

BASIC EDUCATION COMPLIANCE REPORT

2022



The Washington State
BOARD OF EDUCATION

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Introduction and Background

Purpose and Role of Basic Education Compliance

The Washington State Board of Education (SBE) is tasked with responsibility for rulemaking and assurance of compliance under the Program of Basic Education (Chapter 28A. 150 RCW). The SBE is also assigned with responsibility to review the process and criteria for annual school district basic education compliance certification (WAC 180-16-195). The certification process occurs through a self-reporting tool developed by SBE staff and completed by school district staff in advance of the school year under consideration. Staff follow up extensively with district staff to ensure 100 percent of districts report and to resolve any potential compliance issues. While the Board has the authority to impose sanctions or to initiate formal processes to issue a certificate of noncompliance, historically those tools have not been used. Instead, compliance issues have been addressed and resolved through a process of collaboration between the school district and SBE staff. The present collection refers to the provision of required offerings in the 2022-23 school year.

Basic Education requirements are described in:

- General provisions (Chapter 28A.150 RCW) that are further defined regarding state support of public schools (Chapter 180-16 WAC) and waivers for restructuring purposes (Chapter 180-18 WAC).
- High school requirements (RCW 28A.230.090) that are further defined for graduation requirements (Chapter 180-51 WAC) and waivers (Chapter 180-18 WAC and Chapter 180-111 WAC).
- Requirements that districts are required or encouraged to offer: (RCW 28A.200.478), (RCW 28A.230.070), (RCW 28A.230.094), (RCW 28A.230.130), (RCW 28A.230.150), (RCW 28A.230.158), (RCW 28A.230. 160), (RCW 28A.230.170), (RCW 28A. 230.178), (RCW 28A.230.179), (RCW 28A.230.300), (RCW 28A.300.112), (RCW 28A.300.115), (RCW 28A.300.468), (RCW 28A.300.475), (RCW 28A.300.575), (RCW 28A.300.815), (RCW 28A.320.170), (RCW 28A.320.195), (RCW 28A.655.250).

To implement the process of Basic Education certification in the 2022-23 school year, the Basic Education Compliance Matrix (shown below) has been created, in which all the Basic Education elements are defined as:

- Mandatory elements: those which must be present within the education program in every school district and Local Education Agency (LEA) prior to a recommendation for certification of compliance. Note that the requirements vary depending on the grade band served.
- Required elements: those having an explicit basic education or compulsory education reference in statute.
- Notification elements: elements that are related to basic education but appear elsewhere in the statute and do not have an explicit basic education reference. These do not factor into the compliance recommendation and would result in a notification to the district if not currently provided.
- Encouraged elements: elements that are encouraged in statute, but do not factor into compliance recommendation.



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2022-2023 Basic Education Compliance Matrix

What is mandatory, required, and encouraged at Washington State school districts

Mandatory	Required (Current school year factors into compliance recommendation)	Notification (In law, does NOT factor into compliance recommendation)	Encouraged (encouraged in law and does NOT factor into compliance recommendation)
Minimum 180-Day School Year	AIDS Prevention Education Program	Academic Acceleration Policy	Ethnic studies
Grades K-12 Minimum Instructional Hours	Cardiopulmonary Resuscitation	Comprehensive Sexual Health Education	History of civil rights
High School and Beyond Plan (HSBP)	Computer Science Learning Science and Course	Continuity of Operations Plan	Holocaust history
Credit and subject area graduation requirements	Conservation, natural resources, and environment learning standards	Electronic HSBP Platform	Seal of biliteracy
Graduation pathway option(s)	Disability history month	Financial Ed Curriculum	
	Financial Aid Advising Day	Credit Policy for Students Released from Institutional Education Facilities.	
	Observance of Veteran's Day	Since Time Immemorial Curriculum	
	Social-emotional Learning Standards	Starting grade for the HSBP	
	Stand-Alone Civics Course (class of 2024)		
	Temperance and Good Citizenship Day/Voter registration		
	US and WA Constitutions		

This report provides a summary of results from the 2022-23 Basic Education Requirement Compliance reporting. The survey was opened on May 18, 2022, and it closed on October 20, 2022. The data in this report reflects the 295 regular school districts that have provided responses to the survey prompts.

The data reported has been cross tabulated in two principal ways:

- School district setting, describes whether the school district is in a city, suburb, town, or rural setting, and
- Geographic region of the state based on the Educational Services District (ESD) location (northwest, east, central, and southwest). The disaggregation by geographic region was done in the following way:
 - East Region = ESD 101 (Spokane) and ESD 123 (Pasco) Total = 82 districts
 - Central Region = ESD 105 (Yakima) and ESD 171 (Wenatchee), Total = 54 districts
 - Southwest Region = ESD 113 (Tumwater), ESD 112 (Vancouver), Total = 74 districts
 - Northwest Region = ESD 189 (Anacortes), ESD 121 (Renton), and ESD 114 (Bremerton) Total = 85 districts

The disaggregation by urban setting and geographic region helps determine our state's school climate differs by region, thus avoiding a "metropolitan-centric attitude"¹ (as cited in Lavalley, 2018) that prevents a large number of student population residing in rural areas of Washington State from being considered.

2022-23 Basic Education Certification

The Annual Basic Education Requirement Compliance collection has fully transitioned from the OSPI EDS delivery system to an independent online collection platform on Alchemer. The transitional period has taken two years from the time when in 2020-21, the collection was on the OSPI EDS delivery system, in 2021-22 the collection was shifting from the OSPI EDS to the online platform, and in 2022-23 it has been relocated to the online platform in its entirety. Transition to the new platform allows for much more robust use of logic and validation to simplify the reporting process and improve reporting accuracy.

For the 2022-23 school year, SBE staff significantly updated an online collection instrument for districts to self-report their compliance with Washington State basic education requirements. SBE staff increased the number of questions about the required, notification, and encouraged elements or requirements. SBE staff added new questions about days of instruction and waivers, school climate survey, and the school districts' elementary science instructional program. The purpose of these questions was:

1. To ensure those items having an explicit basic education or compulsory education reference in statute are offered in accordance with the law.
2. To inform or remind school districts of new and existing requirements and recommendations in current law, and
3. To gather information to help SBE continue to promote a system that meets the goals of basic education for all students.

The 2022-23 survey included prompts about the following topics:

- Grades offered, days of instruction, and waivers.
- Instructional hours and climate surveys.
- Science instruction in the elementary grades.
- Graduation requirements: the High School and Beyond Plan, course offerings, and graduation pathways.
- State-mandated and state-recommended educational offerings and activities.
- Mastery-based learning and Washington-Integrated Student Support Protocol.
- 2022-23 graduation requirement emergency waiver administration.

School districts were asked to respond only to questions related to the grade levels that the school district serves. All school districts responded to prompts about instructional hours, days, and questions about mandated, required, recommended, and encouraged educational offerings

¹ Lavalley, M. (2018, January). *Out of the loop: Rural schools are largely left out of research and policy discussions, exacerbating poverty, inequity, and isolation*. Retrieved from Center for Public Education website: <http://www.centerforpubliceducation.org>

and activities. School districts with high schools responded to additional questions related to local graduation requirements, provision of required courses, and other high school-specific topics.

In order to collect data, SBE staff developed and implemented a protocol of communication with school districts and Local Education Agencies (LEAs). An initial notice of the survey launch was sent on May 18, 2022. After the school districts and LEAs made their submissions, a confirmation email and a PDF file of responses highlighting possible issues were sent to the respondents immediately. SBE staff examined the data for errors or issues of potential non-compliance and contacted school district staff with instructions to follow a step-by-step process to correct errors or to contact SBE. After that, periodic notifications regarding updated certification status were posted to the SBE website, sent to school districts, and one-on-one communication sessions were conducted with school district staff to resolve issues. Then, a final notice was sent to the superintendent or an LEA leader regarding a recommendation of certification of compliance.

Based on SBE staff review of each school district's data, all school districts were determined to comply with basic education requirements for the 2022-23 school year and were certified through Board action. The final Board action for basic education certification in the 2022-2023 school year occurred on November 2, 2022.

Of the 295 regular school districts, 240 met all the reporting requirements while 55 received conditional certification due to one or more outstanding issues. School districts receiving conditional certification were notified of the concerns and provided assurance to the SBE that the issues would be addressed and resolved within a specific timeframe.

2022-23 Basic Education Survey Findings

The information reported by Washington's public-school districts is organized in four main sections and a final summary:

- The first section is a discussion of the mandatory requirements for SBE certification.
- The second section provides information on the required elements of the SBE certification.
- The third section is a discussion of the notification requirements of the annual basic education certification process.
- The fourth section focuses on the encouraged offerings and innovative district practices.
- The closing section discusses possible changes that might be implemented to improve certification process.

Prior to reviewing some of the elements included on the Basic Education Matrix, it is interesting to review a couple of prompts involving information the SBE sought out in the collection to provide insight regarding ongoing SBE priorities. These are:

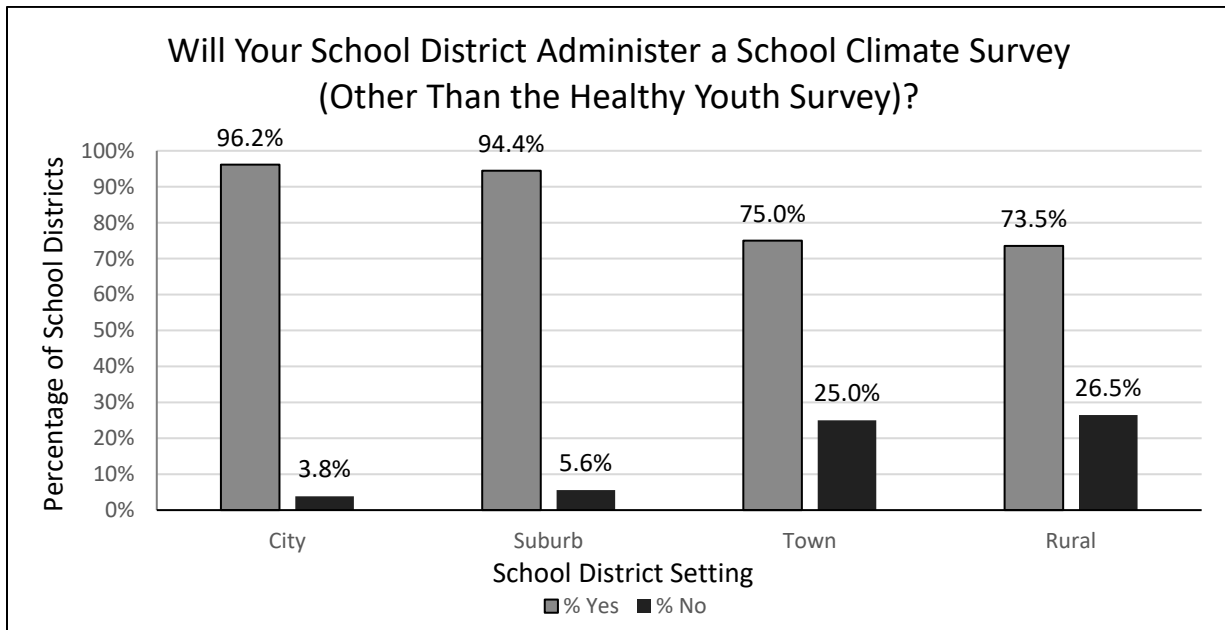
- Administration of school climate surveys.
- Elementary school science instruction.
- The Washington Integrated Student Supports Protocol (WISSP)

Climate Survey

There is a growing interest in elevating student voice regarding their perspective on their educational experience. In Washington, one common approach to collect student input is through the administration of a school climate survey. Almost all school districts located in a city setting (96.2 percent) and in the suburb areas (94.4 percent) replied that the school district would administer a school climate survey in the 2022-23 school year. A lower percentage of school districts located in towns (75 percent) and rural areas (73.5 percent) replied that they would do the same.

Of the school districts planning to administer a school climate survey for the 2022-23 school year:

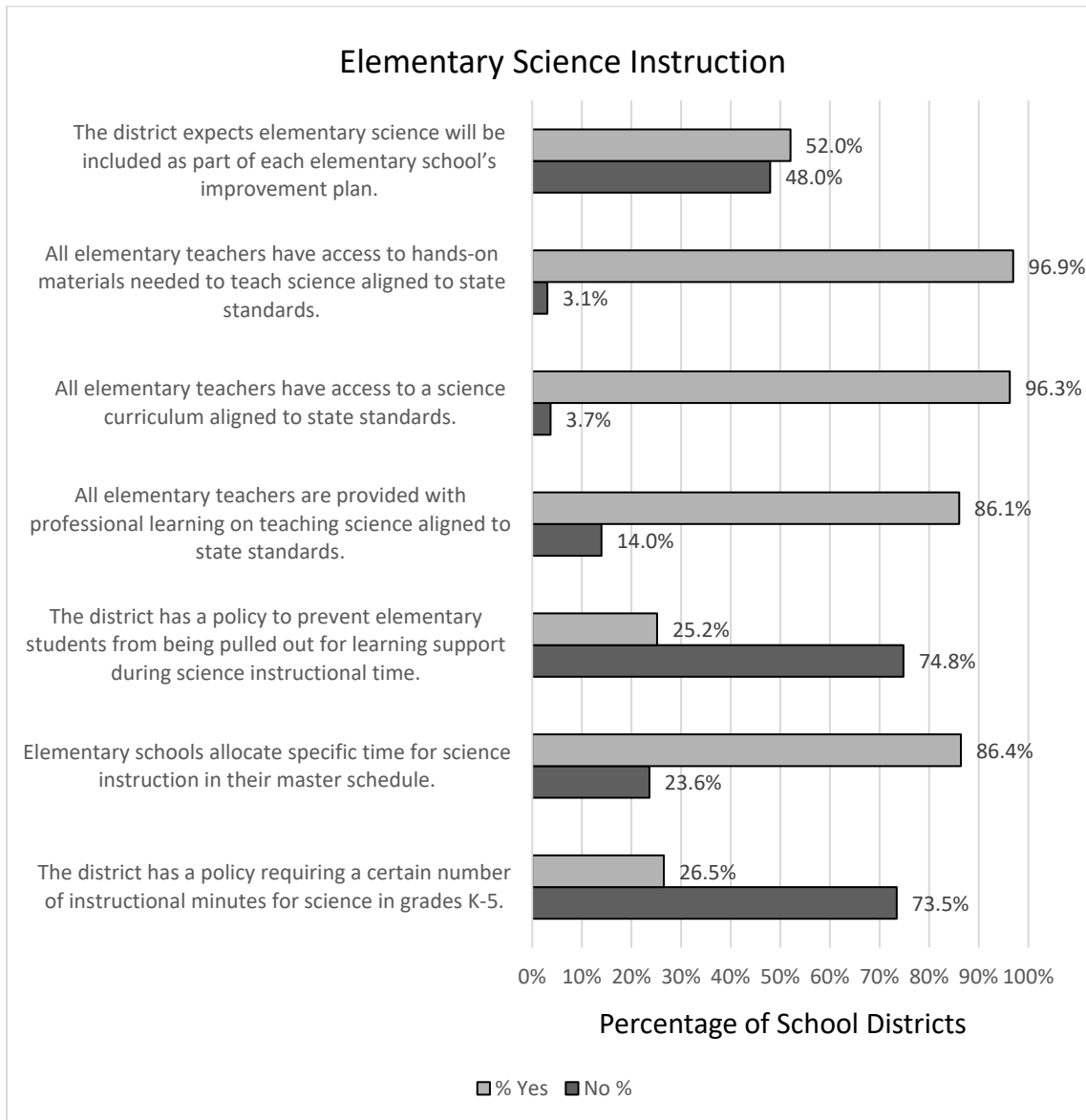
- 31 percent of school districts are being supported by the Center for Educational Effectiveness,
- 20 percent of school districts are being supported by Panorama
- 38 percent of school districts are using a district-created and supported survey, and
- 11 percent of school districts are doing something else.



Elementary School Science Instruction

In the 2022-23 school year, in most school districts, all elementary teachers had access to hands-on materials needed to teach elementary science aligned to state standards (96.94 percent) and access to a science curriculum aligned to state standards (96.26 percent). At the same time, a large number of school districts do not have a policy to prevent elementary students from being pulled out for learning support during science instructional time (74.8 percent) or a policy

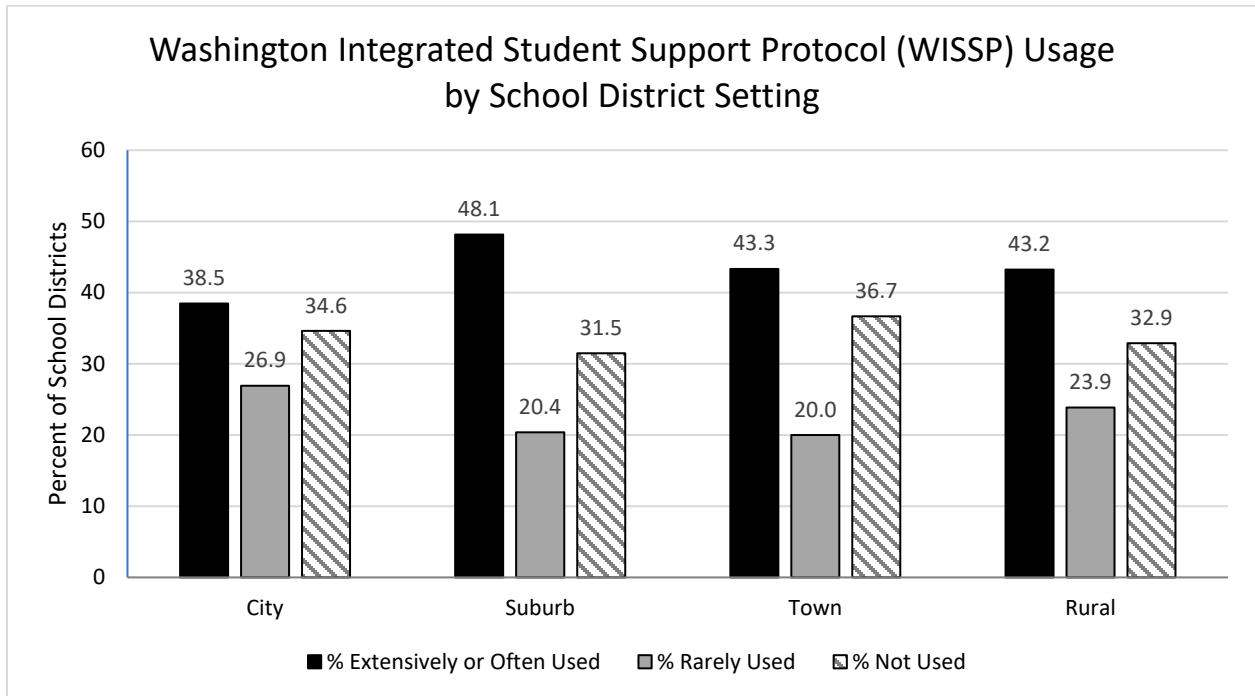
requiring a certain number of instructional minutes for science in grades K-5 (73.5 percent). Further information on elementary school science instruction and data sets generated for this report are presented in Appendix A.



The Washington Integrated Student Supports Protocol (WISSP)

In 2016, the Washington State Legislature created the [Washington Integrated Student Supports Protocol](#) (WISSP) with the passage of 4SHB 1541. Integrated student supports (ISS) are a school-based approach to promoting students' academic success by developing or securing and coordinating supports targeting academic and nonacademic barriers to achievement. Integrated student supports are also known as full-service community schools, school community partnerships, community schools, school-based services, school-linked services, or full-service schools.

Approximately 38 to 48 percent of schools districts responded that the Washington Integrated Student Supports Protocol is often or extensively used, but 31 to 37 percent of school districts responded that the protocol was not used at all. 76 of the 295 (26 percent) school district submissions indicated that the respondent had never heard of the WSSIP.



Section 1: Mandated Requirements for Basic Education Certification

Mandatory elements of the Basic Education compliance are those which must be present within the education program in every school district and LEA prior to a recommendation for certification of compliance.

There are 295 school districts in Washington State. All school districts responded to prompts on the following topics for the 2022-23 school year:

- Adherence to the basic education compliance requirements related to the number of hours and number of school days per year.
- The presence (or not) of any of several types of basic education waivers. Since House Bill 2824 separated responsibilities for waiver administration between the Washington State Board of Education (SBE) and the Office of Superintendent of Public Instruction (OSPI) in

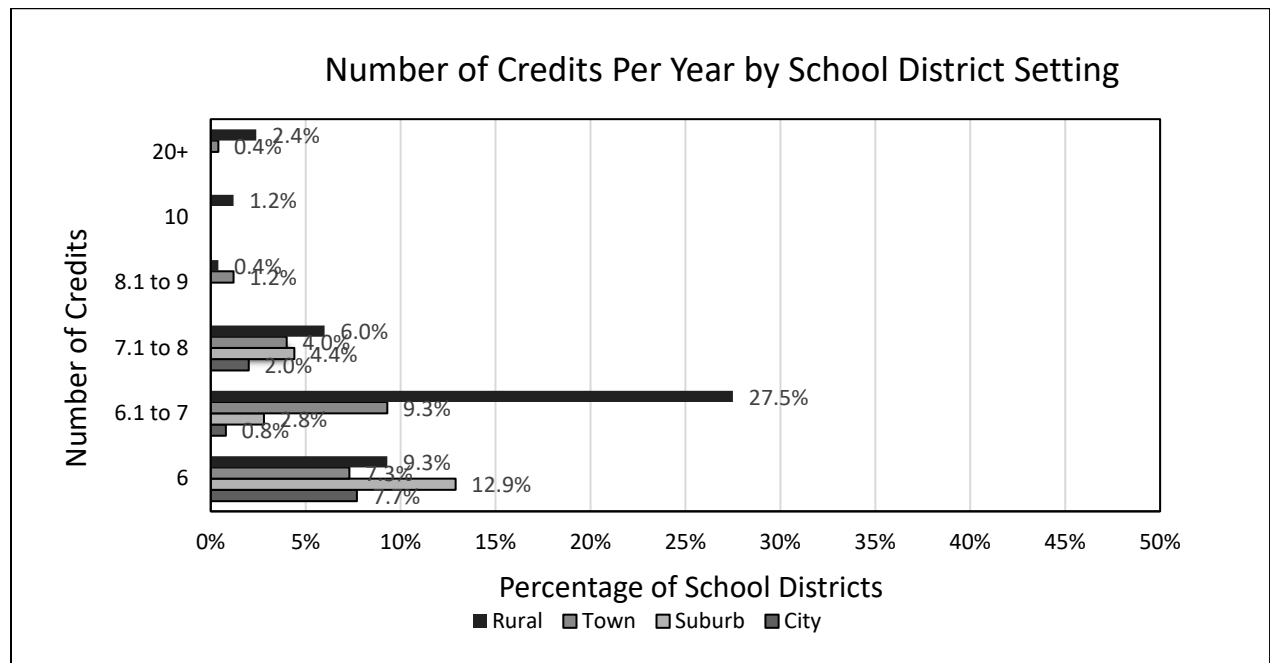
2018, OSPI may grant certain waivers. However, under RCW 28A.300.760, OSPI must report to SBE about the waiver applications received the previous year.²

- Implementation of the High School and Beyond Plan (HSBP) and provision of an electronic HSBP platform.

All school districts reported that the 2022-23 school calendar was developed in a manner to provide at least the minimum number of instructional days and hours. In addition, the respondents identified the presence (or not) of basic education waivers and the number of days for approved for each waiver type. SBE staff verified that each waiver type and number days were approved by the OSPI for the 2022-23 school year.

Average Number of Credits per School Year

Of the 250 school districts granting high school diplomas, 192 (77 percent) responded that the typical high school student is provided with the opportunity to earn six or seven credits each year while in high school. Approximately 16 percent of all school districts with a high school offer students with the opportunity to earn eight credits per year. Less than five percent of school districts reported that students had the opportunity to earn 10 to 20 credits per year, and these are school districts operating on a trimester or quarter system. Please note that high school students often have the opportunity to earn additional credits during a zero period and through summer school programs.



² Stevens, J. (2022). *180-day waivers for the 2021-22 school year: Report to the Legislature*. Retrieved from the Washington Office of Superintendent of Public Instruction website: <http://www.k12.us>

HSBP Delivery and Graduation Pathways (HS Only)

School districts serving eighth grade students are required to ensure that every student has access to a High School and Beyond Plan (HSBP) to guide their high school experience and to ensure that high school courses are aligned with the student's goals (WAC 180-51-220).

The HSBP provides students with the opportunity to:

- Identify career goals aided by a skills and interest assessment.
- Identify educational goals.
- Learn about financial aid programs.
- Develop a four-year plan for high school courses.
- Identify options to satisfy state and local graduation requirements, and
- Start their resume.

While the HSBP is required to start no later than eighth grade, school districts are encouraged to start the planning process in earlier grades. The vast majority of school districts replied that their districts offer the HSBP through advisory, a homeroom, or a series of HSBP activities completed annually. This type of HSBP implementation is characteristic of school districts located across the entire state of Washington.

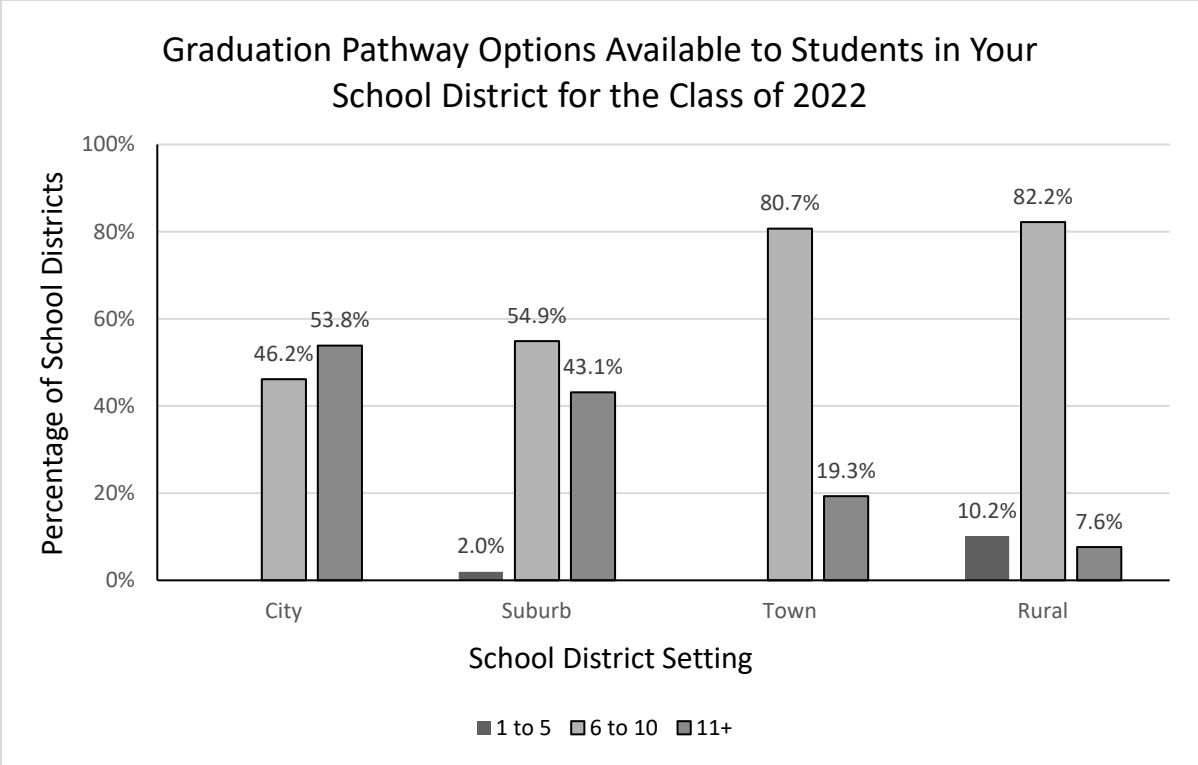
Information on Graduation Pathway Options

In Washington, beginning with the class of 2020, graduation from a public high school must meet the requirement of at least one graduation pathway option (RCW 28A.655.250). The pathways were established to provide students with a number of options available for graduation with a high school diploma. Most school districts (over 90 percent) reported that they had developed and implemented a district-wide plan, policy, or communication protocol to inform students of the graduation pathway options. Almost all school districts have developed and implemented a district-wide formal plan, policy, or communication protocol for the 2022-23 school year to inform students of the graduation pathway options.

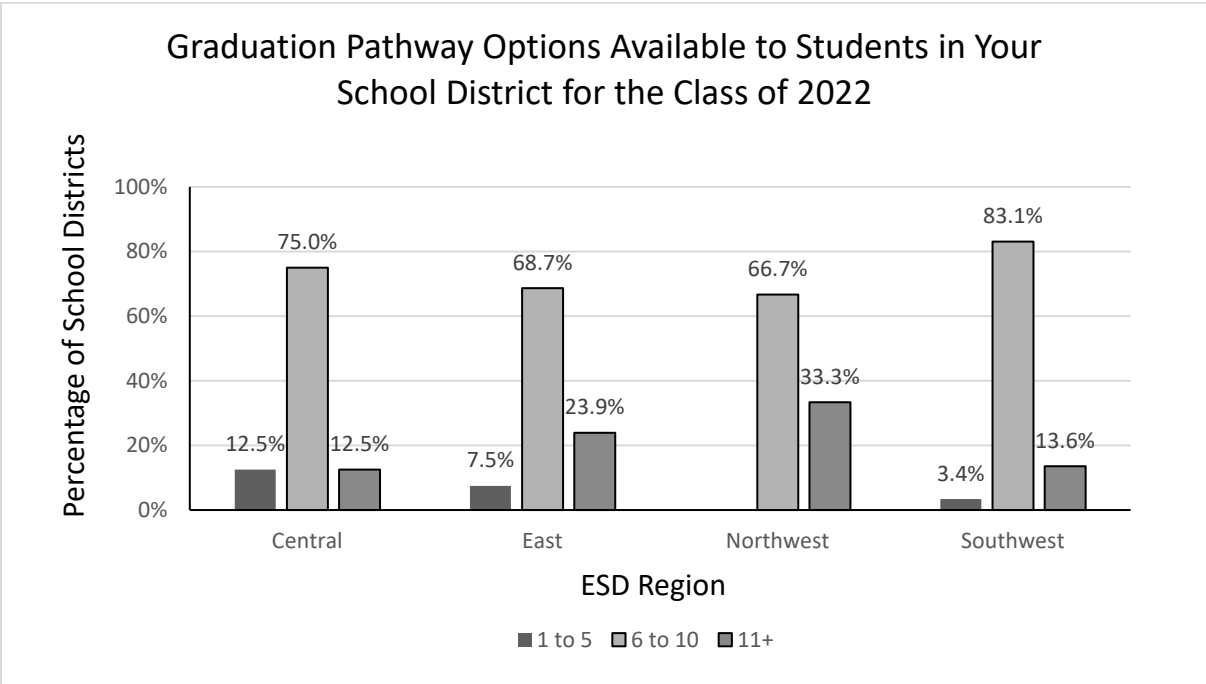
Graduation Pathways

Starting with the graduating class of 2020, students have multiple ways to meet the academic graduation requirement beyond simply passing the Smarter Balanced Assessment (SBA). Districts are encouraged to make as many pathways available to students as possible.

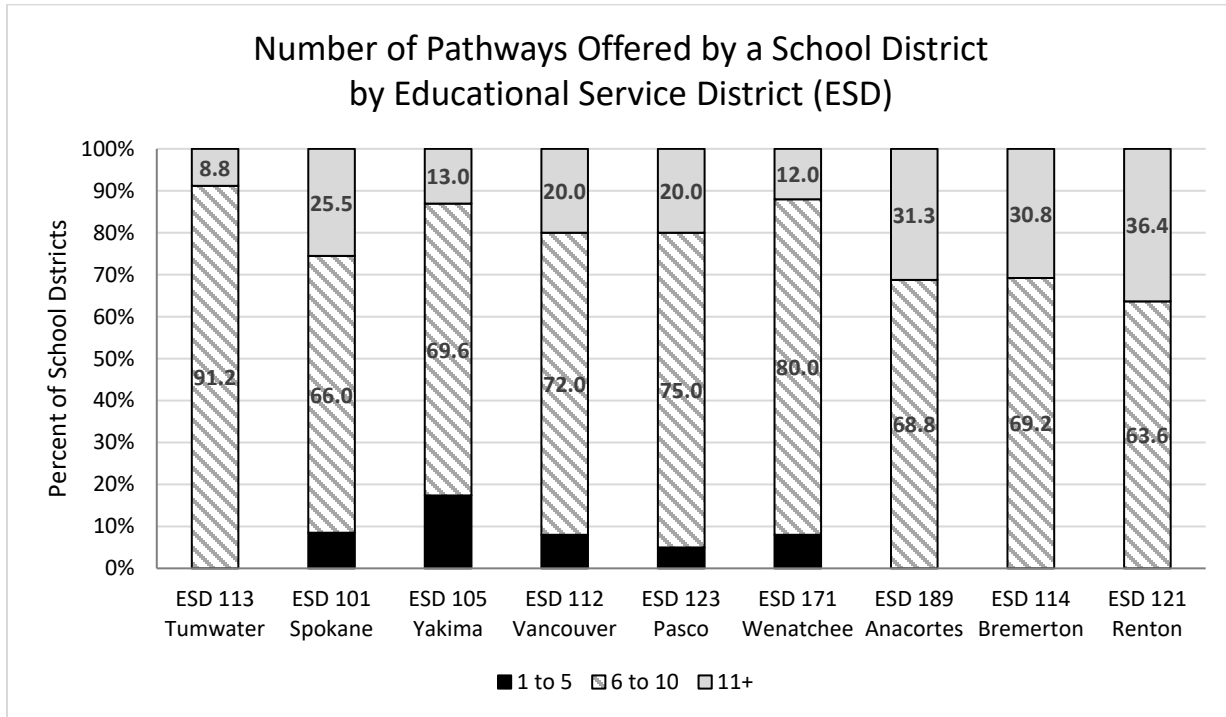
Of all school districts, 82.2 percent of those that are located in rural areas and 80.7 percent of those that are located in town areas provide 6 to 10 graduation pathway options for high school students.



School districts situated in southwest (83.1 percent) and central geographical areas (75 percent) of the state offer six to ten graduation pathway options to students. One-third of school districts in the northwest region, which included the Puget Sound area, offered 11 or more pathway options.



Of the nine educational services districts (ESDs), those located in ESD 101 (25.5 percent), ESD 114 (30.8 percent), ESD 189 (31.3 percent), and ESD 121 (36.4 percent) are offering 11 or more graduation pathways in the 2022-23 school year.

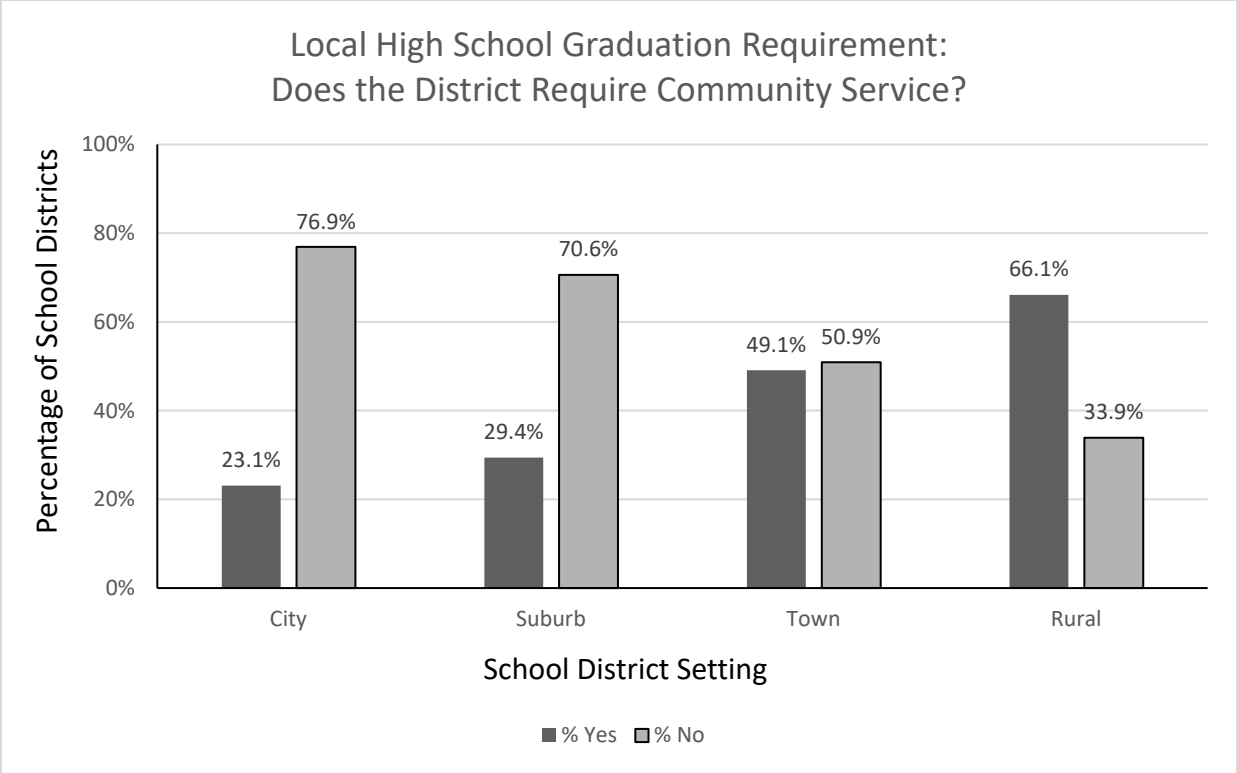


Local Graduation Requirements

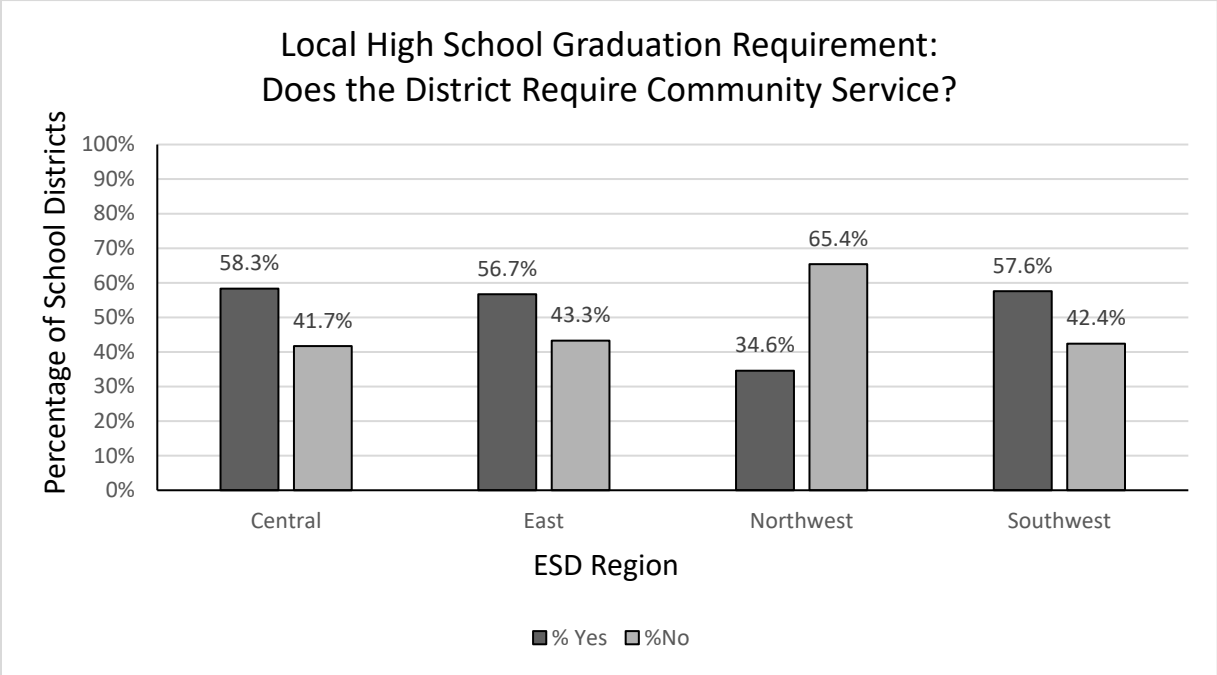
In addition to graduation pathways, school districts may set local diploma requirements. In the 2022-23 survey, districts were asked about the two most common local requirements: community service and culminating projects.

Community Service

Community service requirements are more prevalent in rural and town settings. In 2022-23, 49.1 percent of school districts with local high schools located in the town settings required community service for graduation, and 66.1 percent of school districts with local high schools located in rural areas of the state required this for graduation.

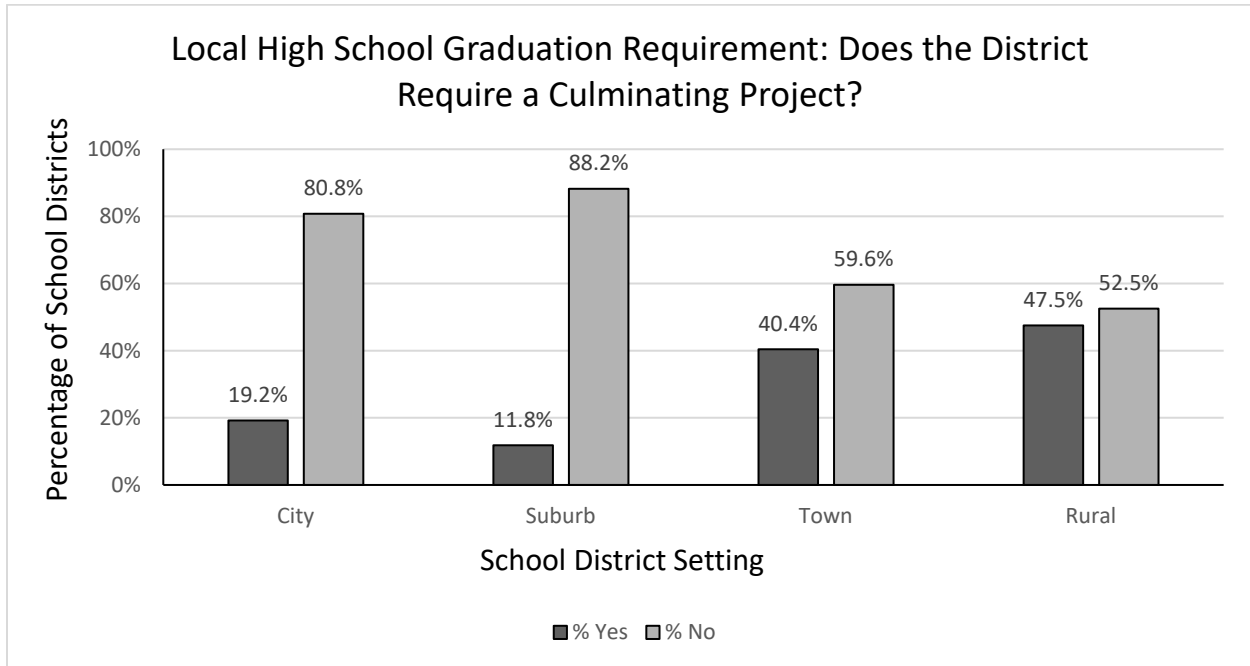


School districts located in the northwest region, which includes the Puget Sound area, require community service as a graduation requirement at a lower rate (35 percent) than school districts in other regions of the state.

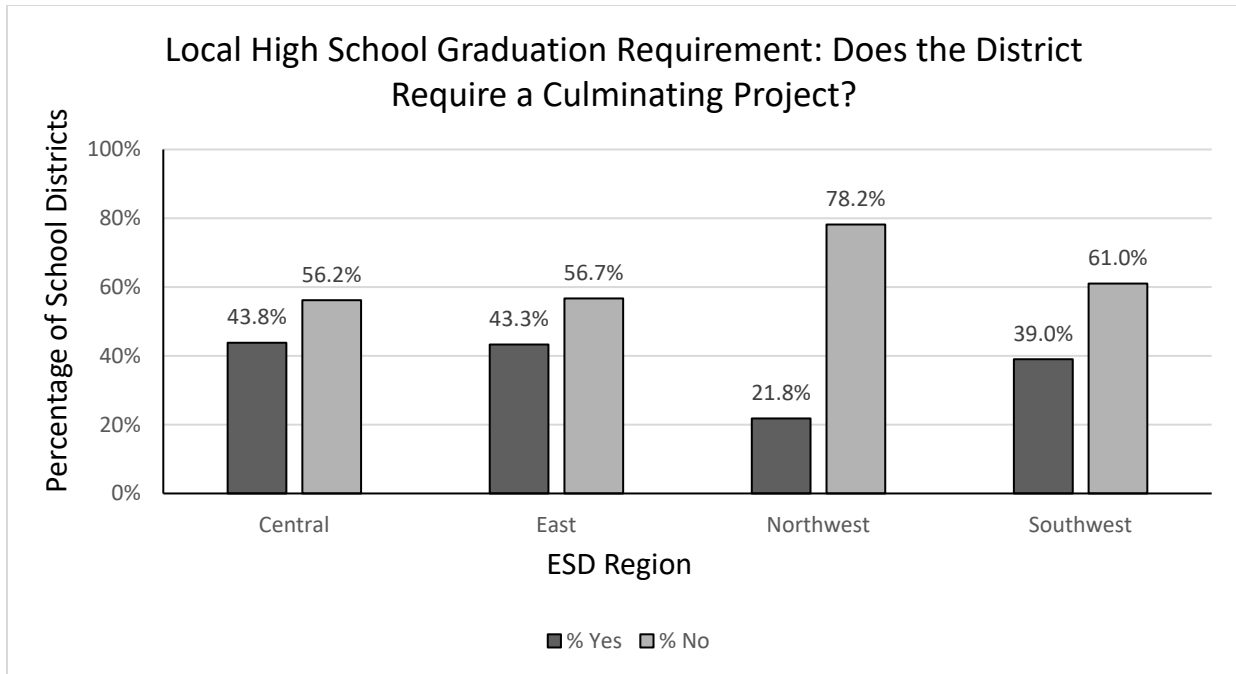


Culminating Project

A culminating project is more often required in rural or town settings. In the 2022-2023 school year, 47.5 percent of school districts with local high schools located in the rural areas and 40.4 percent of school districts located in the town settings required a culminating project for graduation, whereas only 11.8 percent of school districts with local high schools located in suburb settings of the state required this for graduation.



Of all the school districts that are located in different regions of the state, those requiring the culminating project are mainly located in the central region (43.8 percent) and the eastern (43.3 percent) regions.

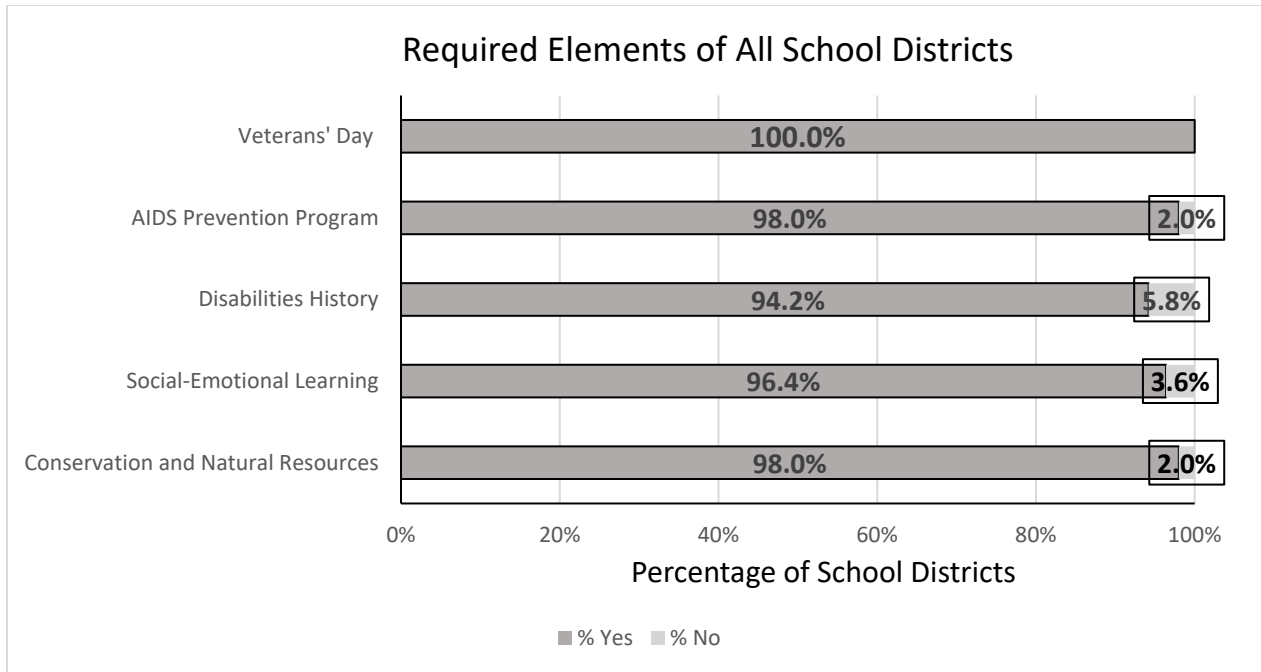


Section 2: Required Elements for Basic Education Certification

Required elements are those courses or educational activities having an explicit basic education or compulsory education reference in statute. The presence (or not) of the required element factors into compliance recommendation.

The Legislature requires school districts to make several offerings and activities available to students every year. The requirements that apply to all districts are to:

- Provide instruction in social-emotional learning standards (RCW 28A.300.478).
- Provide educational activities for Disabilities History Month in October (RCW 28A.230.158).
- Provide instruction in all grade levels about conservation, natural resources, and the environment in an interdisciplinary manner with the emphasis on solving the problems of human adaptation to the environment (RCW 28A.230.020 and WAC 392-410-115).
- Adopt an AIDS prevention education program (RCW 28A. 230.070).
- Present educational activities suitable to the observance of Veterans' Day (RCW 28A.230.160).
- Provide instruction in at least one arts discipline (as described in SB 5878) throughout elementary and middle school education experience. *This becomes a required element in the 2023-2024 school year.*



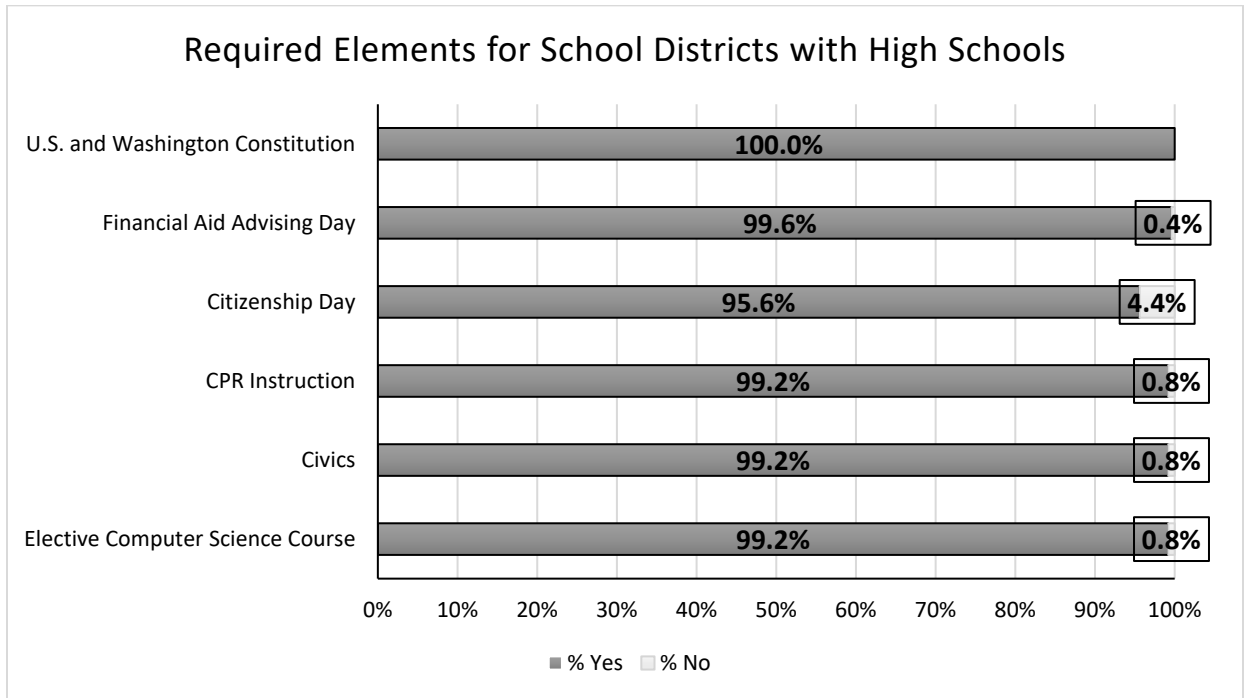
Of the other required elements, all have implementation rates at or above 90 percent:

- Celebration of Veteran’s Day (100 percent).
- Implementation of AIDS Prevention Program (98 percent).
- Educational activities celebrating Disabilities History Month (94.2 percent).
- Implementation of Social-Emotional Learning (96.4 percent).
- Implementation of curricular activities related to Conservation and Natural Resources (98 percent).

The Legislature requires school districts to make several offerings and activities available to high school students each year. The requirements that apply to these districts are to:

- Provide access to an elective computer science course to all high school students (RCW 28A.230.300).
- Provide a mandatory one-half credit stand-alone course in civics for each high school student (RCW 28A.230.094).
- Provide instruction in cardiopulmonary resuscitation (CPR) (RCW 28A.230.179).
- Observe “Temperance and Good Citizenship Day” and coordinate voter registration in social studies for all high school seniors and 18-year-old students (RCW 28A.230.150).
- Provide a financial aid advising day and senior-year notifications of financial aid information to students and guardians (RCW 28A. 300.815 and RCW 28A.230.310).
- Implement the study of the U.S. and Washington Constitutions as a prerequisite to graduation (RCW 28A.230.170).
- Provide an opportunity for each student in grades 9 through 12 to take arts coursework as specified in SB 5878 each academic year. *This becomes a required element in the 2023-2024 school year.*

Among the required elements made available to high school students each year, all had implementation rate above 95 percent.



Section 3: Notification Requirements for Annual Certification

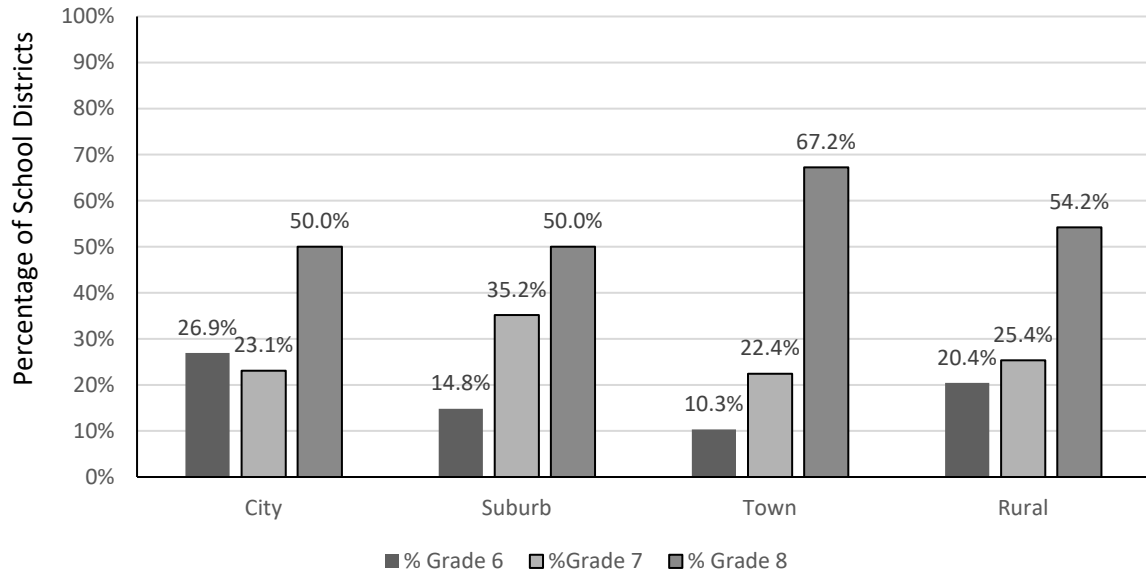
Notification elements are those which are related to basic education but appear elsewhere in the statute and do not have an explicit basic education reference. These elements do not factor into the compliance recommendation but would result in a notification to the district if the element were not made available to students.

High School and Beyond Plan Start and High School and Beyond Plan Electronic Platform

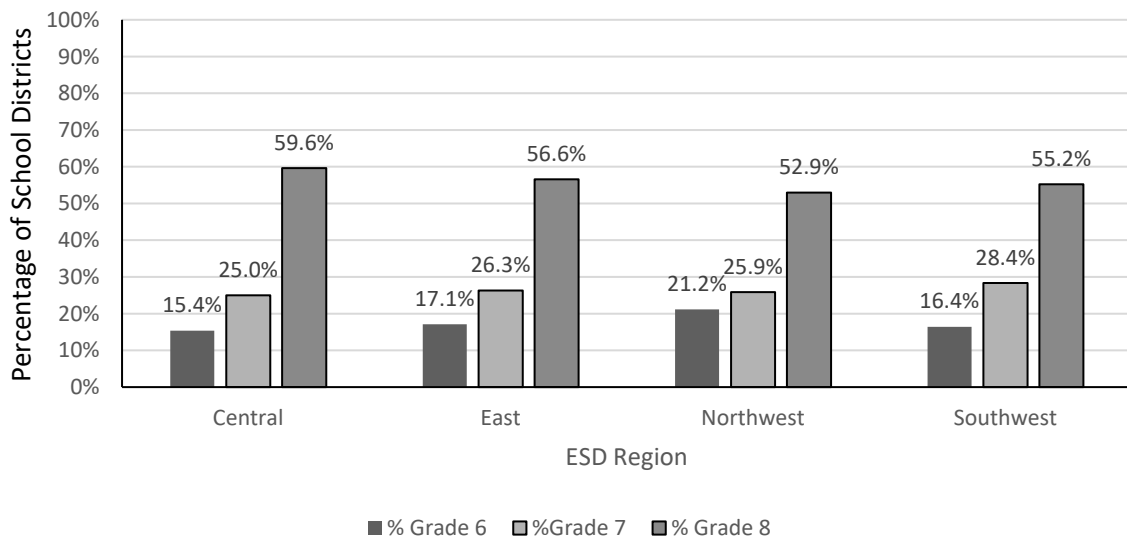
High School and Beyond Plan Start

While the HSBP is required to start no later than eighth grade, school districts are encouraged to start earlier than that. In the 2022-23 school year, more than one-half of all school districts located in the central (59.6 percent), eastern (56.6 percent), southwestern (55.2 percent), and northwestern (52.9 percent) regions started the HSBP work in eighth grade. There was no regional difference in the HSBP start grade.

What Grade Does the District Start Each Student's High School and Beyond Plan?



What Grade Does the District Start Each Student's High School and Beyond Plan?



High School and Beyond Plan Platform

School districts must offer an electronic platform to manage students' progress through high school. The most common HSBP platform for rural school districts is one provided within Skyward (44.1 percent), for town school districts is one provided within Skyward (38.6 percent), for suburb school districts is one provided within School Data Solutions (32.1 percent), and for city school districts is one provided within Xello (30.8 percent). Almost one-half of all school districts located in the eastern region of the state utilize Skyward platform (48.6 percent). School districts located in the northwestern region most commonly use utilize platforms provided within Xello (26.2 percent) and School Data Solutions (26.2 percent). School districts located in the central region of the state most often use utilize platforms provided within Skyward (28.8 percent) and School Data Solutions (25 percent).

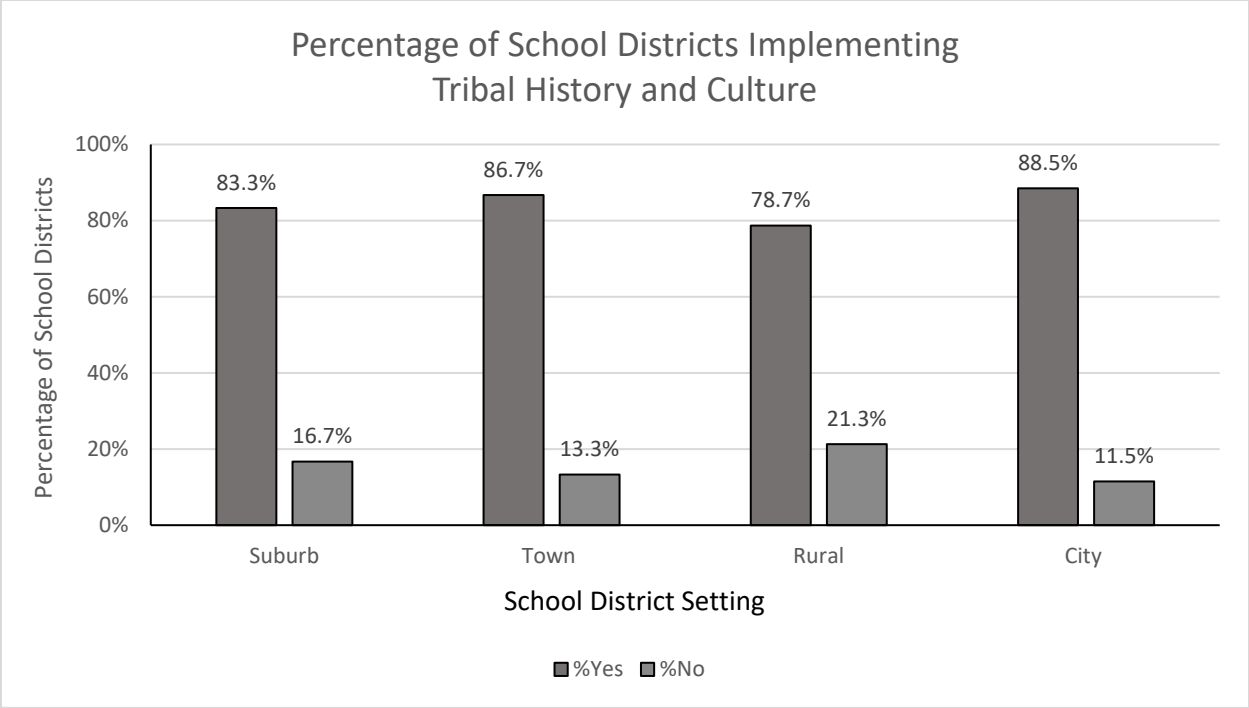
Every year, districts are required to make several offerings and activities to meet other requirements. The requirements that apply to **all school districts** are to:

- Adopt a Tribal History and Culture curriculum, also called "Since Time Immemorial" (RCW 28A.320.170).
- Implement comprehensive sexual health education for each student (RCW 28A. 300.475).
- Adopt a Continuity of Operations Plan to transition to modalities other than in-person learning in the event of an emergency.

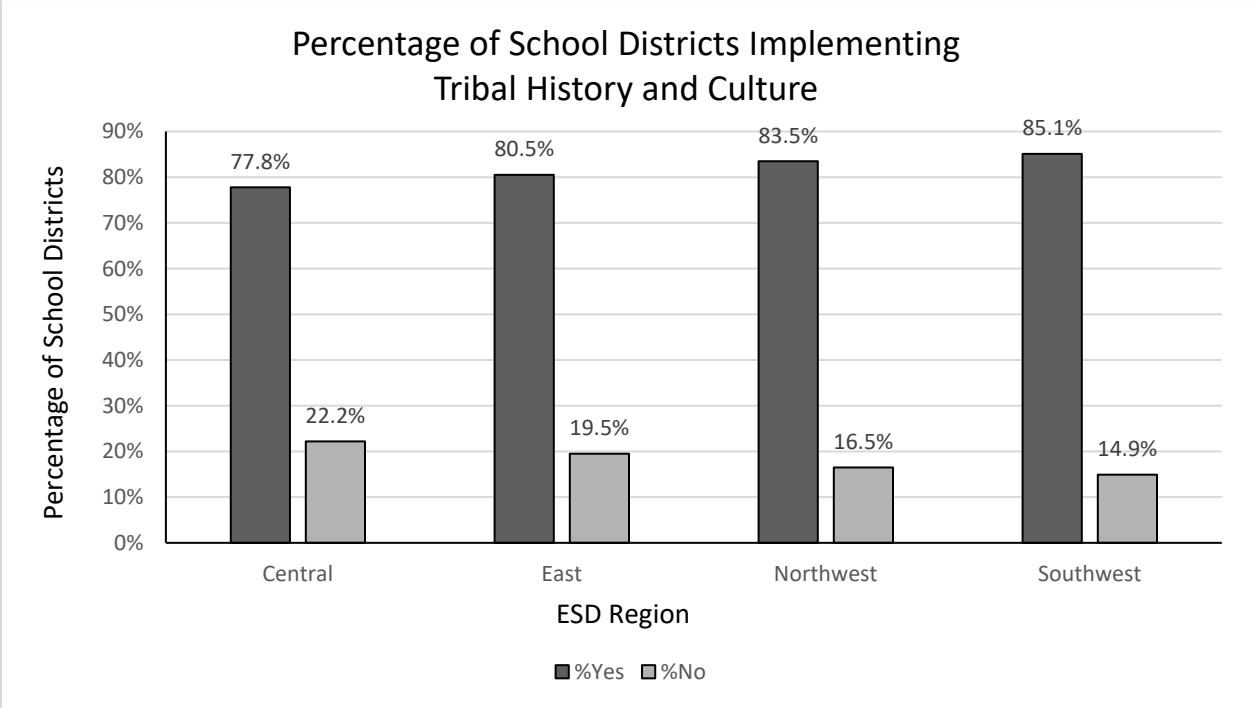
Tribal History and Culture

Implementation of Tribal History and Culture is required to occur at the time of a school district's social studies curriculum review and adoption. The requirement was added after Senate Bill 5433 was passed in 2015, requiring the *Since Time Immemorial: Tribal Sovereignty in Washington State* curriculum developed by the OSPI Office of Native Education or any other tribally developed curriculum available to all school districts.

School districts not implementing a Tribal History and Culture curriculum stated that the district had not yet adopted a new social studies curriculum. However, a number of school districts noted that the audit and adoption of the social studies curriculum was in progress. Regardless of school district setting, Tribal History and Culture curriculum implementation rates of 80 to 90 percent are evident.



The majority of school districts located in the central (77.8 percent), eastern (80.5 percent), southwestern (85.1 percent), and northwestern (83.5 percent) regions of the state have implemented this type of a curriculum.



Comprehensive Sexual Health Education

Comprehensive sexual health education is expected to be fully implemented in the 2022-23 school year. Data collection for the 2022-23 school year asks several questions about specific grade-band requirements. Response patterns for 2022-23 show that almost all school districts provide comprehensive sexual health education.

All school districts that are located in the city, suburb and rural areas provided social emotional learning (SEL) under the comprehensive sexual health education requirement to students in grades K-3 at least once in 2022-23. School districts located in the town areas provided SEL at a rate of 96.7 percent.

Almost all school districts provided comprehensive sexual health education to all students at least once in grades 4-5. School districts located in the town (96.7 percent) and rural (98.7 percent) areas were the only ones that did not provide comprehensive sexual health education to all students at least twice in grades 6-8 at the rate of 100 percent. Finally, almost all of the school districts located in the city setting demonstrated the lowest implementation rate (96.2 percent) in providing comprehensive sexual health education to all students at least twice in grades 9-12 in the 2022-23 school year.

The Legislature requires school districts to make several offerings and activities available to **high school** students each year. The requirements that apply to these school districts are to:

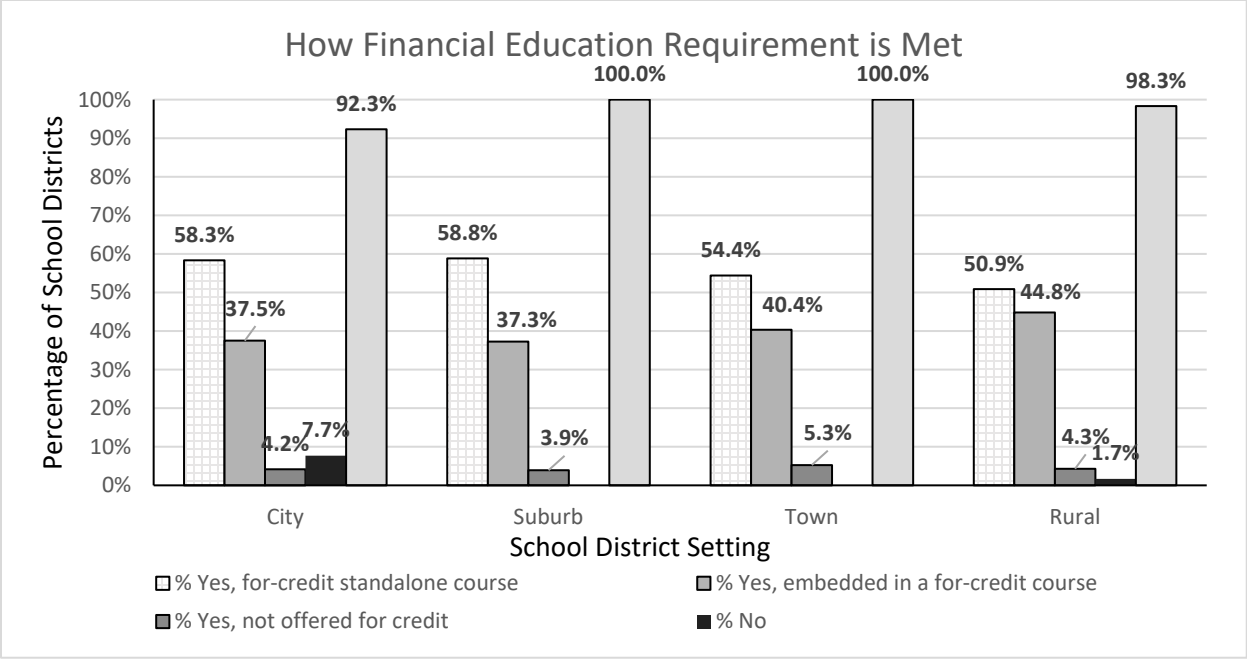
- Adopt an academic acceleration policy for high school students (RCW 28A.320.195).
- Provide an opportunity for students in grades 9 through 12 to access financial education (RCW 28A.300.468).
- Incorporate a procedure to award at least one high school credit to students who are currently or formerly in institutionalized educational settings upon meeting the standard on a General Education Development (GED) test (HB 1295 and RCW 28A.320.192).

Continuity of Operations Plan

Statewide school districts over 90 percent of districts report implementation of a Continuity of Operations Plan. There appears to be little variation by geographic region for this requirement.

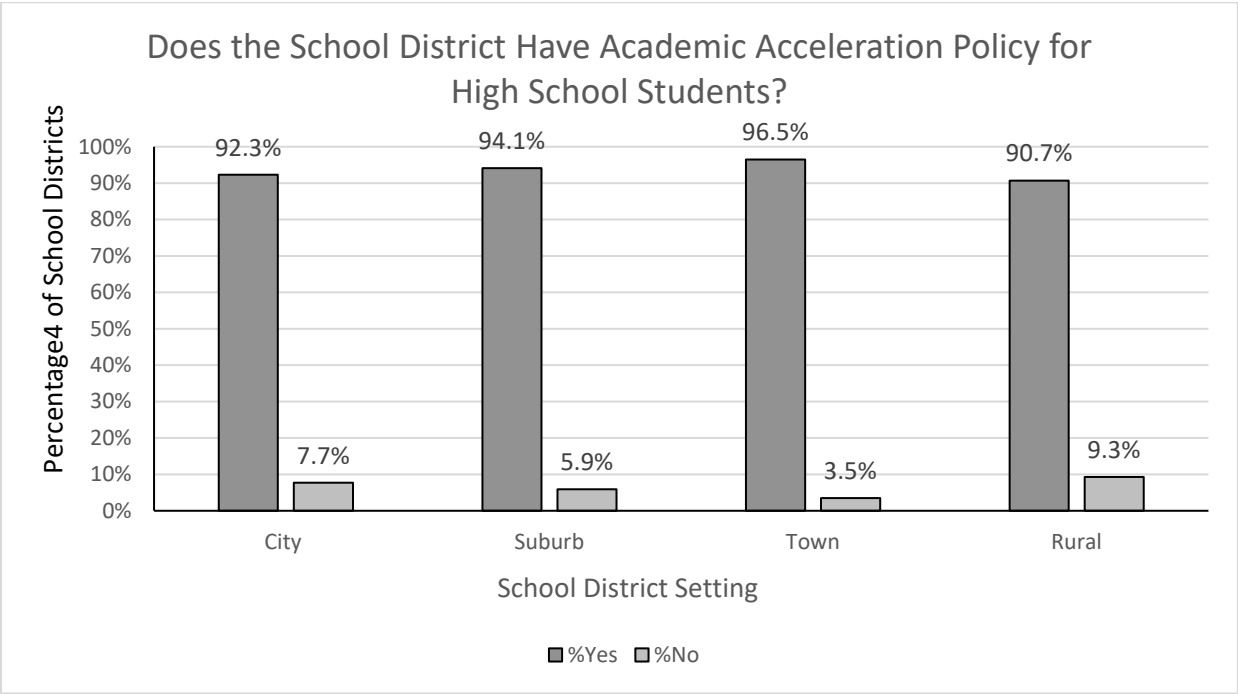
Financial Education

School districts responded to a prompt regarding the way in which financial education curriculum is delivered. Almost all school districts located in the city, suburb, town, and rural areas stated that they provided financial education in the 2022-23 school year. One-half of all school districts replied that they provided financial education embedded in a for-credit course. Financial education was offered as a for-credit standalone course in many school districts: 58.3 percent of school districts located in the city areas, 58.8 percent of school districts in the suburb areas, 54.4 percent of school districts located in the town areas, and 50.9 percent of school districts located in the suburb areas offered this type of a course.



Academic Acceleration

Among the notification elements for 2022-23, the implementation rates for the academic acceleration policy for high school students were at or above 90 percent.

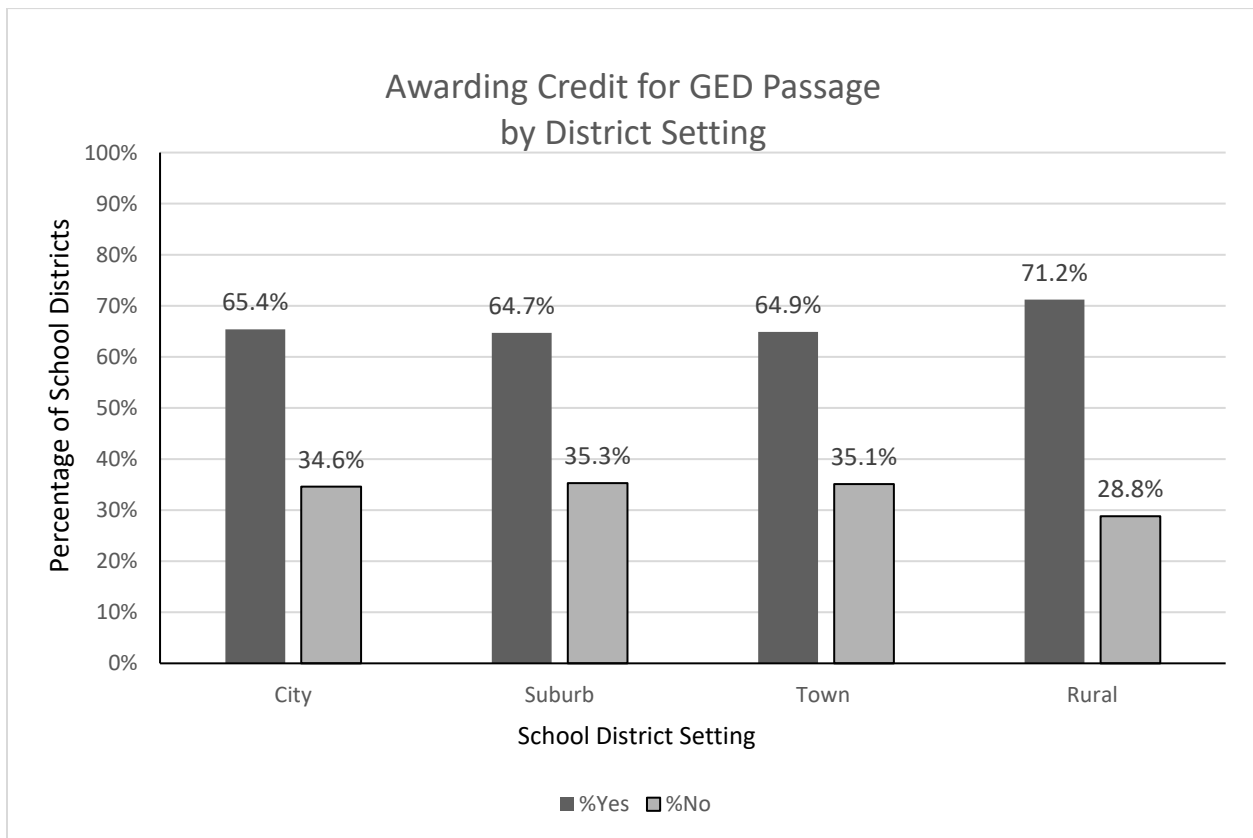


GED Credit

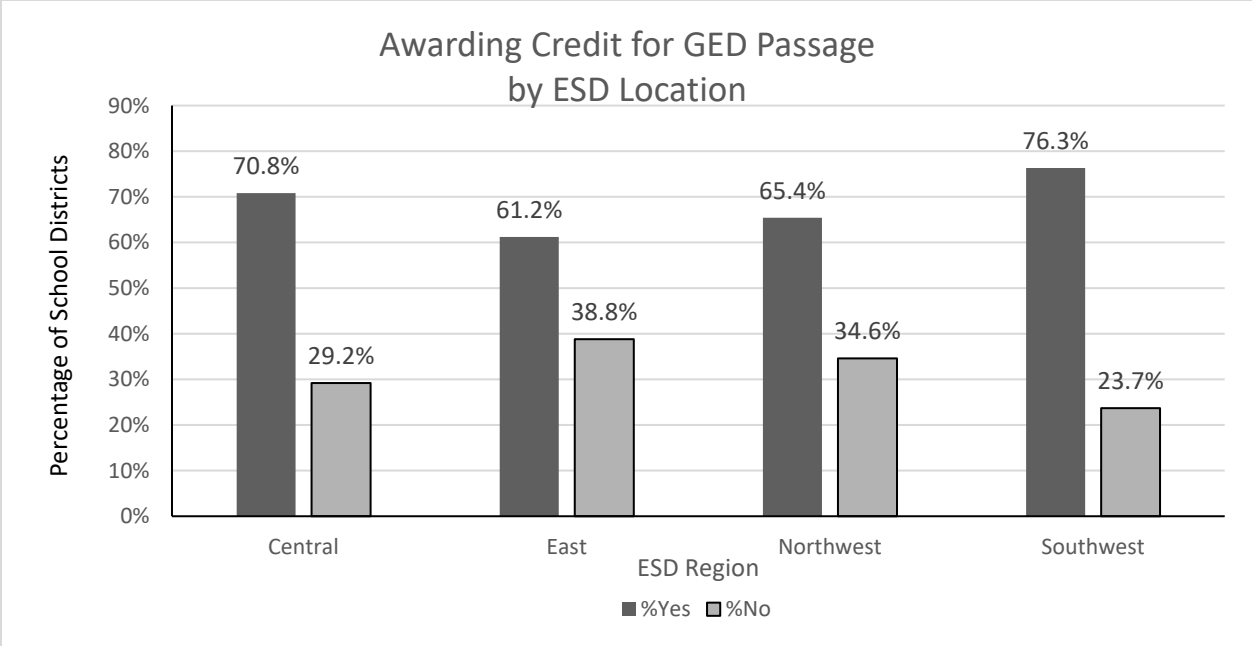
A procedure to award at least one high school credit to students who are currently or formerly in institutionalized educational settings upon meeting the standard on a General Education

Development (GED) test (HB 1295 and RCW 28A.320.192) is a new requirement for the 2022-23 school year.

Of all the school districts, 71.2 percent of those located in the rural areas have established the GED procedures, while 64.7 percent located in suburbs have worked on their implementation in the 2022-23 school year.



School districts in the southwest and central parts of Washington awarded credit for the GED passage at rates greater than 70 percent, while school districts in the northwest and eastern parts of the state awarded credit for the GED passage at rates of approximately 60 to 65 percent.



While implementing this new notification requirement, some school district administrative teams expressed concern about the method in which the Credit Policy for Students Released from Institutional Education Facilities should be both developed and implemented. Other school district administrative teams asked questions on whether it was a procedure, which should be developed and implemented. One possible solution was offered by the Washington State School Directors' Association (WSSDA), a state agency by chapter 28A.345 RCW, that developed a model policy 3117 which is not required by law but encouraged as a model policy for all WSSDA members.

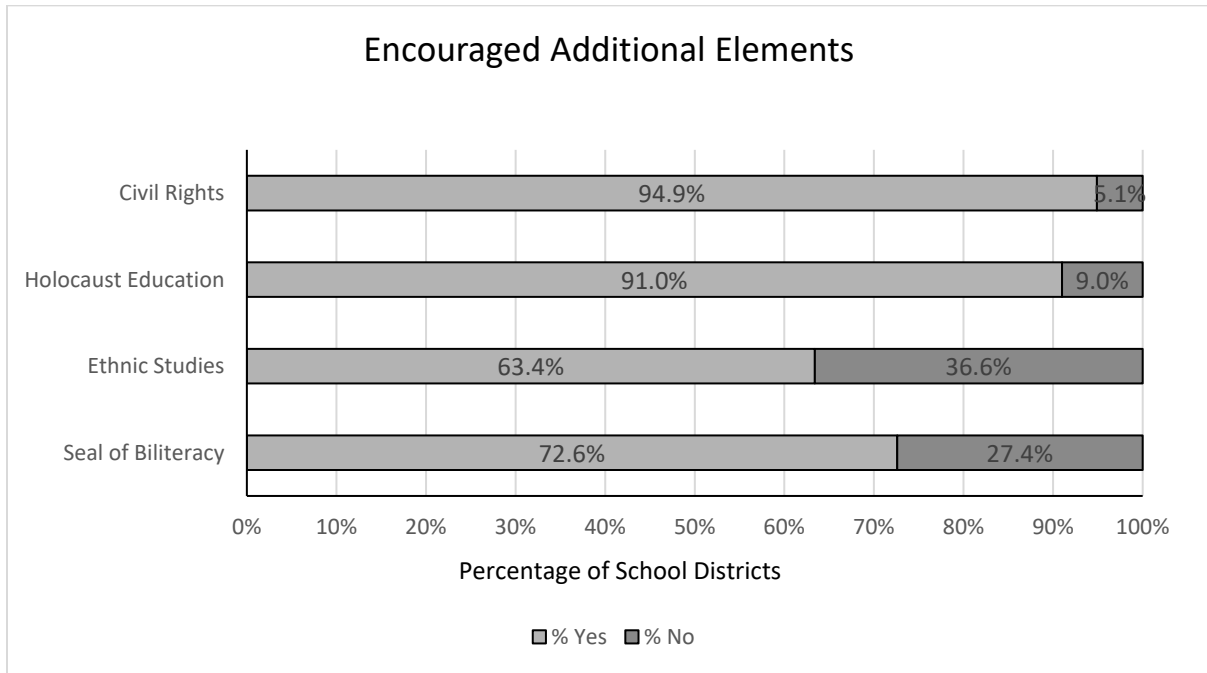
Section 4: Encouraged Elements for Basic Education Certification

In addition to the requirements discussed above, the 2022-23 Minimum Basic Education Requirement Compliance and District Survey also gathered information on elements and activities that are encouraged through legislation or that will become requirements in the future. These elements are encouraged in the statute, but do not factor into compliance recommendation. The encouraged elements include the following:

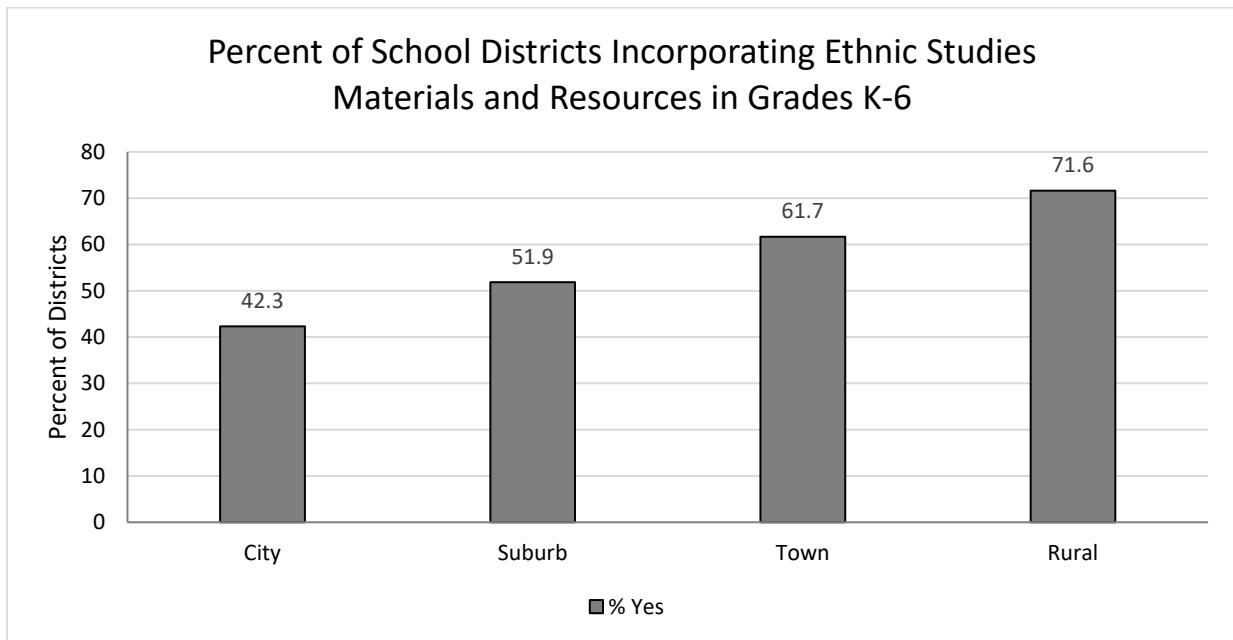
- Offer ethnic studies as a course in grades 7 to 12 and incorporate ethnic studies materials and resources in grades K-6 (RCW 28A. 300.112).
- Award the Seal of Biliteracy to graduates who meet the criteria (RCW 28A.300.575).
- Include Holocaust education and genocide and crimes against humanity in the curriculum (RCW 28A.300.115) and
- Commemorate the history of civil rights at least once a year (RCW 28A. 230.178).

As encouraged offerings, there were a large number of school districts located in all geographical areas, which have implemented most or all of these offerings and activities. Almost all districts have implemented history of civil rights (94.9 percent) and Holocaust education (91 percent). Nearly two-thirds of districts (63.4 percent) have implemented the ethnic studies as a

course or as materials, and almost three-quarters offer the Seal of Biliteracy (72.6 percent), which is a significant increase in offerings, as compared with the 2021-22 school year.



School districts in city and suburb settings incorporate ethnic studies materials and resources into K-6 learning materials at rates lower than school districts in town and remote settings.

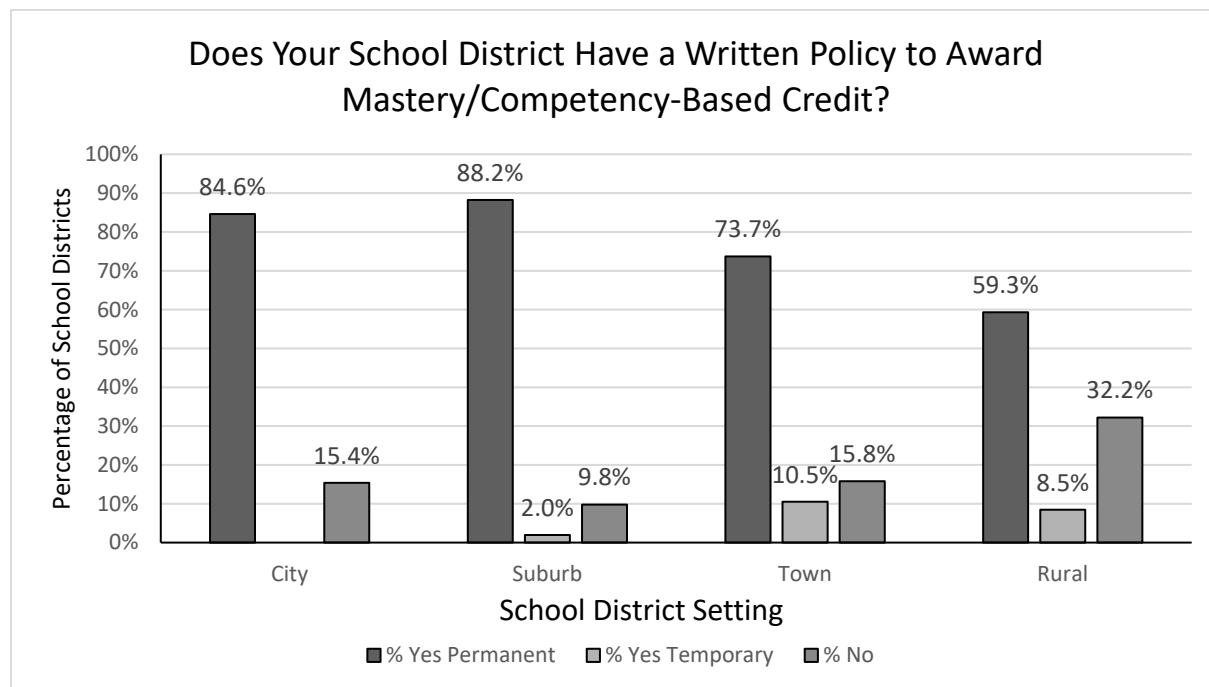


Mastery-Based Learning

SBE is interested in developing policy on innovative practices such as Mastery-Based learning (MBL). Mastery-based crediting (MBC) is an approach used in schools to award credit to individual students based on their prior knowledge or other demonstrations of mastery of learning standards. For instance, school districts may award credit for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. MBL diplomas have different characteristics than credit-based diplomas. The defining feature of a MBL diploma is that it is designed around the individual student's interests through their engagement in personally relevant, contextualized learning experiences, such as a project-or-work-based learning, interdisciplinary coursework, and extra-curricular activities. As such, MBL has implications for the school building, including changes in instructional practices, assessment, scheduling, and grading policies.

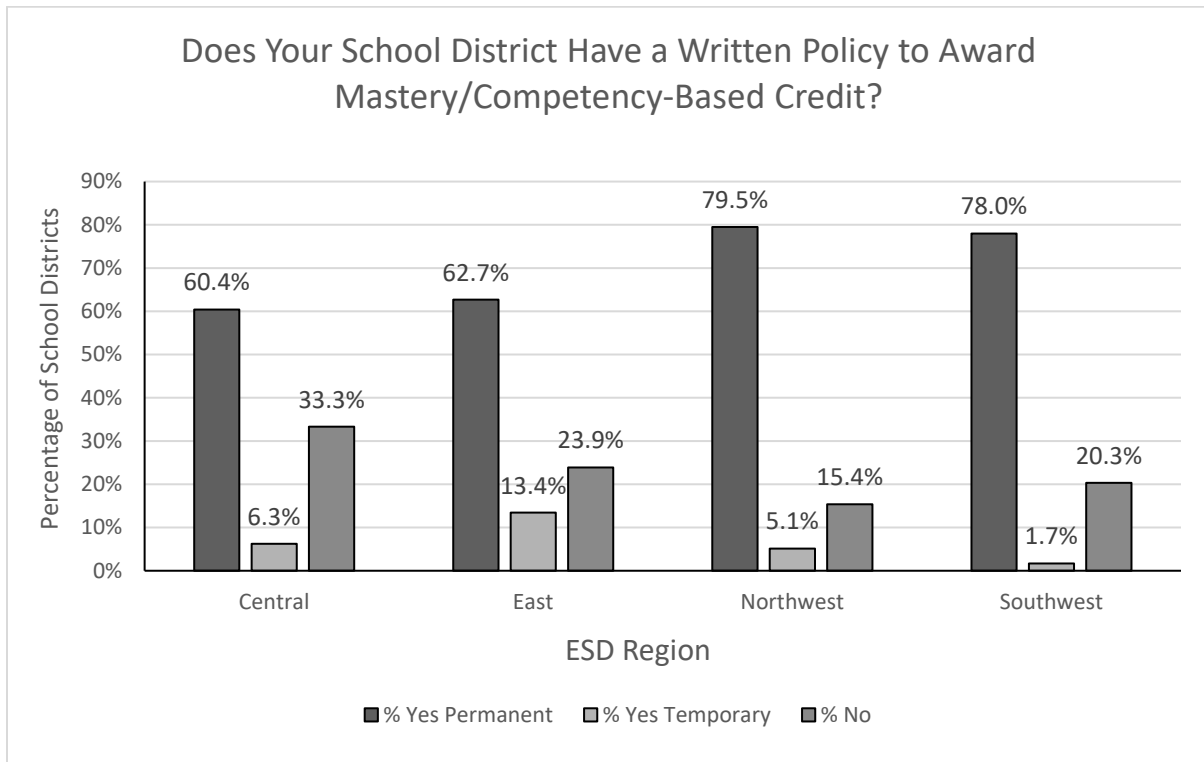
School districts were asked whether they have mastery, or competency, based crediting policies and whether those policies are permanent or whether they were implemented to provide temporary flexibility under COVID pandemic or other emergency conditions.

Most school districts that are in the city (84.6 percent) and in the suburb (88.2 percent) areas have permanent policy to award mastery/competency-based credit. The majority of these school districts are in the northwest (79.5 percent) and in the southwest (78 percent) regions of the state.



Most school districts that are in the northwest (79.5 percent) and in the southwest (78.0 percent) areas of the state have a permanent policy to award mastery/competency-based credit. School

districts in the eastern and central parts of the state are less likely to have a permanent policy to award mastery/competency-based credit.



Basic Education Certification: Challenges and Possible Changes

While analyzing the results from the 2022-23 Minimum Basic Education Requirement Compliance collection, SBE staff received feedback from school district administrators and representatives who were sharing their thoughts and experiences with the collection tool:

- A number of recipients responded that the survey included too many prompts, which made the process complicated, requiring dedicated time and effort.
- A number of superintendents completing the form indicated that they and their administrative staff were new, and that it was difficult to gather the required information. However, this task provided them with the opportunity to quickly learn about their new school district. New school district superintendents were often unaware of new offerings that their school districts should have implemented.
- School district representatives sent requests asking for additional information on specific Basic Education Matrix elements and initiating discussions of these elements.
- School district representatives were unaware of the certification procedure in general and expressed concern over conditional certification assuming that they may lose federal and state financing based on provisions of RCW 28A.150.250.

- Some school district staff preferred the new reporting platform over the old EDS platform and found the new platform to be easy to use. They appreciated the “Save and Continue Later” functionality.
- A number of questions arose regarding the specific wording for some questions (e.g., ‘have a policy for...’ vs. ‘have a procedure to...’). These will be revised to provide better clarity for the 2023-24 collection.
- Some respondents were unclear that most of the prompts were asking about the upcoming school year, not the current school year. Prompts and instructions will be revised to make this clearer for the 2023-24 collection.

Based on the feedback received, the SBE staff have are updating the Basic Education webpage to more clearly describe the procedure for annual basic education certification. The update will allow school district representatives to have access to the most relevant information on annual reporting and review process codified in WAC 180-16-195. The Basic Education Matrix will be updated and included on the webpage as well. Distributing the matrix will allow school district administrators to have access to a list of all the educational offerings that a school district must provide in order to the basic education law. The 2023-24 Minimum Basic Education Requirement Compliance and District Survey will be open in May of 2023.

Appendix A: Elementary Science Instruction

On the 2023 Basic Education Collection, school district respondents were asked a series of questions regarding the delivery of science instruction in elementary schools. The topic was of particular interest to SBE members and OSPI content area experts.

The question was not required, and all (except one) school district staff responded to the prompts.

Table 1: shows the percentage of school districts answering yes to the basic education prompt.

Prompt: Please indicate whether your school district has each of the following in place regarding your elementary science instructional program by answering "Yes" or "No" to each prompt.	Percent Yes
The district has a policy requiring a certain number of instructional minutes for science in grades K-5.	26.5
Elementary schools allocate specific time for science instruction in their master schedule.	86.4
The district has a policy to prevent elementary students from being pulled out for learning support during science instructional time.	25.2
All elementary teachers are provided with professional learning on teaching science aligned to state standards.	86.1
All elementary teachers have access to a science curriculum aligned to state standards.	96.3
All elementary teachers have access to hands-on materials needed to teach science aligned to state standards.	97.0
The district expects elementary science will be included as part of each elementary school's improvement plan.	52.0

The findings are disaggregated by school district size (district enrollment), school district setting (e.g., city, rural, etc.), geographic location, and by education service district (ESD) to assess for differences.

- School district size (total enrollment) is categorized as follows:
 - Very small = 1 to 499 students
 - Small = 500 to 999 students
 - Medium = 1,000 to 2,999 students
 - Large = 3,000 to 9,999 students
 - Very Large = 10,000 or more students
- School district setting (city, suburb, town, or rural) as identified by the Washington Educational Research and Data Center (ERDC) from data provided by the National Center for Educational Statistics (NCES)

- Geographic region
 - East Region = ESD 101 (Spokane) and ESD 123 (Pasco) Total = 82 districts
 - Central Region = ESD 105 (Yakima) and ESD 171 (Wenatchee), Total = 54 districts
 - Southwest Region = ESD 113 (Tumwater), ESD 112 (Vancouver), Total = 74 districts
 - Northwest Region = ESD 189 (Anacortes), ESD 121 (Renton), and ESD 114 (Bremerton) Total = 85 districts
- Educational service districts (nine ESDs)

Table 2: shows that the association between school district size and school district setting is not a 1:1 match. The table shows that small, medium, and large school districts occur in any of three settings. We know that not all rural school districts have a small enrollment.

	Rural	Town	Suburb	City	ALL
Very Small 1 to 499 students	98	4	0	0	102
Small 500 to 999 students	34	8	4	0	46
Medium 1,000 to 2,999 students	23	26	7	0	56
Large 3,000 to 9,999 students	0	22	27	10	59
Very Large 10,000 or more students	0	0	16	16	32
Total	155	60	54	26	295

Question 1: The district has a policy requiring a certain number of instructional minutes for science in grades K-5. (Yes or No)

78 school districts respondents (26.5 percent) indicated that yes, the school district has a policy requiring a certain number of instructional minutes for science in grades K-5.

Figure 1: shows that approximately 31 percent of very small and very large school districts have a policy requiring a certain number of instructional minutes for science instruction in grades K-5. These rates are higher than the corresponding rates for small, medium, and large school districts.

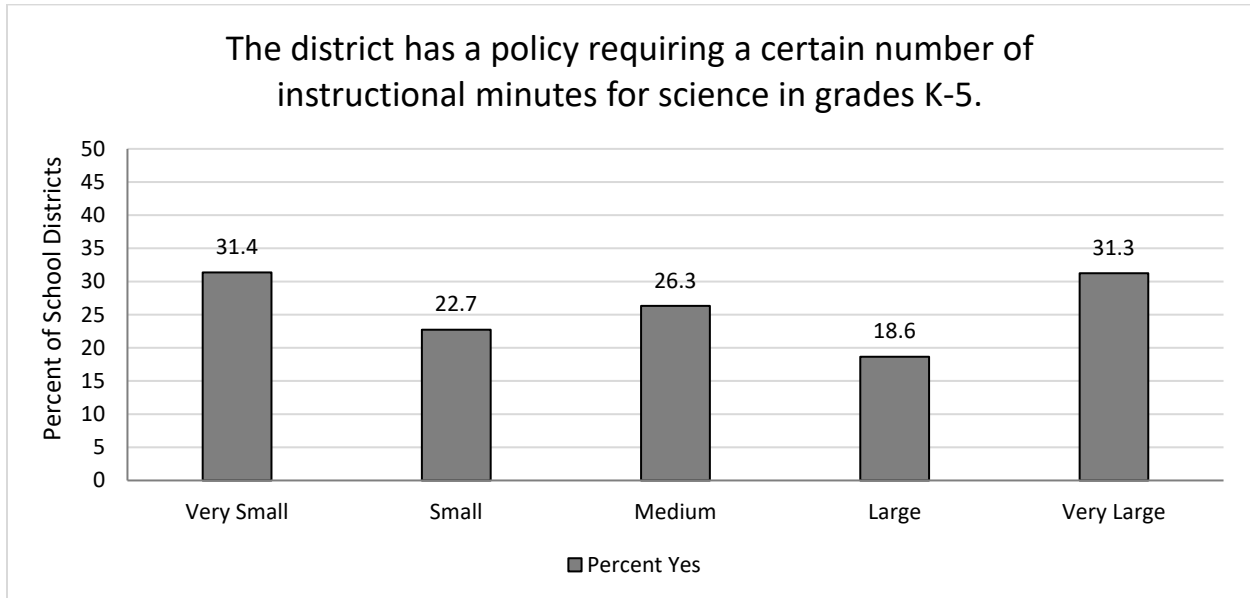


Figure 2: shows that approximately 30 percent of school districts in city and rural settings have a policy requiring a certain number of instructional minutes for science instruction in grades K-5. These rates are higher than the corresponding rates for school districts in suburb and town settings.

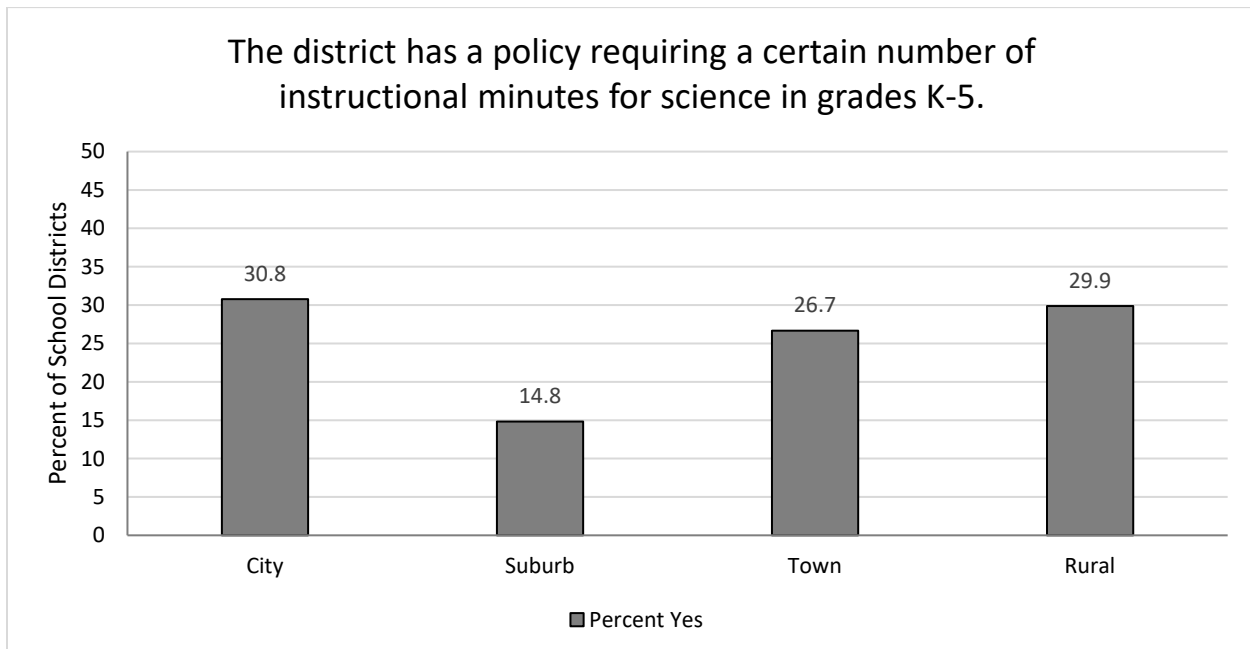


Figure 3: shows that approximately 29 percent of school districts in the eastern and southwestern parts of the state have a policy requiring a certain number of instructional minutes for science instruction in grades K-5. Approximately 24 percent of school districts in the northwest and central parts of the state have a policy requiring a certain number of instructional minutes for science instruction

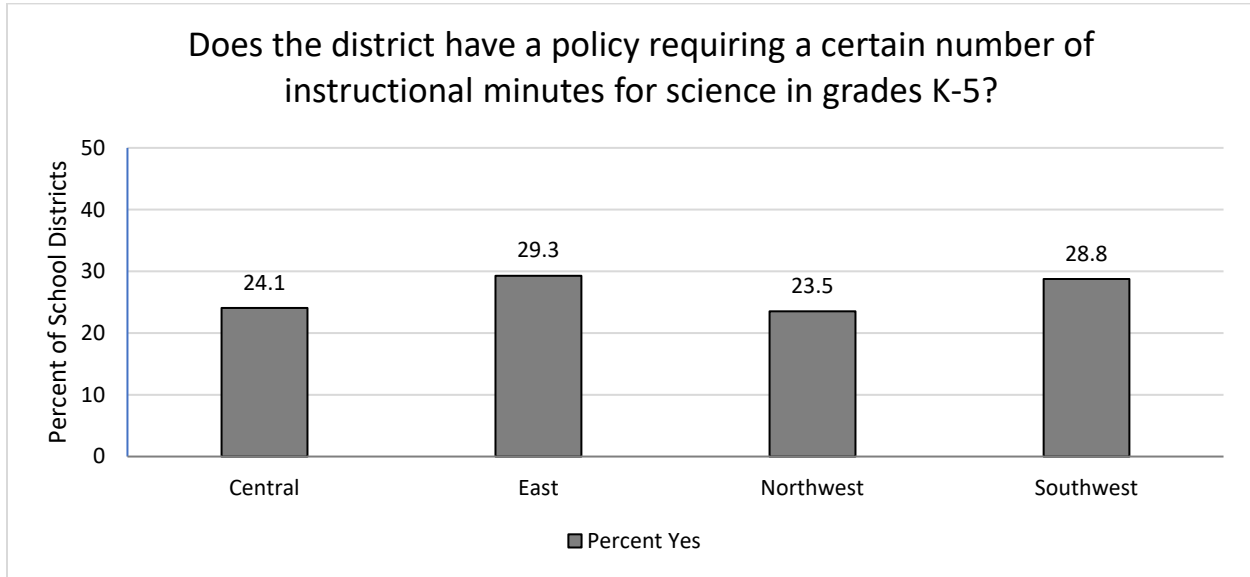
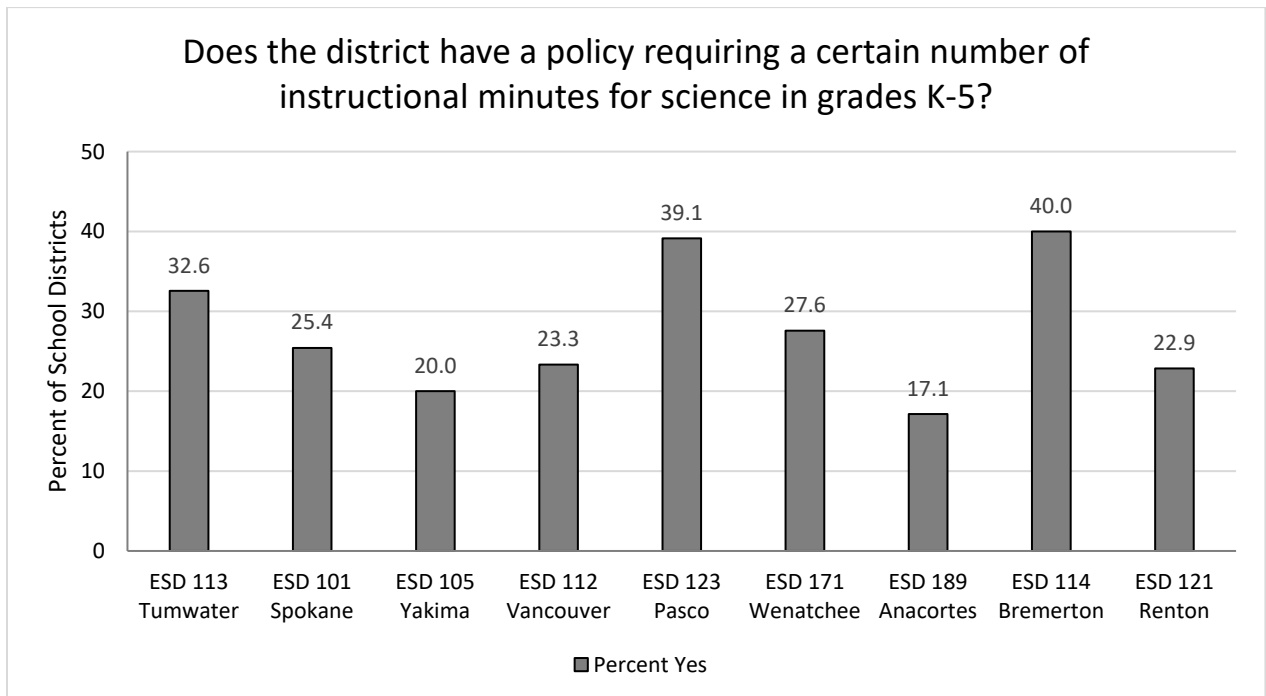


Figure 4: the percentage of school districts having a policy requiring a certain number of instructional minutes for science instruction in grades K-5 ranges from a low of approximately 17 percent in ESD 189 to a high of 40 percent in ESD 114.



Question 2: The elementary schools [in your school district] allocate specific time for science instruction in their master schedule. (Yes or No)

254 school districts respondents (86.4 percent) indicated that yes, elementary schools [in your school district] allocate specific time for science instruction in their master schedule.

Figure 5: in approximately 88 to 93 percent of medium and very small school districts, the elementary schools allocate specific time for science instruction in their master schedule. These rates are greater than the corresponding rates for small, large, and very large school districts.

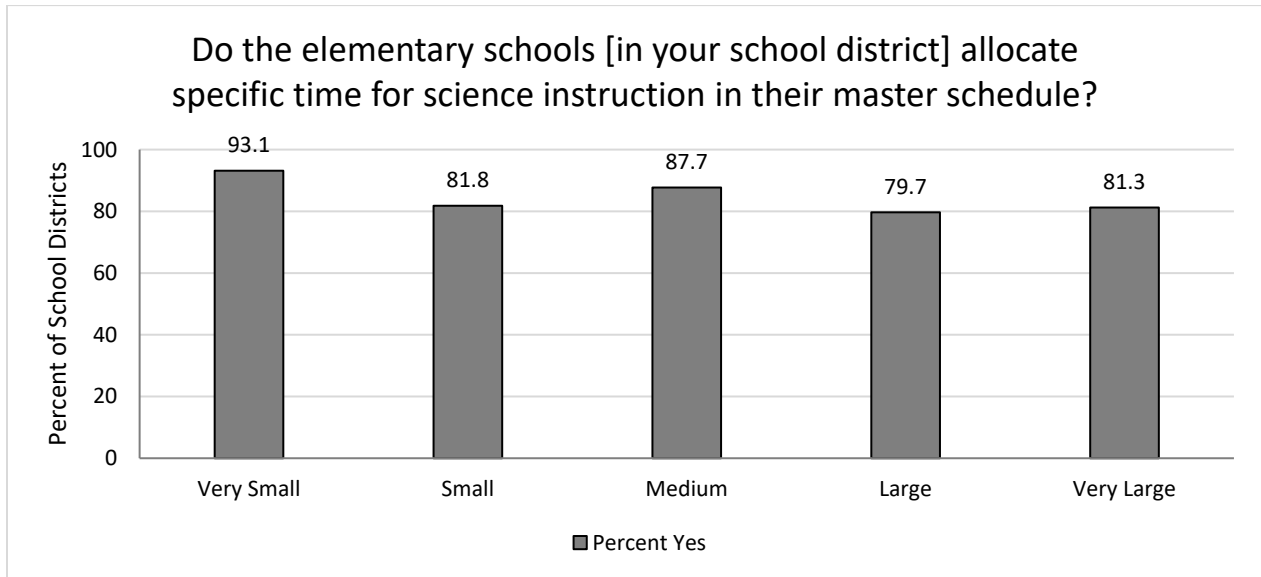


Figure 6: in approximately 88 to 93 percent of school districts in city or rural settings, the elementary schools allocate specific time for science instruction in their master schedule. These rates are greater than the corresponding rates for school districts suburb or town setting.

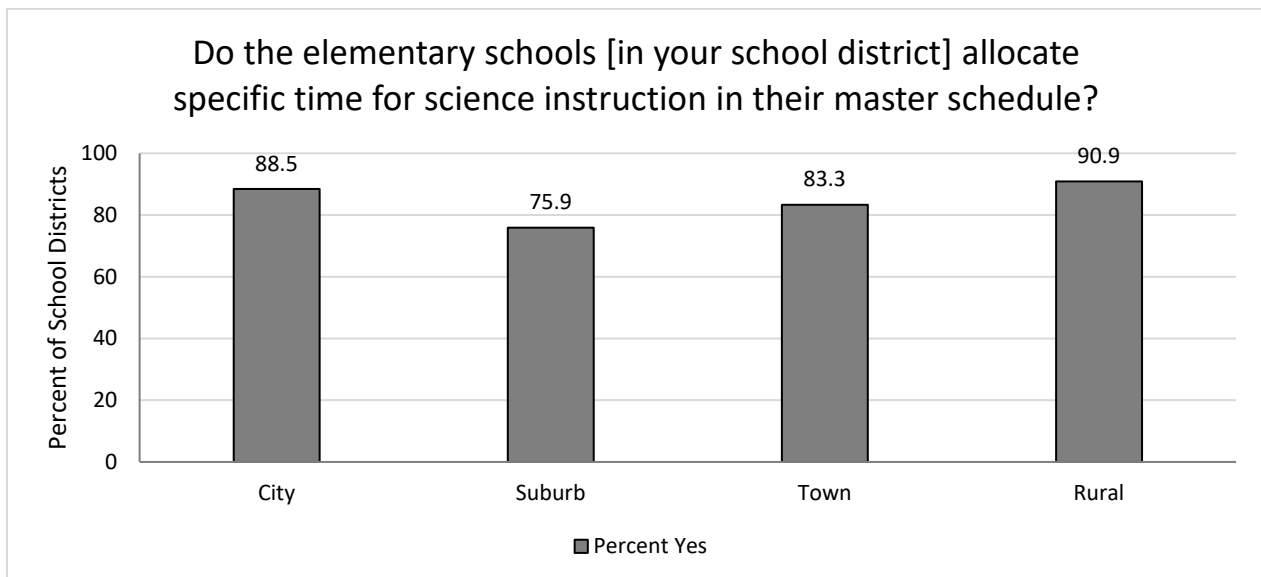


Figure 7: shows that approximately 94 percent of school districts in the eastern part of the state allocate specific time for science instruction in their master schedule. This rate is greater than the corresponding rates for school districts in other parts of the state.

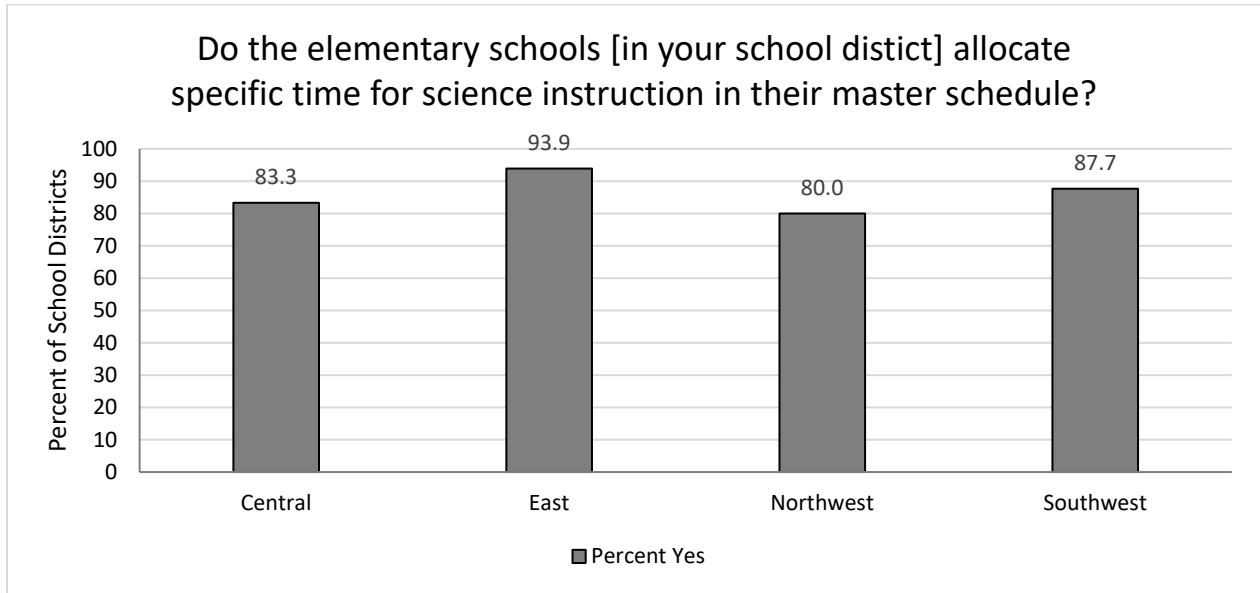
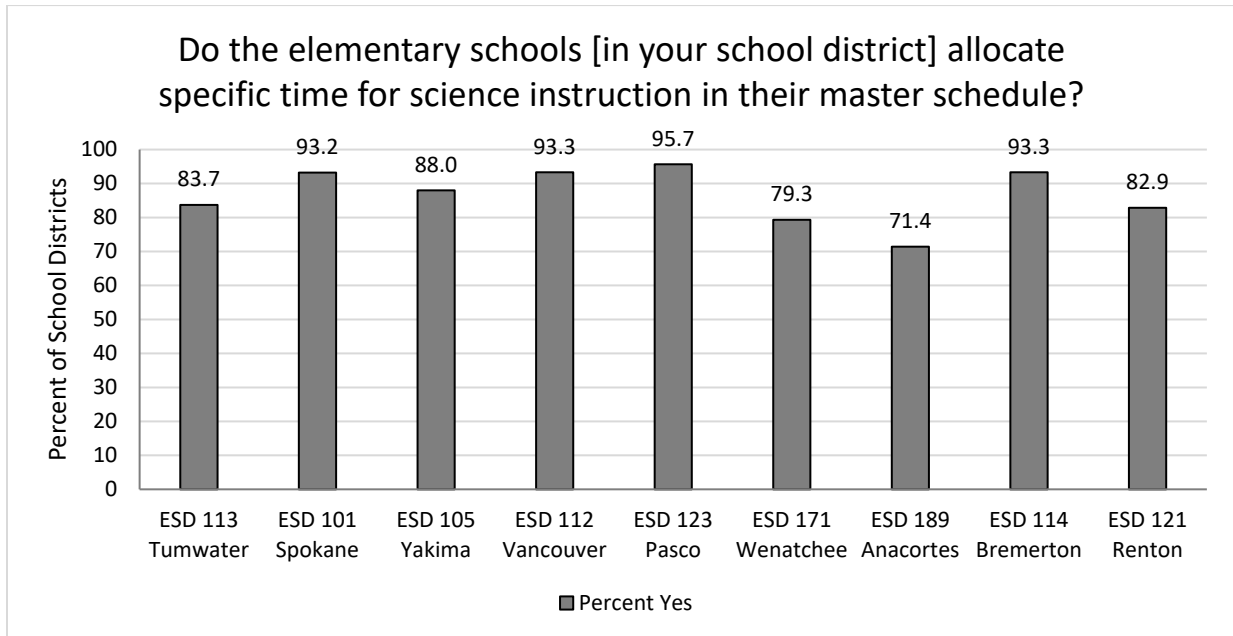


Figure 8: shows that the percentage of school districts allocating specific time for science instruction in their master schedule for Grades K-5 ranges from a low of approximately 71 percent in ESD 189 to a high of 96 percent in ESD 123.



Question3: The district has a policy to prevent elementary students from being pulled out for learning support during science instructional time. (Yes or No)

74 school districts respondents (25.2 percent) indicated that yes, elementary schools [in your school district] have a policy to prevent elementary students from being pulled out for learning support during science instructional time.

Figure 9: in approximately 32 percent of very small school districts, the elementary schools have a policy to prevent students from being pulled out for learning support during science instructional time. This rate is greater than the corresponding rates for small, medium, large, and very large school districts.

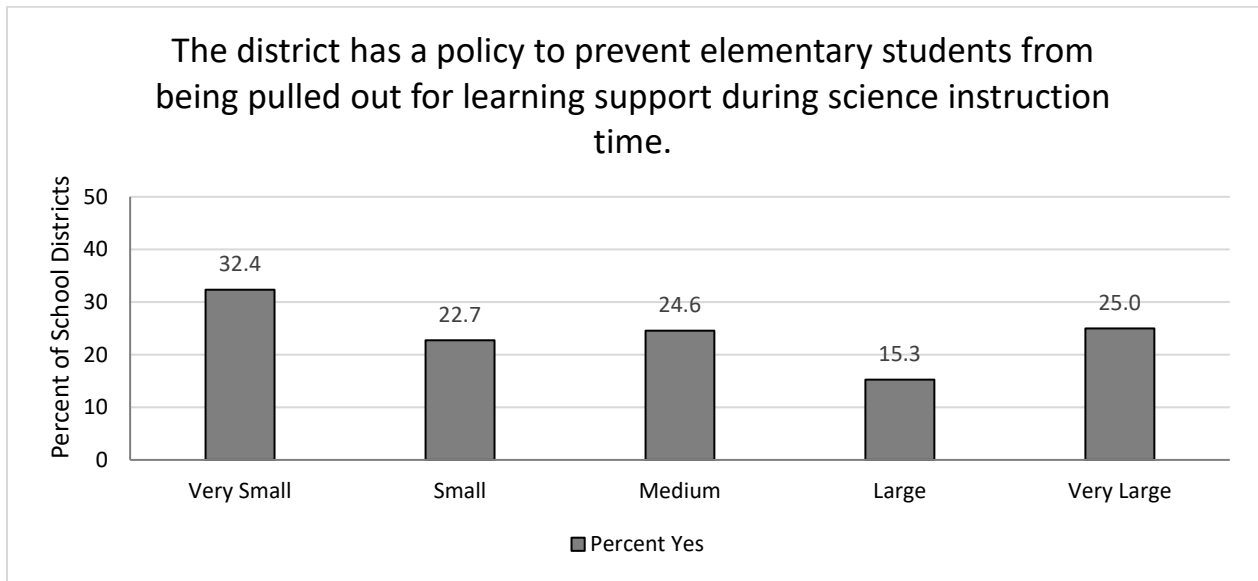


Figure 10: in approximately 31 percent of school districts in rural settings, the elementary schools have a policy to prevent students from being pulled out for learning support during science instructional time. This rate is greater than the corresponding rates for school districts in other settings.

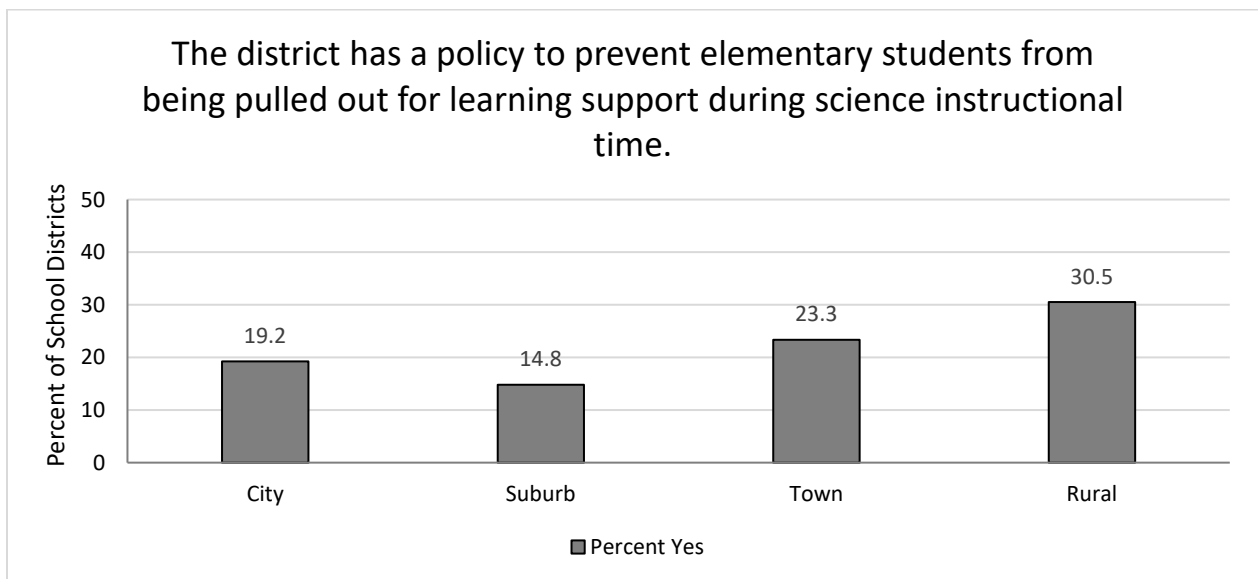


Figure 11: approximately 26 to 29 percent of the school districts in all parts of the state (except the southwest) have elementary schools with a policy to prevent students from being pulled out for learning support during science instructional time. The corresponding rate for school districts in the southwest part of the state is noticeably lower.

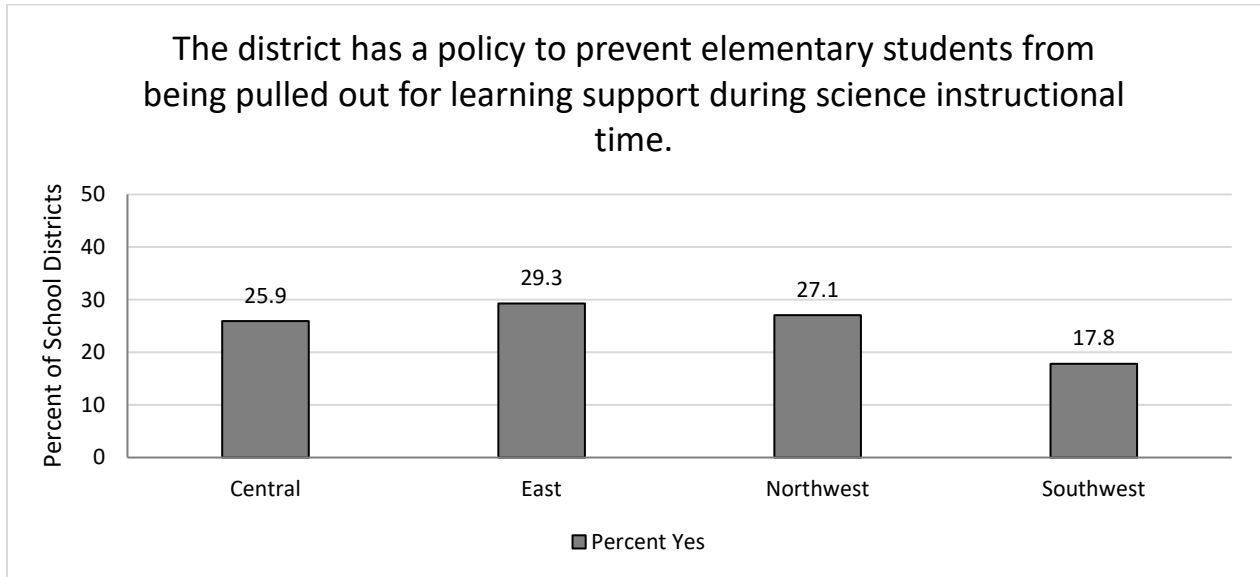
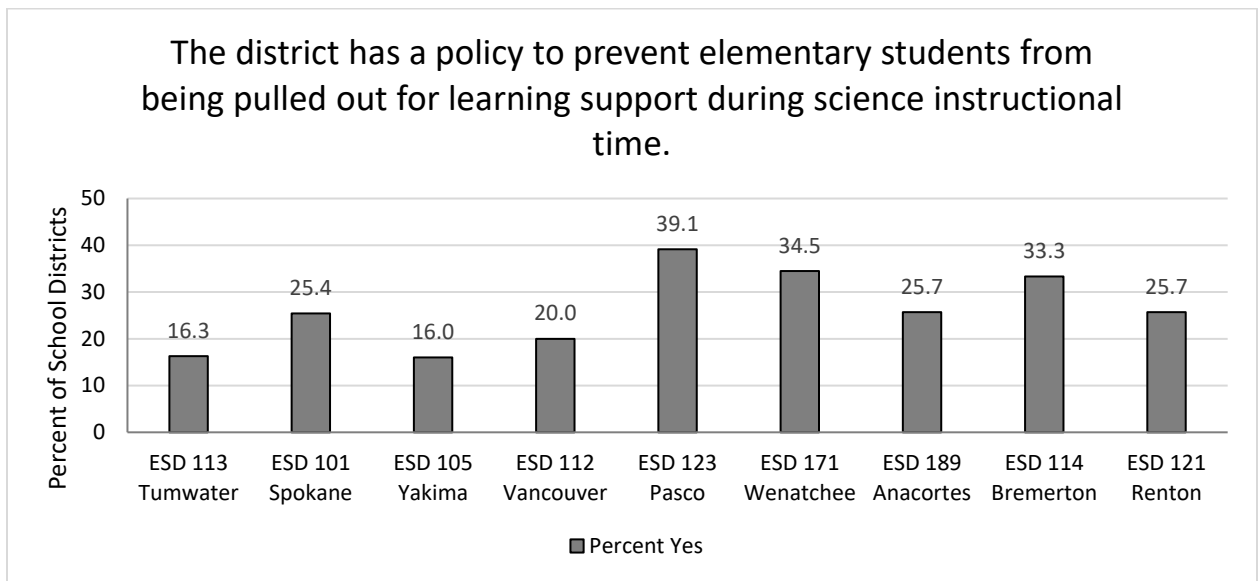


Figure 12: approximately 39 percent of the school districts in ESD 123 have elementary schools with a policy to prevent students from being pulled out for learning support during science instructional time. The corresponding rates for school districts in ESD 113 and ESD 105 is approximately 16 percent.



Question 4: All elementary teachers are provided with professional learning on teaching science aligned to state standards.

253 school districts (86.1 percent) responded that all elementary teachers are provided with professional learning on teaching science aligned to state standards.

Figure 13: regarding the provision of professional learning to elementary science teachers, the lowest rate (79 percent) was in medium sized school districts. Very small and very large school districts posted rates of approximately 91 percent.

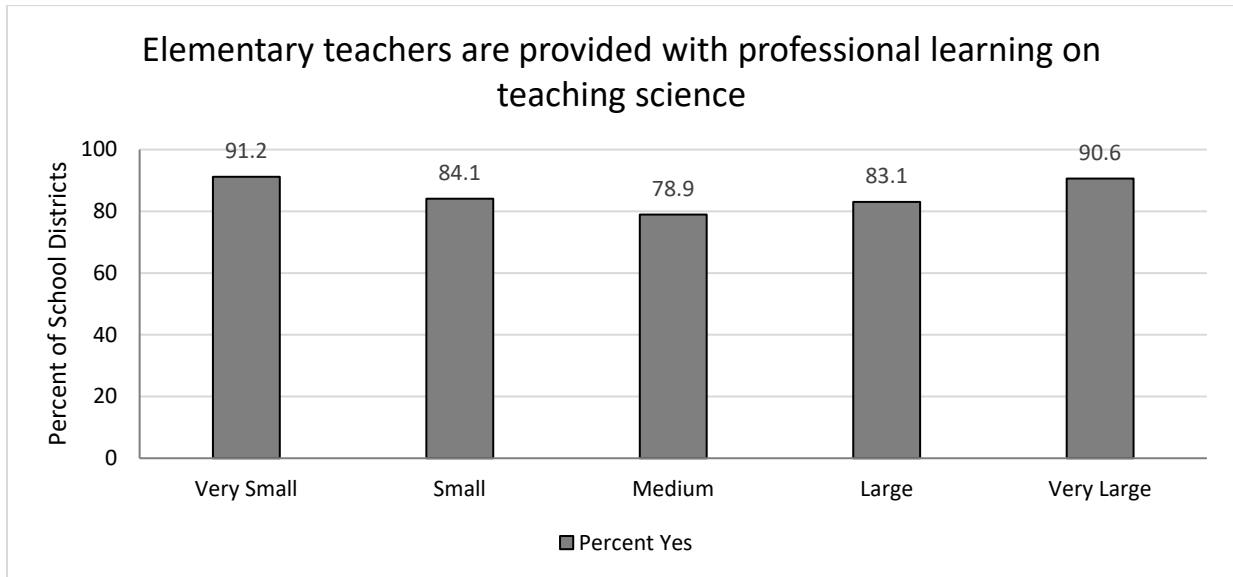


Figure 14: school districts in town settings posted the lowest rate (approximately 77 percent) regarding the provision of professional learning to elementary science teachers. School districts in city, suburb, and rural setting posted rates at least 10 percentage points higher.

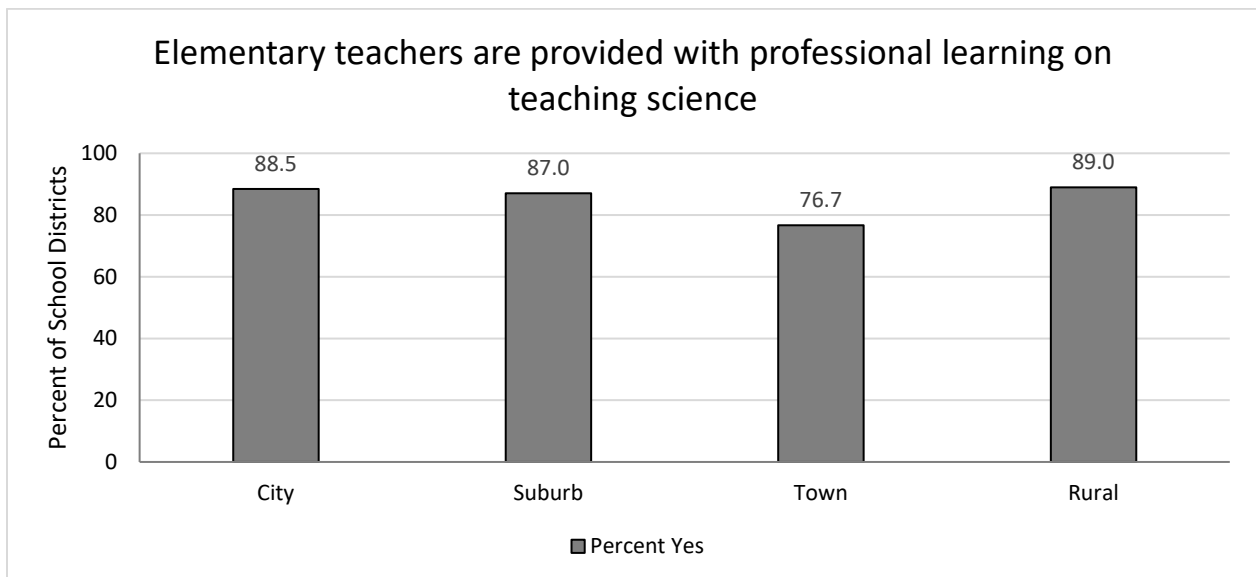


Figure 15: regarding the provision of professional learning to elementary science teachers, all regions of Washington yielded rates or 80 to 90 percent.

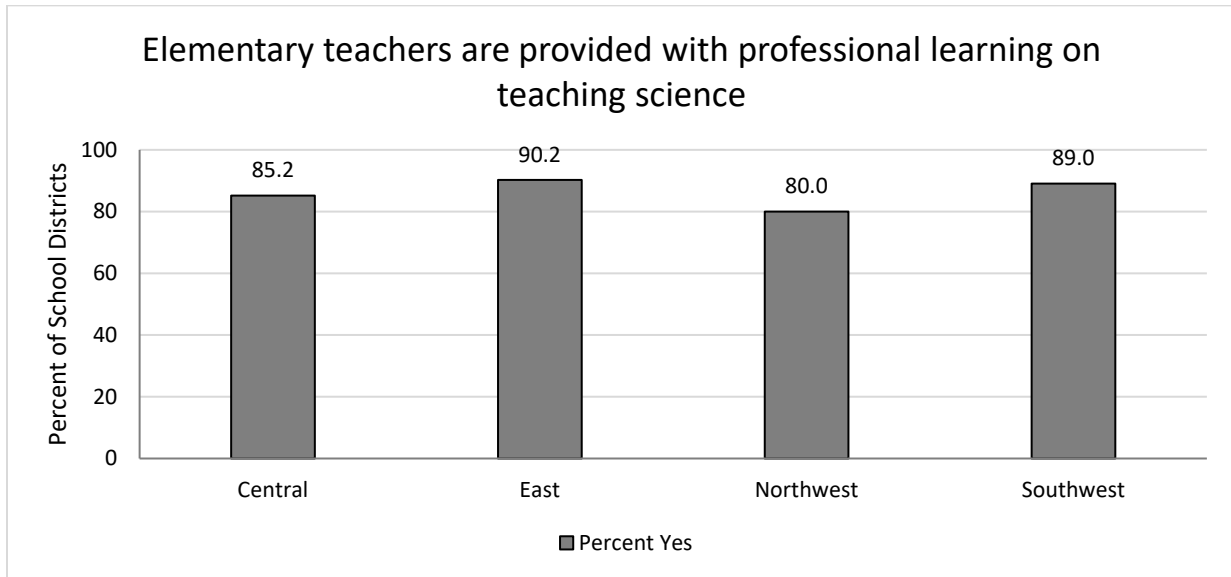
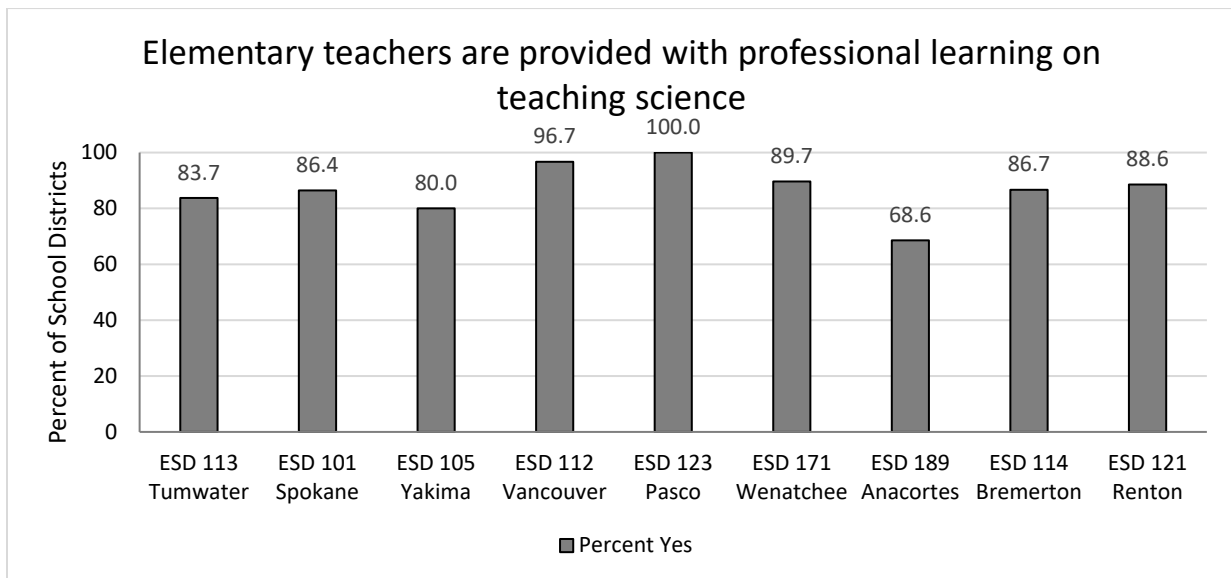


Figure 16: School districts in ESD 189 had the lowest percentage (69 percent) of districts providing professional learning to all elementary science teachers. SED 123 and ASD 112 had the highest percentages (100 and 97 percent, respectively).



Question 5: All elementary teachers have access to a science curriculum aligned to state standards.

283 school districts (96.3 percent) responded that all elementary teachers have access to a science curriculum aligned to state standards.

Figure 17: school districts responded that all elementary teachers have access to a science curriculum aligned to state standards at rates of 93 to 100 percent for all school district sizes.

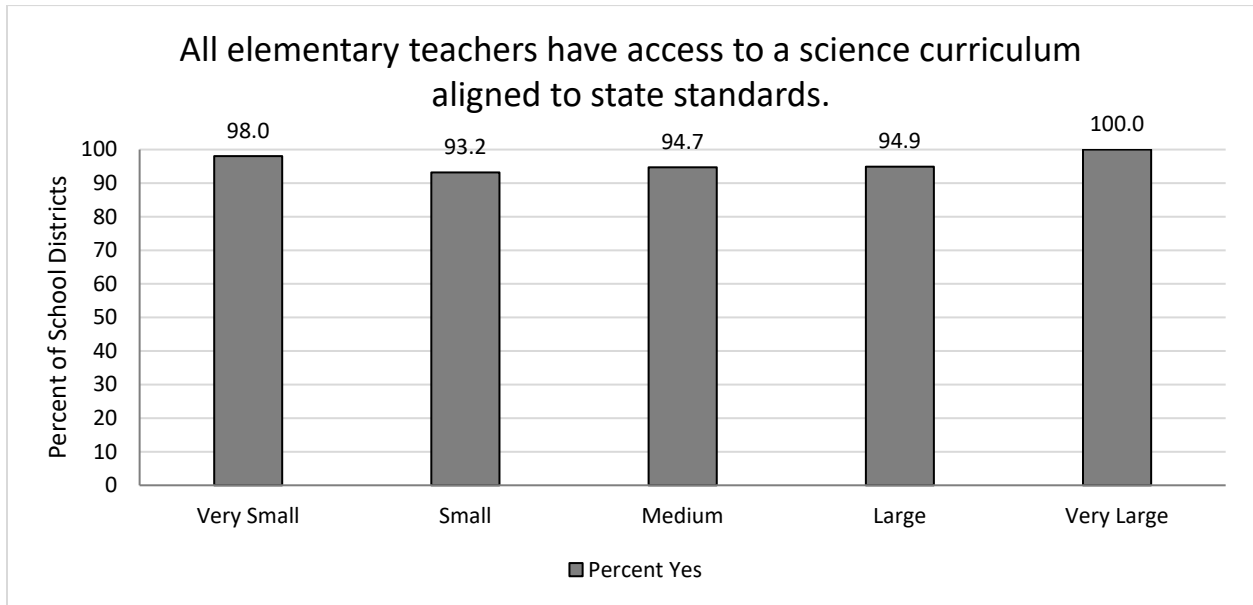


Figure 18: school districts responded that all elementary teachers have access to a science curriculum aligned to state standards at rates of 93 to 100 percent for all school district settings.

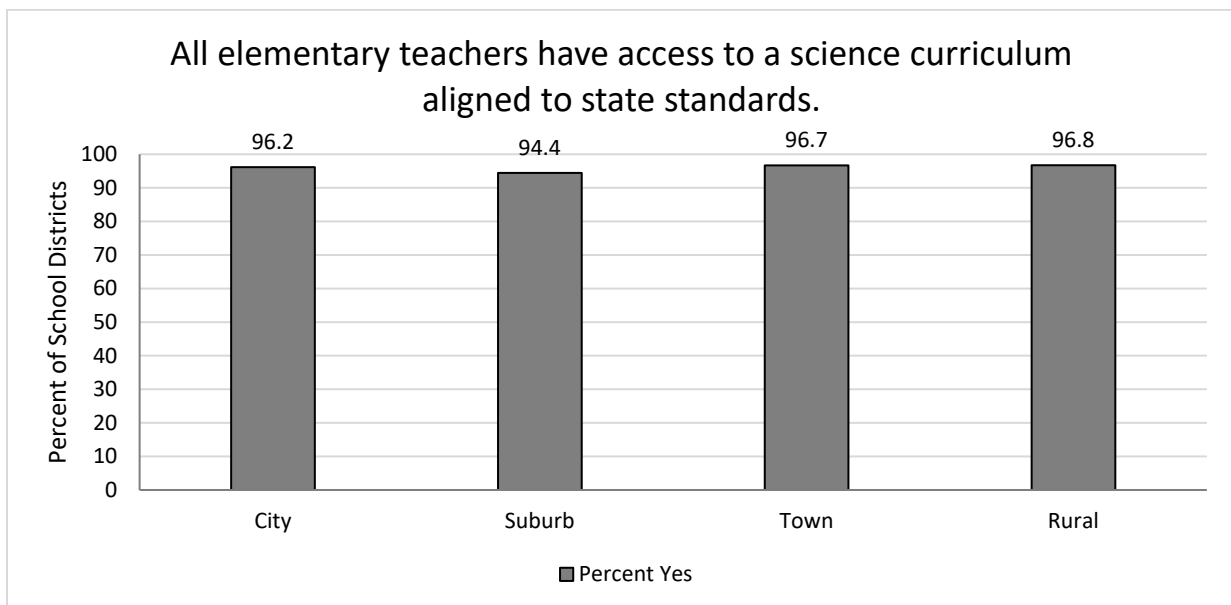


Figure 19: school districts responded that all elementary teachers have access to a science curriculum aligned to state standards at rates of 93 to 100 percent for all regions of the state.

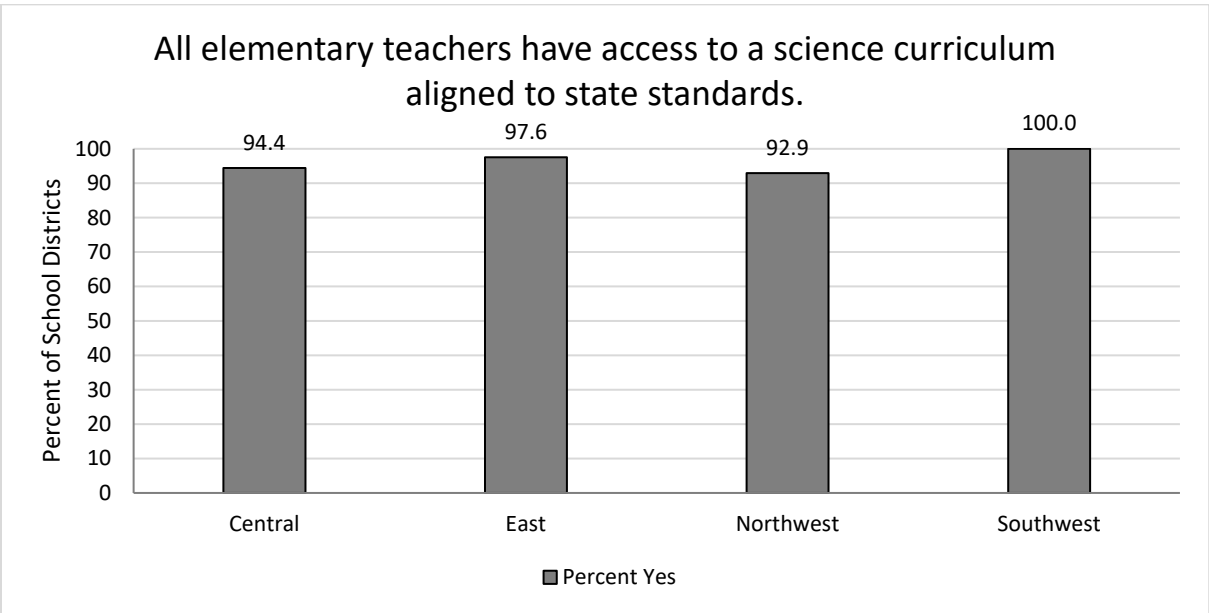
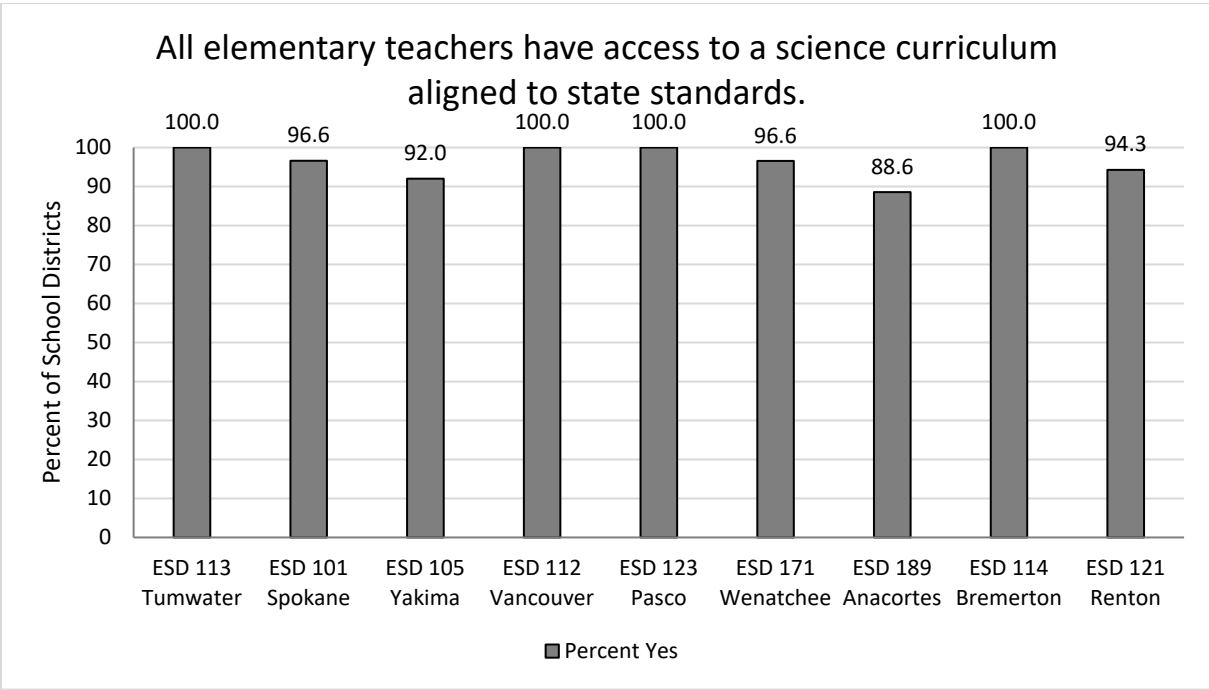


Figure 20: ESD 189 had the lowest rate (approximately 89 percent) of school districts responding that all elementary teachers have access to a science curriculum aligned to state standards. Four other ESDs posted rates of 100 percent.



Question 6: All elementary teachers have access to hands-on materials needed to teach science aligned to state standards.

285 school districts (96.9 percent) responded that all elementary teachers have access to hands-on materials needed to teach science aligned to state standards.

Figure 21: school districts responded that all elementary teachers have access to hands on materials needed to teach science aligned to state standards at rates of 93 to 100 percent for all school district sizes.

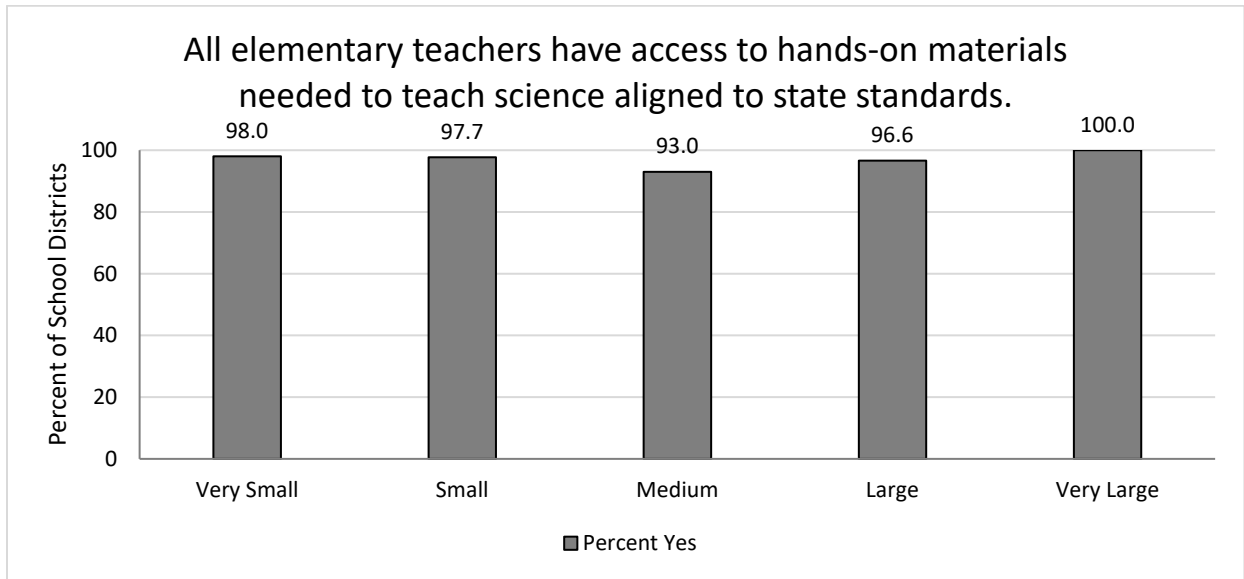


Figure 22: school districts responded that all elementary teachers have access to hands on materials needed to teach science aligned to state standards at rates of 93 to 100 percent for all school district settings.

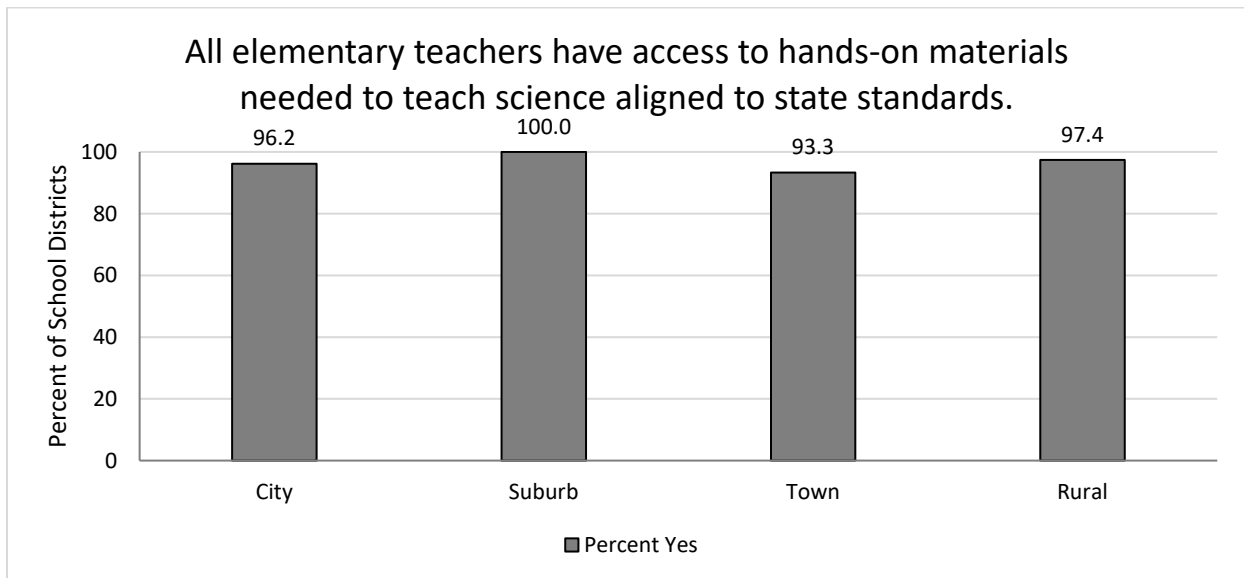


Figure 23: school districts responded that all elementary teachers have access to hands on materials needed to teach science aligned to state standards at rates of approximately 94 to 99 percent for school districts in all geographic regions.

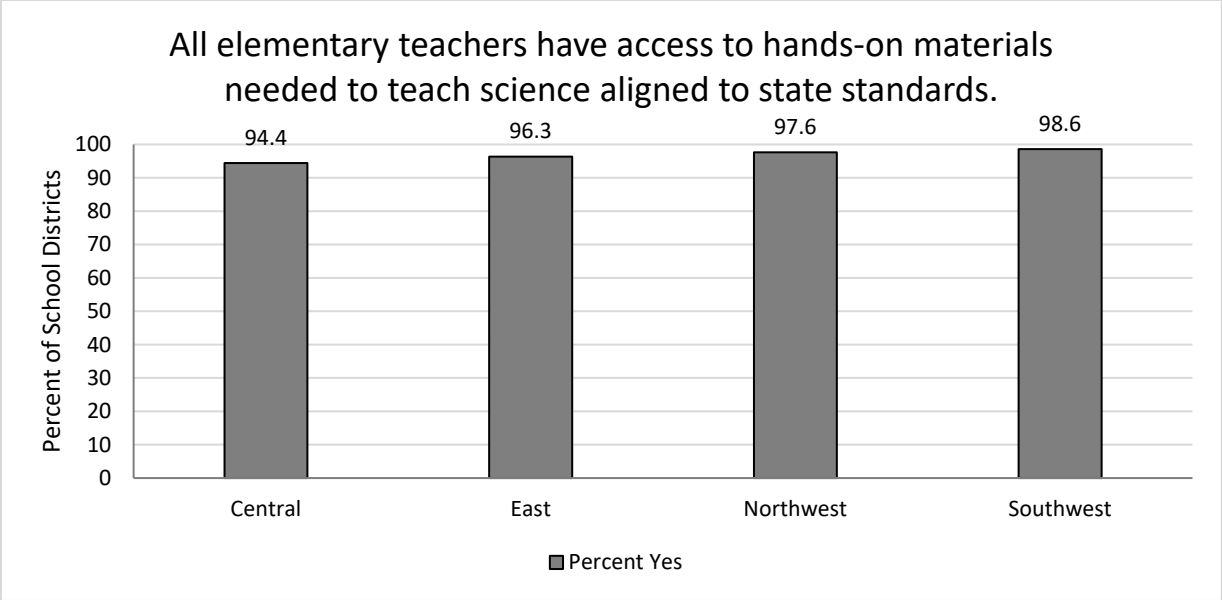
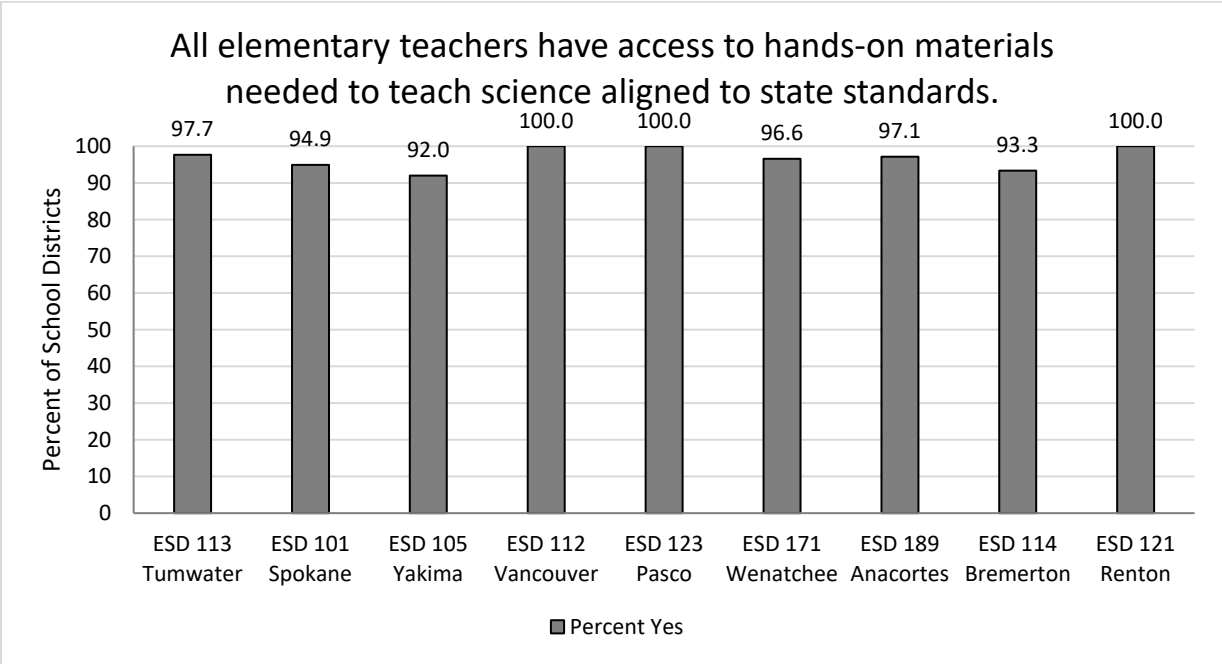


Figure 24: ESD 105 had the lowest rate (approximately 92 percent) of school districts responding that all elementary teachers have access to hands on materials needed to teach science aligned to state standards. Three other ESDs posted rates of 100 percent.



Question 7: The district expects elementary science will be included as part of each elementary school’s improvement plan.

153 school districts responded that elementary schools were expected to include science as a part of each elementary school's improvement plan.

Figure 25: very small, small, and medium sized school districts expect that elementary science will be included as part of each elementary school's improvement plan at rates greater than 50 percent. Large and very large school districts posted substantially lower rates.

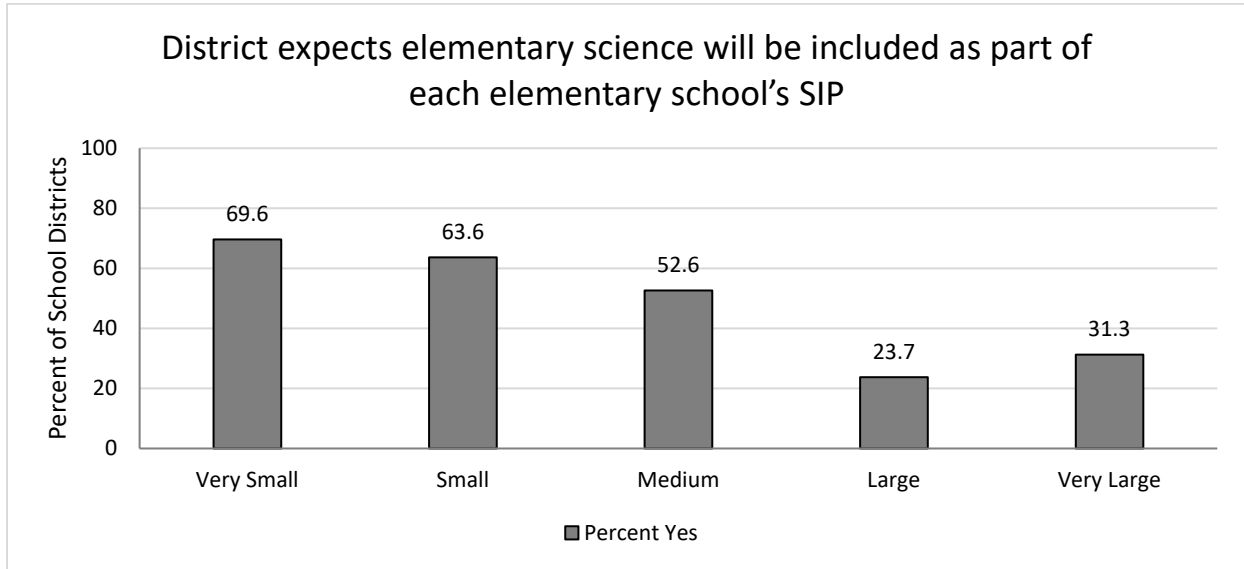


Figure 26: 28 percent of school districts in suburb settings expect that elementary science will be included as part of each elementary school's improvement plan, while 66 percent of school districts in rural settings have that expectation.

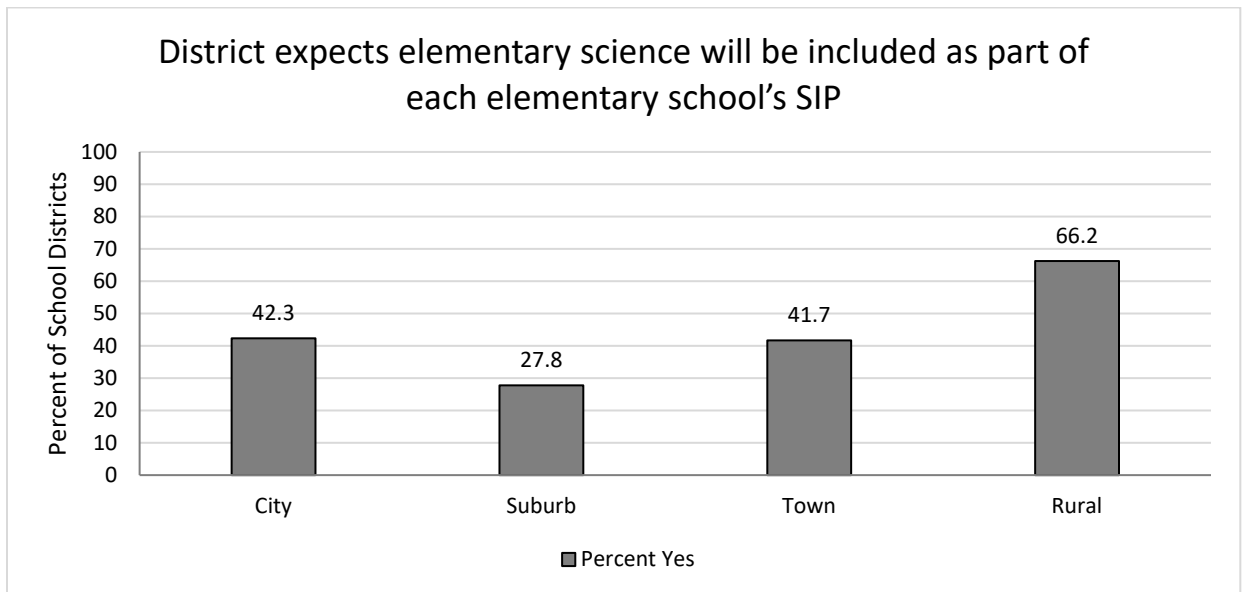


Figure 27: 34 percent of school districts in the northwest part of the state expect that elementary science will be included as part of each elementary school's improvement plan, while 74 percent of school districts in the eastern part of the state have that expectation.

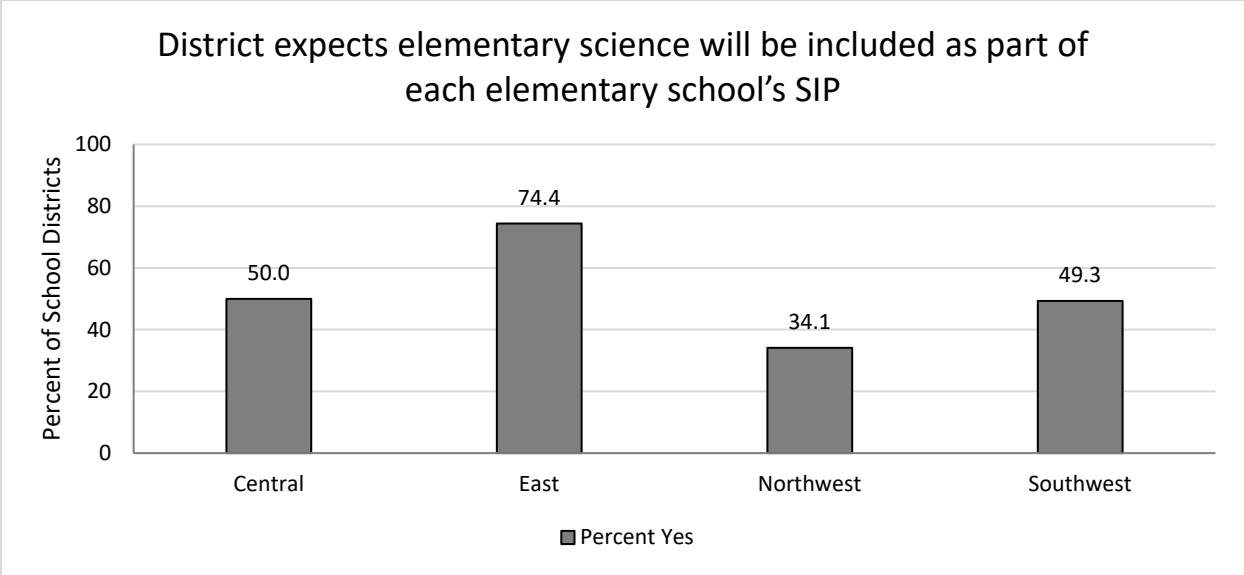


Figure 28: ESD 123 had the highest rate (approximately 78 percent) of school districts responding that elementary science is expected to be included as part of each elementary school's improvement plan. Three other ESDs posted rates of approximately 33 percent or lower.

