter Balanced Assessments, along with a system of alternatives, are used as exit exams. The science assessment will be a graduation requirement for the Class of 2021. The Board has adopted a qualified [position](#) to eliminate the use of these assessments as high school exit exams.

State Board of Education section, excerpt of the 2018 DRAFT Report to the Legislature on the Washington Comprehensive Assessment Program.

State Board of Education's Activities and Role

This section of the report summarizes the activities of the State Board of Education (SBE) concerning the state assessment system in 2018 and actions of the Board that are anticipated for 2019.

Statute directs the SBE to provide consultation to the Superintendent of Public Instruction (OSPI) in the development and maintenance of the assessment system ([RCW 28A.655.070\(3\)\(a\)](#)) and identify the scores needed to show proficiency on state assessments and approved alternative assessments, as well as the scores needed on high school exit exams ([RCW 28A.305.130](#)).

In 2018, the Legislature directed the SBE (ESHB 2224), in consultation with OSPI, to identify the performance standard for tenth grade students to be on-track for career and college readiness, and report on this score to the Governor, and the education and fiscal committees of the Legislature by December 1, 2018. In July, September and November 2017, the SBE held initial discussions with OSPI and the Smarter Balanced Consortium regarding setting these scores, and in January 2018 the Board adopted these scores.

Also in January, 2018, the Board extensively reviewed and discussed the system of high school assessment. As a result, the Board adopted a position on exit exams that states that:

If the Legislature reconsiders policies related to mandatory state tests linked to graduation, the State Board of Education will support legislation that delinks the passing of statewide assessments from graduation requirements, provided that:

- 1) State standards in math, English Language Arts, and science are not diminished;
- 2) State assessment results are still used as part of the State's achievement index, including results by school and district;
- 3) Test participation rates remain a focus of emphasis consistent with the expectations of the Every Student Succeeds Act (95% participation rate); and
- 4) Student-level results from the 10th grade English Language Arts and math assessments and 11th grade Washington Comprehensive Assessment of Science will be used to inform student course taking in subsequent terms to focus on growth and progress to achieve high school proficiency and career and college readiness.

Activities of the Board in 2018

Board actions in 2018 are summarized in Table 13 with links to additional information.

Table 13: SBE’s Work on Assessments During 2018

Meeting	Activity	Links
January 2018	<ul style="list-style-type: none"> • The Board approved achievement level scores recommended by OSPI for the 10th grade math and ELA Smarter Balanced Assessment • The Board approved the process recommended by OSPI for score-setting on the WCAS • The Board adopted a position statement on high school assessments linked to graduation 	<ul style="list-style-type: none"> • SBE cover sheet and OSPI presentation on 10th Grade Smarter Balanced Assessments. • OSPI presentation on Setting Achievement Levels on the WCAS • SBE cover and memo on Legislative Position on Assessment Requirements and Alternatives • SBE position statement on high school assessments linked to graduation
August 2018	The Board approved achievement level scores on the WCAS and the WA-AIM	<ul style="list-style-type: none"> • OSPI presentation on scores for WCAS and WA-AIM
November 2018	OSPI provided an update to the Board on 2018 testing results and participation rates.	<ul style="list-style-type: none"> • November Board meeting materials

Activities of the board for 2019

Anticipated activities include:

- Advocate for reinstating the expedited appeal option as a way eligible students can meet the assessment graduation requirement.
- Collaborate with stakeholders to develop a model for students earning competency credit for high school students who pass state assessments.
- Support work with partners on the development and implementation of Bridge to College courses.
- Approval of scores, if needed, for WCAS alternatives.



THE WASHINGTON STATE BOARD OF EDUCATION

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

COVER: DRAFT STRATEGIC PLAN

Prepared for the November 2018 Board Meeting

As related to:

- Goal One:** Develop and support policies to close the achievement and opportunity gaps.
- Goal Two:** Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

- Goal Three:** Ensure that every student has the opportunity to meet career and college ready standards.
- Goal Four:** Provide effective oversight of the K-12 system.
- Other**

Relevant to Board roles:

- Policy Leadership
- System Oversight
- Advocacy
- Communication
- Convening and facilitating

Policy considerations/Key questions:

What are the goals and priorities that will drive the Board's work over the next 5 years.

Materials included in packet:

- Draft Strategic Plan

Synopsis:

The Washington State Board of Education (SBE) began the strategic planning process in January 2018, building on prior work to shape key priorities, including the development to the Board's [Equity Statement of Intent](#). The Board conducted extensive outreach to gather information to support the development of the plan and the priorities. This included regional [community forums](#), outreach at partner meetings, presentations to the State Board, and a [public survey](#) that reached 2,690 participants. Half of the survey participants identified as parents, while other affiliations included representatives of state agencies, community groups, students, educators, and school and college administrators. The Board drew on this feedback and developed a set of priorities during their September Retreat. A draft of the plan was available for comment in early October. This revised plan will be discussed during the Board's public meeting on November 7 and 8, 2018.



THE WASHINGTON STATE BOARD OF EDUCATION

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

2018-23 SBE STRATEGIC PLAN

Opportunity and Imperative

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. Likewise 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.

- Over the past 10 years, we have seen a 57 percent increase in the number of English Learners enrolled in public K-12 schools.¹
- We have also seen increased diversity with students of color now making up 46 percent of the student population compared to 34 percent a decade ago.² However, the diversity of educators falls well short of the student percentage, as only 10% of teachers report a race other than “white.”
- The rate of low-income students, as measured by the percent of youth receiving Free or Reduced Price Lunch, has risen modestly over the past decade. However, we have seen a marked increase in the share of students experiencing housing insecurity as demonstrated by a 34 percent increase in the share of students who report they have experienced homelessness in just the last five years.³

Gaps in opportunities for all students to fully realize their potential in their education, career, and life pathways are apparent and result in performance or achievement gaps. For example, grade-level measures of science, math, and English skills; enrollment in dual credit programs; and high school graduation are all lower for students of color, students with disabilities, and students qualifying for free or reduced-price lunch.

- On the 3rd grade English Language Arts assessment in 2018, 63.6 percent of white students demonstrated proficiency while 37.2 percent of Hispanic students demonstrated proficiency - a difference of more than 25 percentage points.
- On the 5th grade science assessment in 2018, 23 percent of students with disabilities scored proficient while 60 percent of students who do not report a disability met the benchmark, a performance gap of 37 percentage points.
- The black-white achievement gap for Washington students from low socioeconomic homes as measured on the 8th grade NAEP math assessment grew at the second highest rate in the nation between 2011 and 2017, resulting in a gap for 2017 that is the fifth largest in the nation.

¹ Increase in the number of English Learners between the 2007-08 school year and the 2017-18 school year.

² Students of color = 33.8% in 2007-08 and 45.6% in 2017-18

³ FRL rate was 37.9% in 2007-08 and was 42.4% in 2017-18 (Last 10 years). 30,366 students reported they were homeless in 2012-13 compared to 40,950 in 2016-17 a 34% increase in 2016-17 from 2012-13.

- The class of 2017 four-year graduation rate for students qualifying for the Free and Reduced Price lunch program (70.0 percent) is nearly 20 percentage points lower than for students not qualifying for the Free and Reduced Price lunch program (89.5 percent).

In addition, while the diversity of the student population in Washington State has changed, the diversity amongst teachers and the school staff has not mirrored that change. This has led to disparities in strong connections to diverse communities, full understanding of students' cultures, identities, and social and emotional needs, and in bilingual instruction. Students and families believe that teachers and other educator role models "who look like them" are essential to creating strong, trusting relationships necessary for engagement and student success.

It is imperative to bridge these opportunity gaps, remove barriers to student success, and implement new ways of providing flexibility and student-focused education to meet the needs of individual students in a rapidly changing economy. This will take more than individual teachers and counselors working to do their very best to serve all students. It will take an entire system that works - as a system - to serve all students. We can no longer tinker around the edges and expect to make marked improvement in closing opportunity gaps. This is the time to make changes in the structures of the system itself through addressing the school environment we provide, the way students are engaged in their learning, flexibility in how students demonstrate mastery and preparation for life after high school, and a funding model that directs resources where they are needed most. From the classroom level to the national level, leaders have voiced their support for these kinds of changes and the state has taken steps to establish the conditions for the changes needed in our system including:

- Substantial state investments in our P-12 education system over the past several biennia.
- Systemic reform in the how the state organizes work to support children and families with the creation of the Department of Children, Youth, and Families.
- A philosophical change in our system of accountability and support from "shame and blame" under No Child Left Behind (NCLB) to a model of "identify and support" under the Every Student Succeeds Act (ESSA) and state systems of support
- Consensus among policy makers, educators, and stakeholders about the urgent need to address systemic challenges that lead to inequitable outcomes for our students.
- The College Bound Scholarship program demonstrates that early commitment to the State Need Grant to provide financial assistance for postsecondary education can lead to greater success in K-12 and greater likelihood of college attendance.
- We have also seen promising work connecting to careers through "Grow Our Own" programs to encourage students of color to become teachers and programs like CorePlus that link high school students directly to career pathways.

Goals

The overarching goal for our education system, as expressed in our Vision Statement, is to ensure students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning.

The strategic plan also lays out a set of goals connected to the priorities identified by the Board. These include:

- All students feel safe at school, and have the supports necessary to thrive.
- 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.
- 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.
- Students successfully transition into, through, and out of the P-12 system.
- Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.
- 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.

The Board monitors educational system progress toward meeting aspirational and achievable, system-wide performance goals. The educational system monitoring allows the Board to annually determine whether or not the state is on track to meet the Educational System Health goals⁴ aligned with Washington’s ESSA consolidated state plan, and make recommendations to target areas for improvement.

System progress is evaluated based on indicators articulated in the Education System Health report, developed in collaboration with other state education agencies. The six primary indicators (Kindergarten Readiness, 4th Grade Reading, 8th Grade Math, High School Graduation, Remedial Course-taking, and Postsecondary Engagement) provide an annual snapshot of the Washington education system beginning in kindergarten and extending into higher education and work. The indicators are intended to provide a state level look at key trends; however, they are not comprehensive. The OSPI Report Card provides detailed information down to the school building level. In addition, the state has recently adopted a new assessment in Science. While not every discipline has a state test, educators assess student progress toward the state standards in 14 subjects.⁵

⁴ <http://sbe.wa.gov/education-system-health>

⁵ <http://www.k12.wa.us/CurriculumInstruct/learningstandards.aspx>

Vision, Mission, and Values

VISION

The Washington State Board of Education envisions an education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning.

MISSION

The mission of the State Board of Education is to provide: transparent leadership in K-12 education policy-making; effective oversight of schools serving Washington K-12 students; and, assertive advocacy for student personal growth and success. These three areas of responsibility will support a system that personalizes learning for each student and values diverse cultures, abilities, and learning styles.

VALUES

We, the Board members and staff of the Washington State Board of Education, value:

EQUITY. Equity is a primary consideration in our policy-making, initiatives, actions, and interactions. The Board has adopted an [Equity Statement of Intent](#) and we actively seek to identify and remove barriers that inhibit equitable access to quality learning opportunities.

STUDENT-FOCUSED EDUCATION. Provide educational, social, emotional, and mental health supports for the whole child. Enact policies that benefit our students, and modify or eliminate policies that are not beneficial. Create meaningful opportunities to hear from and respect diverse student voices. Build authentic, caring, relationships with students. Empower students to lead their own learning and provide personalized learning that is relevant to students.

STRATEGIC ACTION. Enact impactful, sustainable, research-based initiatives to fulfill our mission and vision. Support an innovative and adaptive system that meets the needs of individual students.

DYNAMIC AND FUTURE-FOCUSED INNOVATION. Think, plan, and lead proactively. Anticipate the needs of our students and society. Employ research-based strategies. Encourage schools to innovatively cultivate student achievement and develop transferrable skills for a changing workplace. Recognize the changes in our students' needs and change the system accordingly.

COLLABORATION, CARING, AND INCLUSION. Engage and collaborate with partners to achieve shared goals. Value, listen, and learn from all voices. Intentionally seek the wisdom of students, families, and communities, particularly those historically marginalized by the educational system, to inform policies and practices.

Priorities

Statewide goals will not be attained by agencies, organizations, and other entities working independently. All of this work must be approached from a viewpoint of system collaboration, leading to collective impact for the benefit of the students we serve. To this end, there is work that the State Board of Education leads, and work that the State Board of Education advocates for or otherwise supports. Through a comprehensive strategic planning process – which entailed extensive input from and collaboration with partners, input via a public survey and community forums, and in-depth Board and staff dialogue, the State Board of Education is committing to actions and advocacy in five priority areas for this strategic plan. For each of these areas, there are clear goals, indicators of progress toward the goals, actions the Board encourages and supports that may be led by partner organizations, and actions the Board will initiate. To implement this plan the Board will develop specific initiatives and statements of support through agency budget requests, legislative requests, and an annual legislative agenda.

Board priorities:

1. Student well-being
2. Learning environments
3. System design
4. Student transitions and diploma
5. Funding and accountability

Ongoing outreach to and engagement with education partners including agencies, organizations, communities, families, and students will be essential to ensure that systemic changes are equitable and meet the needs of students. Success will be assessed through a number of indicators designed to measure the degree to which:

- Young children are prepared to learn as they transition into the K–12 system.
- Students have access to quality schools and programs.
- Students receive the opportunity to develop the skills and knowledge to be prepared for civic engagement, careers, postsecondary education, and lifelong learning.

STUDENT WELL-BEING**GOAL:**

- All students feel safe at school, and have the supports necessary to thrive.

SBE recognizes the right of all students and staff to attend physically and emotionally safe schools. Safe schools create the conditions necessary to foster academic achievement and the health of Washington’s K-12 system. Unless students are safe and have “felt safety,” both physically and emotionally, they are at a greater risk of not fulfilling their potential within the educational system. In order to support the positive mental health and self-actualization of our students, schools must tend to each student’s basic needs, including the need to be valued and have healthy, connected relationships.

BOARD INITIATIVES:

- To promote student well-being the Board feels it is essential to understand more about the environment they are exposed to at school. To this end the Board intends to convene a workgroup to examine options for a statewide survey of school climate and culture.
- The Board will consider adding student well-being as an indicator in the System Health report or to the School Improvement Framework.

THE BOARD SUPPORTS EFFORTS TO:

- Develop a statewide framework for school safety and mental health to provide all schools with access to mental health professionals in schools with links to community-based mental health and other healthcare providers, wrap around supports for students,⁶ professional development to support mental health, social emotional learning, trauma-informed instruction, positive behavioral interventions and support (PBIS), and emergency preparedness for all educators and other school staff.
- Shift the focus of discipline to an integrated student supports system that keeps youth engaged in school and out of the juvenile justice system.⁷
- Strengthen current high school health learning standards to include information on mental health relevant to students and improve mental health instruction in K-12.
- Expand efforts to support the emotional well-being of our teachers.

INDICATORS:

- Students, parents, and educators report improvements in well-being, school climate, and culture.
- Schools report implementation of proven approaches to increase engagement and improve school climate.
- Exclusionary discipline rates decline and exclusionary discipline disproportionality decreases.
- Chronic absenteeism decreases and attendance rates increase.

DATA HIGHLIGHT:

The mental, emotional, and social health of our students is lamentably low in far too many communities, as indicated by the prevalence of anxiety and depression, maladaptive behavior (harassment/intimidation/bullying of peers or adults, truancy, substance use, violence, etc.), and suicide data. For example, 21 percent of 10th graders seriously considered suicide and 10 percent attempted suicide. Fifteen percent of 10th graders reported that they had no adult to turn to when they were sad or hopeless.⁸

⁶ For example: Washington Integrated Student Supports Protocol (WISSP)

⁷ Closing The Opportunity Gap In Washington’s Public Education System, Educational Opportunity Gap Oversight and Accountability Committee 2018 Annual Report. http://www.k12.wa.us/Workgroups/EOGOAC/pubdocs/EOGOAC-2018_LegislativeReport.pdf

⁸ [2016 Healthy Students Survey Analytic Report](#)

LEARNING ENVIRONMENTS

GOAL:

- 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.

The SBE promotes policies and innovations that support a positive learning environment to create the conditions for the success of every student. We believe learning should be relevant, effective, engaging, and grounded in a research-based approach to how students learn best. Students need to feel safe, valued, celebrated, and respected in their schools. Students need to be empowered to pursue their own individualized education pathways, including career-connected learning opportunities, with the guidance and support of educators. Learning environments should reflect the values of our students and their communities, as well as those of the teachers and staff. Multicultural perspectives and multiple ways of teaching, learning, and assessing what students know and can do are necessary to meet the needs of students.

BOARD INITIATIVES:

- The Board is working with partners to support more effective communication with students, parents, and educators about information supporting multiple pathways to post-secondary options, flexibility of graduation requirements, and the shift to authentic learning and assessment with the implementation of the Washington State Science Learning Standards (WSSLS).
- Collaboration with partners in support of implementing state standards, including efforts around the Washington State Science Learning Standards, to communicate the importance of implementing our new science standards with fidelity, with a special emphasis on equity.

THE BOARD SUPPORTS EFFORTS TO:

- Promote programs and policies that enable and encourage meaningful family and community engagement at every level of the education system to ensure schools are responsive to the needs of communities.
- Expand use of personalized learning strategies and project-based and career-connected learning opportunities, including credit for competencies acquired in the workplace, through volunteer work, or other extracurricular activities.
- Implement emerging and effective practices in the teaching and learning of math.
- Scale these efforts and share effective practices to implement continual curriculum improvement using research-based, models to improve teaching and learning.

INDICATORS:

- Reduction in absenteeism and chronic absenteeism.
- Increase in the four-year graduation rate.
- Increase in engagement in post-secondary education, training, or careers identified in a student's High School and Beyond Plan.

DATA HIGHLIGHT:

The students most in need of excellent teachers are the least likely to receive teachers with the most training and experience. In Washington, students of color and students from families with low-income are more likely to be served by teachers with fewer years of teaching experience and lower percentages of teachers with advanced degrees. In addition, students from diverse backgrounds are unlikely to be exposed to educators who share that background. In the 2015-16 school year, Washington's enrollment of students of color was approximately 44 percent while only 10 percent of teachers report a race other than white.

SYSTEM DESIGN

GOAL:

- 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.

The State Board of Education supports a more flexible school system - a system more responsive to the needs of students, while maintaining oversight and ensuring that students have the opportunity to learn. The Board promotes innovation and flexibility that supports personalized pathways to learning. The Board supports structures, policies, and practices which support all students, and eliminate systemic bias, barriers, and inequities in education opportunities. Strong school leadership is essential for improving outcomes, eliminating performance gaps, and ensuring students successfully transition to their next phase in their education journey.

BOARD INITIATIVES:

- Ensure the accountability and recognition system employed by the Board reflects the values of the Board and supports improvements that will reduce opportunity and achievement gaps.
- Evaluate how the basic education compliance process may be used to ensure students have equitable opportunities within the program of basic education. Integrate private school approval and support. Serve as a resource for public charter school authorizers and conduct thorough monitoring and reporting. Ensure effective regulation of private schools while respecting the autonomy of private schools.

THE BOARD SUPPORTS EFFORTS TO:

- Expand learning opportunities including extended day, summer learning opportunities and extracurricular activities as well as transportation and other supports necessary to ensure equitable access.
- Increase investments and professional development to address the needs of diverse learners including expansion of dual language and immersion programs beginning in elementary school and continuing through high school.
- Encourage intentional consideration of culturally-responsive, flexible calendars and scheduling and alternatives to the traditional 180-day calendar.
- Recruit and retain educators and administrators who represent the diversity of the students served, and innovative educational leaders who are committed to eliminating biases, barriers, and opportunity gaps.
- Provide additional professional development opportunities for educators and administrators.

INDICATORS:

- Opportunity gaps among various student groups are eliminated (e.g. equitable access to quality schools and expanded learning opportunities).
- Students have more ways to reach graduation, including competency-based education.

DATA HIGHLIGHT:

The gap in learning time between low-income and non-low-income students grows due to differences in access to education and enrichment opportunities that extend beyond the school day. This gap accumulates, resulting in a 6,000 hour learning gap by 6th grade.⁹

⁹ Expanded Schools, 2013: The 6,000-Hour Learning Gap

STUDENT TRANSITIONS AND DIPLOMA

GOALS:

- Students successfully transition into, through, and out of the P-12 system.
- Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.

The State Board of Education supports an integrated preschool through postsecondary education, training, and career-readiness system. Within that system, the K-12 sector promotes successful student transitions and individualized pathways to a Washington State high school diploma. The Board encourages and supports student voices, and individualized education and career pathways. We actively seek to identify and eliminate biases and barriers to student success.

BOARD INITIATIVES:

- Inform districts, students, and parents about flexibilities within the current graduation requirement framework.
- Add flexibility to the current graduation requirements.
- Engage partners to develop a framework for a competency-based diploma pathway and additional options for competency-based credit.
- Develop a framework for a credit-bearing High School and Beyond Plan to align with the goals expressed by [Career Connect Washington](#) and to integrate [Financial Education standards](#).
- Study math pathways aligned to specific postsecondary and career pathways.
- Collect information and convene experts to share effective practices in student transitions from pre-K to post-secondary.

THE BOARD SUPPORTS EFFORTS TO:

- Improve early learning and transitions within the K-12 continuum.
- Expand the availability of graduation specialists and career specialists in high school.
- Maintain the state commitment to rigorous standards and assessment while [eliminating](#) the proficiency requirement on assessments to earn a diploma.
- Increase equity in access to accelerated learning opportunities, including dual credit programs.

INDICATORS:

- The percentage of children entering kindergarten who are kindergarten-ready increases.¹⁰
- The number of students successful in all ninth grade courses increases.
- The graduation rate will increase more rapidly than is currently occurring.
- The number of students who successfully transition to post-secondary training, education, and work increases.

DATA HIGHLIGHT:

Increasing graduation requirements in math from two credits to three credits starting with the Class of 2013 led to more students earning three credits or more in math. This increasing trend corresponds to a decreasing trend in the percentage of recent high school graduates who enrolled in pre-college level math at a community or technical college.

¹⁰ Measured by the Washington Kindergarten Inventory of Developmental Skills.

FUNDING AND ACCOUNTABILITY

GOAL:

- 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.

The Board believes the education system requires additional funding, especially to reduce gaps, and to ensure an equitable funding system across the state, prioritized to those most in need. The Board believes in holding schools accountable for more than test scores, and recognizing schools that are overcoming barriers and improving equity in opportunities for students.

BOARD INITIATIVES:

- Analyze the characteristics of schools that are demonstrating success overcoming barriers and establish a new, more equitable, school recognition system in partnership with the OSPI and the EOGOAC.
- Develop and implement a new model to support Required Action Districts, in partnership with the OSPI.
- Reconstitute the Achievement and Accountability Workgroup to Examine potential revisions to the School Improvement Framework, including additional school quality indicators to address school climate and culture, access to effective, experienced, and appropriately credentialed educators, and disproportionate discipline.

THE BOARD SUPPORTS EFFORTS TO:

- Target funding to schools and students who need it most, including support for increased access to mental health services, wrap-around supports, Special Education, and English Language Learners.
- Fully fund dual credit programs in all subject areas to eliminate disparities related to cost.
- Revise the prototypical school funding model to better reflect needs of the students schools serve; to include a specific student to mental health professional ratio, and to increase ratio of instructional staff to students (reduce class size).
- Increase funding for professional development to strengthen, develop, and retain strong, sustainable, diverse school leadership at every level.
- Provide funding to recruit and retain teachers, staff, and school leaders to reflect the diversity of the school and community.
- Provide adequate state funding for school and district facilities and to change the capital funding threshold to require a simple majority for passage of bonds.

INDICATORS:

- Improving scores in the Washington School Improvement Framework (WSIF).
- Improving student growth in schools identified for Comprehensive Support and in districts identified for Required Action.
- Improvement in funding equity, prioritized to those districts most in need.

DATA HIGHLIGHT

Capital investments are not keeping up with growth in our schools. Nearly two-thirds of Washington students attend a school utilizing at least one portable classroom.

Measuring progress and updates

This strategic plan serves as a foundation for Board actions and efforts for the period of 2019 through 2023. During this time period, progress will be measured on an annual basis using the indicators of system health. In addition, the legislative priorities will be updated annually. A full review of the strategic plan will be completed by the fall of 2023.

The monitoring of the Statewide Indicators of the Educational System Health centers on three primary framing questions:

- Are young children prepared to learn as they transition into the K–12 system?
- Do students have access to quality schools and programs?
- Are students provided an opportunity to develop the skills and knowledge to be prepared for civic engagement, careers, postsecondary education, and lifelong learning?

ARE YOUNG CHILDREN PREPARED TO LEARN AS THEY TRANSITION INTO THE K–12 SYSTEM?

Participation on the Washington Kindergarten Inventory of Developmental Skills (WaKIDS) has increased steadily from 2011 and is currently at 96.4 percent. However, the percentage of students who are kindergarten ready has remained between 44 and 47 percent over the last three administrations. The percentage of three- and four-year olds attending early childhood education programs is on the increase, which would be expected to bolster the kindergarten readiness measure in the coming years.

- In the fall 2018, approximately 47 percent of young children were deemed kindergarten-ready by meeting all six readiness domains on the WaKIDS.¹¹

Readiness to learn should not necessarily be restricted to kindergarten readiness, as the transitions from elementary to middle school and middle school to high school can be challenging to many children and adolescents. The statewide indicators do not focus in on the former but perhaps should. The TAC sees some merit in continuing to report on the 8th grade high school readiness indicator. For the start of the 2017-18 school year, approximately 40 percent of first time 9th graders were ready for the increased rigor of high school coursework.

ACCESS TO QUALITY SCHOOLS AND PROGRAMS

The statutorily required indicators are not particularly well suited to address a qualitative question such as this, but the SBE monitors some measures that shed light on the question. The Washington School Improvement Framework includes indicators for School Quality and Student Success. Presently the indicators are limited to attendance in grades 3-8. For high school, dual credit enrollment and 9th grade success are added. Three additional metrics have been identified for consideration in the School Improvement Framework that could also be considered in the Education System Health indicators: school climate and culture, access to effective, experienced, and appropriately credentialed educators, and disproportionate discipline. The Board recommends that a workgroup be established and funded to develop the best options for Washington to collect school climate and culture data from students, parents, and educators to ensure that every student has access to a quality school and programs. Students of color, students receiving special education services, and those qualifying for the Free and Reduced Price Lunch program continue to have less access to experienced educators and face exclusionary discipline at disproportionately high rates, which severely limits access to quality education programs. The Board seeks ideas on the suitability of educator quality measures for possible inclusion in the statewide indicator monitoring.

¹¹ <http://www.k12.wa.us/wakids/>

OPPORTUNITY TO DEVELOP THE KNOWLEDGE AND SKILLS NEEDED FOR POSTSECONDARY SUCCESS

Approximately 57 percent of 4th grade students demonstrated proficiency on the statewide ELA assessment and approximately 48 percent of 8th grade students demonstrated proficiency on the statewide math assessment in 2018. Disparities in traditional measures of student progress persist between students of color, students receiving special education services, students in bilingual education, and those qualifying for the Free and Reduced Price lunch program compared to white, non-Free and Reduced Price lunch eligible students. The fact that these measures are essentially unchanged in recent years reveals that the existing system is simply not meeting the needs of students of color, students whose first language is not English, students with special education needs, and students from families with low-income.

The four-year graduation rate (79.3 percent for the class of 2017) is 1.2 percentage points better than the corresponding rate for the class of 2015, but at least one of every four students of color is not graduating high school in four years. Of all students graduating in four years, about one-half enroll in higher education and approximately one of every five high school graduates enrolling in higher education also enroll in a non-credit bearing English or math course because they are not prepared for college coursework. The statewide indicator monitoring makes it clear that not all students are acquiring the knowledge and skills required for postsecondary success.

A SYSTEMIC VIEW OF WASHINGTON K-12 EDUCATION

The Statewide Indicators of the Educational System Health are a measurement of system quality. However, no single indicator is sufficient to characterize the system quality; multiple measures must be simultaneously viewed to make such a characterization. Even then, the picture of the Washington educational system is blurred by differential outcomes, sporadic success, and stagnating results. Real progress will require a different approach to addressing the challenges in ensuring that each student is engaged in his or her personalized education pathway that is preparing each and every student for civic engagement, a career, postsecondary education, and lifelong learning.

Working Together

Washington faces a real opportunity to address persistent challenges in our education system. There is a great deal of alignment and energy among partners in the Washington state education system. Many of our partners have established goals and initiated actions that align with the SBE vision of an education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning. The State Board of Education is committed to working with partners in education to attain our common goals.

About the Board

The State Board of Education (SBE) is charged with advocacy and oversight of Washington’s education system, provides leadership for a system that personalizes education based on each student’s needs, develops policies and structures designed to create an accountability system to improve student achievement, and promotes the achievement of state goals for basic education. The Board is comprised of sixteen members, including two student members, the Superintendent of Public Instruction, one member elected by the private schools, five members elected by local school boards, and seven members appointed by the Governor. The Board holds six regularly scheduled public meetings each year. Specific responsibilities of the SBE include:

Advocacy and strategic oversight of public education: The Board provides a public forum to develop policies and provide advocacy to support a system of education that responds to individual student goals and community needs.

Basic Education Compliance: The Board adopts rules and monitors compliance with a standards-based program of basic education, approves private schools operating in Washington, and approves and monitors districts wishing to authorize charter schools.

High School Graduation Requirements: The Board establishes credit and non-credit requirements for high school graduation, determines threshold scores for assessments, and alternatives to meet graduation requirements.

Accountability and Improvement: The Board adopts goals for the system, consults with OSPI to develop, maintain, and report on the state assessment system, establishes the index for system accountability and metrics for system health, and identifies criteria and approves districts for recognition and improvement.

About the Plan

The Washington State Board of Education (SBE) began the strategic planning process in January 2018, building on prior work to shape key priorities, including the development to the Board’s [Equity Statement of Intent](#). The Board conducted extensive outreach to gather information to support the development of the plan and the priorities. This included regional [community forums](#), outreach at partner meetings, presentations to the State Board, and a [public survey](#) that reached 2,690 participants. Half of the survey participants identified as parents, while other affiliations included representatives of state agencies, community groups, students, educators, and school and college administrators. The Board drew on this feedback and developed a set of priorities during their September Retreat. A draft of the plan was available for comment in early October. This revised plan will be discussed during the Board’s public meeting on November 7 and 8, 2018.