THE WASHINGTON STATE BOARD OF EDUCATION

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

Title: Supporting Seamless Student Transitions to Postsecondary Education		
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 are districts partnering with postsecondary institutions to establish secondary to postsecondary pathways? - How are students experiencing the transition from secondary to postsecondary education? What are students' fears, challenges, and successes concerning transitions? - How does the state currently support successful student transitions? Does the support align with the reform recommendations of the Board and organizations tasked by the Legislature to make recommendations? - What are statewide policy levers that would increase seamless student transitions to postsecondary education?	
Relevant to business item:	No business item associated with this agenda item	

Materials included in packet:	1. A memo on student transitions that includes
	   a. An outline of the meeting segment with guiding questions that were shared with panelists
	   b. A summary of current and recommended state supports for successful student transitions
	   c. A brief
	   d. Appendices including a list of budget provisos, a brief description of programs and reforms, and links to further information
	2. A data presentation on student transitions
	3. Background information on the work of the Integrated Student Supports Workgroup	

Synopsis:	At the Board meeting, the board will hear from 1. SBE staff, with a brief introduction and a data spotlight on student transitions (a data memo is included in this section of the Board packet). 2. Andrea Cobb, the Executive Director of the Center for the Improvement of Student Learning for the Office of the Superintendent of Public Instruction (OSPI), with an update on the Integrated Student Supports Workgroup (via online conference). 3. A panel of secondary and postsecondary educational leaders about efforts in Walla Walla to create seamless pathways to postsecondary education and careers. 4. A panel of high school and college students, who will share about their experience with student transitions. This is the second meeting of a 3-meeting arch on student transitions. The first focused on planning, the second on supports, and the third will be on assessment and postsecondary admissions.	

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SUPPORTING SEAMLESS STUDENT TRANSITIONS TO POSTSECONDARY EDUCATION

Summary

The May State Board of Education (SBE) meeting will include an agenda segment on student transitions. This meeting segment will be the second in a three-meeting arc centering on different aspects of the broad topic of student transitions. At the March meeting in Everett, the Board explored student planning for postsecondary success. At the May meeting in Walla Walla, the focus will be on supports for students to complete secondary education and seamlessly transition to postsecondary education. At the July meeting in Spokane, the Board will look at student transitions and assessments, including the role of assessments in high school graduation and in college and university admissions.

In conjunction with these meeting segments on student transition, public forums entitled "Multicultural Perspectives on Career Readiness" will be held the night before each of the three board meetings. At these public forums the Board hopes to hear from diverse communities to inform an equity view of high school education policies. The format of the forum in Walla Walla will be similar to the one held in Everett in March, with an added emphasis on student perspectives. At both the forum and during the Board meeting segment, the Board will hear from a student panel.

On Tuesday, May 9, Board members will have the opportunity to visit Lincoln High School in Walla Walla. Lincoln High School serves a high percentage of students who have faced significant challenges in their life and their education, including students who have had adverse childhood experiences (ACES). This visit is partially aimed at looking at student transitions from the perspective of students with significant challenges. A brief discussion of ACES and trauma-informed practices is included in the school visit section of this packet.

> Possible outcomes of the Board's work on student transitions include:
>
> - Increasing connections between secondary and postsecondary practices, such as connecting High School and Beyond Plans with community college student guidance and Guided Pathways.
>
> - Identification, recognition and advocacy for good practices in student transitions that address the opportunity gap.
>
> - Collaboration with higher education to further the use of the high school Smarter Balanced Assessment in higher education admissions decisions.

Included in this section are:

1. An outline of the meeting segment, with guiding questions that were shared with panelists.

2. A memo on current and recommended state supports for successful student transitions based on an examination of budget provisos.

   a. Appendix A: List of budget provisos for 2017-18, the biennial total, and a link to more information.

   b. Appendix B: brief description of most of the programs and reforms in the budget provisos.

3. Data on Key Student Transitions.

4. Washington Integrated Student Supports Protocol Brief – background information for an update on the Washington Integrated Student Supports Workgroup.

An Outline of the Meeting Segment: Supporting Seamless Transitions to Post-Secondary Education – with guiding questions

9:00-9:15 - Introduction and Data Spotlight: Data on Key Student Transitions (15 minutes)
    SBE Staff

9:15-9:35 - Update on Washington Integrated Student Supports Workgroup (20 minutes via videoconference)
    Dr. Andrea Cobb, Director - Center for the Improvement of Student Learning

9:35-10:35 - Panel Discussion: Creating Seamless Transitions between Secondary and Post-Secondary Educational Systems (1 hour)
    Dr. Marleen Ramsey, Vice President of Instruction/CIO, Walla Walla Community College
    Mr. Wade Smith, Superintendent, Walla Walla Public Schools
    Mr. Tim Payne, Superintendent, College Place School District

> **Guiding Questions for Educator Leaders:**
> - What do you think is key to helping struggling kids go to, and complete, college?
> - Is there a program, strategy, or best practice that you want to highlight?
> - What is something you do well? What is something you are still working on?
> - What advice would you give to districts that are just starting the work of intentionally creating connections between K-12 and community college?

10:35-10:45 - Break (10 minutes)

10:45-11:45 - Panel Discussion: Transitions between Secondary and Post-Secondary Systems—the Student Experience (1 hour)
    Maria Alonso, Trio advisor for Walla Walla Community College will moderate the student panel. The panel will consist of two high school students and two community college students.

> **Moderator's questions for high school students:**
> - Have you been exposed to concepts or activities that help you understand what it means to be "career-ready"? Is this important? Is the concept meaningful to students or even on their radar?
> - What could high schools do to better to serve all students, including those who face the biggest barriers, or who struggle the most?
> - What school supports – programs, activities, people – would be most helpful in preparing high school students for success in college or in their careers?

> **Moderator's questions for college students:**
> - What programs or people helped you to succeed in college and for your career?
> - Did your high school experience help you learn about postsecondary options (meaning 2-year colleges, universities, apprenticeships, the workplace?)
> - Can you point to gaps in services in high school that could have helped you to prepare better for college and your career?

11:45 Agenda segment end

SUMMARY OF CURRENT AND RECOMMENDED STATE SUPPORTS FOR SUCCESSFUL STUDENT TRANSITIONS

Many different practices are happening at all levels to help students successfully navigate the transitions within the educational system, for example:

- "Middle school nights" help entering sixth graders east into the transition from elementary school to a new school setting and instructional format.
- Counselors, schools and districts build relationships with community colleges and university admissions offices to inform students about postsecondary options.
- CTE programs and skills centers connect with employers and professional associations to help students take the steps to build a career.

Many students encounter additional barriers to successful transitions, and additional practices and programs are employed to support students with extra challenges to successfully transition, such as:

- Scholarships, grants, and loan programs may help students with financial challenges.
- Mentorship programs that provide dependable adult guidance may help students who have experienced trauma or students with family issues to stay on track.
- Targeted programs for specific groups of students such as migrant students, homeless students, and students in the foster care system, that help with the considerable challenges students within these groups tend to face.

All of these practices and many more are happening every day in Washington and arguably all of them help students progress through the K-12 education system and onto to postsecondary opportunities. Within this wide field, how should the Board focus their examination to identify useful actions the Board could take to strengthen student supports for seamless secondary to postsecondary transitions?

This memo provides background information intended to help the Board answer this question by 1) examining budget provisos and examining the state funding provided to programs and reforms that support student transitions, and by 2) reexamining the recommended reforms of the SBE's work on Statewide Indicators of Education System Health, the recommendations of the Education Opportunity Gap Oversight and Accountability Committee, and the recommendations of the Washington Student Achievement Council.

Budget Provisos for Statewide Programs and Reforms

In examining the provisos and state investments in programs and reforms that support students, it should be noted that the annual total in the budget for the programs and reforms is a small fraction of the total K-12 multi-billion dollar budget. Many of the activities to support students happen at the district or school level based on local decisions. This look is limited to programs and reforms the state has specifically recognized and chosen to fund at a state level through budget provisos.

The range of items included in the K-12 budget categories of "Statewide Programs" and "Reforms" is wide— from National Board Bonuses, to school nurses, to Advanced Placement exam fees for low-income students. All of the budget provisos are listed in Appendix A, along with the first year budget, the biennial total, and a link to more information. Appendix B is a brief description of most of the programs and reforms.

The amount of funds the state allocates in support of particular programs or reforms varies based in part on how expensive it is to deliver a particular program or reform. Twenty-four of the programs and reforms funded through provisos were identified subjectively as programs that appear to particularly support student
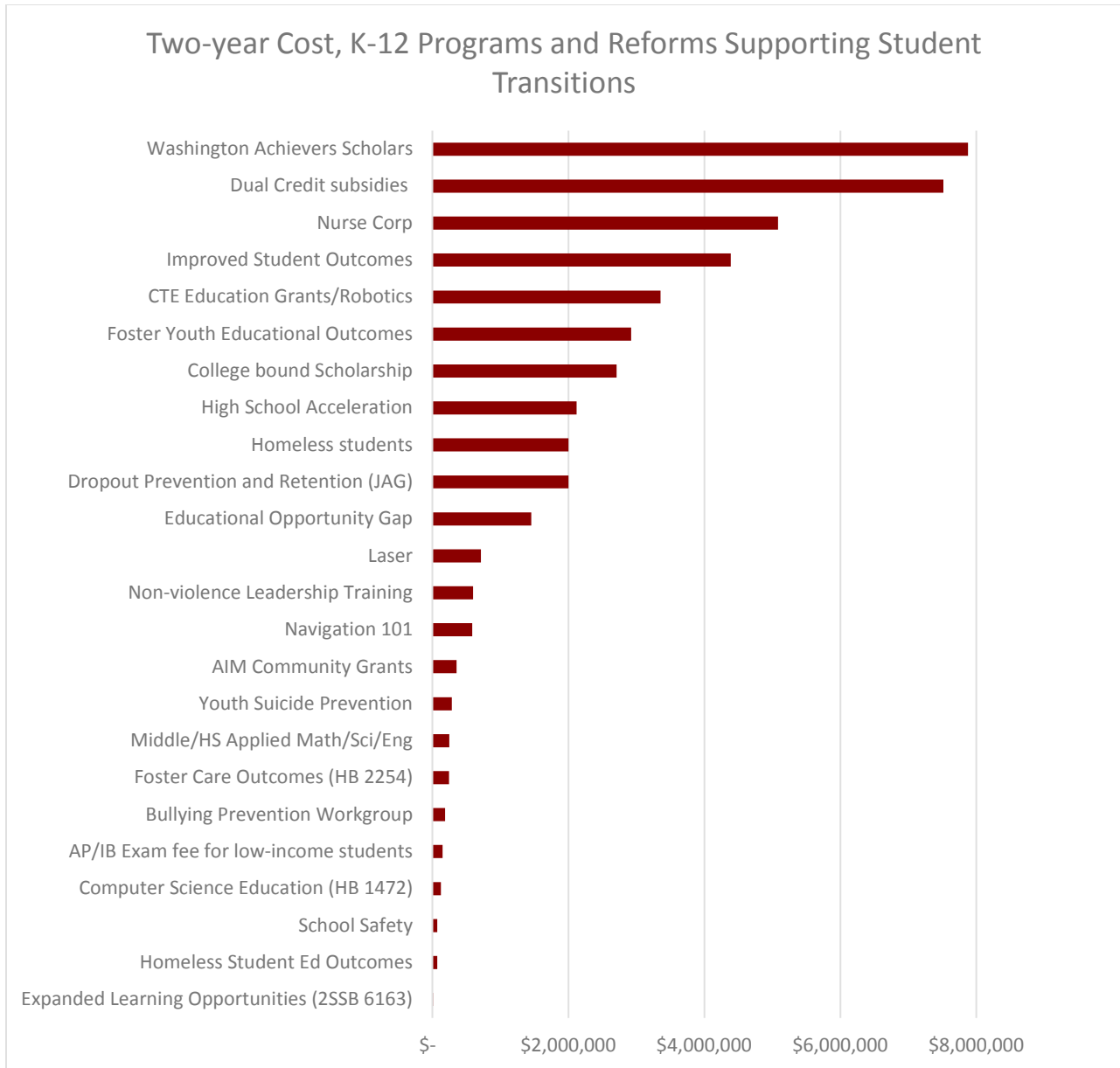
transitions. (Identifying this subset is not meant to definitively characterize the programs and reforms, it is merely intended to sort and reduce the numbers of programs so that the relative costs of a smaller number of items can be examined more easily.)

Based on the amount of funding or the number of programs, the budget provisos of Figure 1 indicate an interest or commitment by the state in particular approaches or reforms including:

- **Support for low-income students to transition from high school to postsecondary.** These programs are at the higher end of the funding spectrum among the budget provisos:
    - Washington Achievers Scholars
    - College Bound Scholarship
- **Support for dual credit**. Dual credit subsidies are at the higher end of the funding spectrum among the budget provisos, and high school acceleration and support for low-income students to take the dual credit assessments also help to support dual credit as an approach to easing the transition to higher education.
    - Dual credit subsidies
    - High school acceleration
    - Advanced Placement/International Baccalaureate tests for low-income students
- **Support for science, technology, engineering and math (STEM) education**. There are a number of STEM-focused programs and reforms supported through budget provisos:
    - CTE education grants/robotics
    - Computer science education, computer science standards, and AP computer science as a math or science requirement
    - LASER (Leadership and Assistance for Science Education Reform)
    - Skills Centers/Manufacturing Hub
    - Stem Lighthouse
    - Project Lead the Way
    - Math and science equivalencies
    - Applied math, science, and engineering
- **Support for student groups who tend to face extra challenges.** Some programs and reforms funded through provisos have particular focus on student groups:
    - Foster Youth Educational Outcomes and Foster Care Outcomes
    - Improved Student Outcomes (for students with disabilities)
    - Homeless students
    - Educational Opportunity Gap (for student who experience racial opportunity gaps)

How do the state's priorities, as expressed in amount of funding, number of programs, or in programs focused on particular student groups, align with policy? The next section of this memo looks at recommendations of policy organizations and compares the recommendations to the funding for budget provisos.

Figure 1: Programs and Reforms With a Focus on Student Supports. (All programs and reforms funded through provisos are listed in Appendix A.)

Two-year Cost, K-12 Programs and Reforms Supporting Student Transitions

- Washington Achievers Scholars
- Dual Credit subsidies
- Nurse Corp
- Improved Student Outcomes
- CTE Education Grants/Robotics
- Foster Youth Educational Outcomes
- College bound Scholarship
- High School Acceleration
- Homeless students
- Dropout Prevention and Retention (JAG)
- Educational Opportunity Gap
- Laser
- Non-violence Leadership Training
- Navigation 101
- AIM Community Grants
- Youth Suicide Prevention
- Middle/HS Applied Math/Sci/Eng
- Foster Care Outcomes (HB 2254)
- Bullying Prevention Workgroup
- AP/IB Exam fee for low-income students
- Computer Science Education (HB 1472)
- School Safety
- Homeless Student Ed Outcomes
- Expanded Learning Opportunities (2SSB 6163)

$- $2,000,000 $4,000,000 $6,000,000 $8,000,000

Does Washington's Spending on Statewide Programs and Reforms Align with K-12 Policy Recommendations?

To help address this question, the policy recommendations related to supporting student transitions of two state agencies and one legislative committee are summarized in Table 1. The agencies are the SBE, the Washington Student Achievement Council (WSAC), and the committee is the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC). Each of these entities have been authorized by the Legislature to make recommendations on K-12 education. For its biennial report on Statewide Indicators of Educational System Health, the SBE consults with the EOGOAC and the WSAC, along with other agencies and stakeholders, to ensure coordination of strategic goals and recommendations. Broadly, the recommendations of these entities align with each other, although there are differences in details and focus, as described in each of the reports or documents associated with the recommendations.

Table 1: Summary of the Broad Recommendations of the SBE, the EOGOAC, and WSAC

Organization:	State Board of Education	Educational Opportunity Gap Oversight and Accountability Committee	Washington Student Achievement Council
Originating Legislation for recommendations:	SB 5491, passed in 2013	ESSB 5973, passed in 2009	E2SHB 2483 originating Legislation of the Council, passed in 2012 (RCW 28B.77)
Report, documents	Statewide Indicators of Educational System Health, 2016 Report	Closing the Opportunity Gap in Washington's Public Education System 2017 Annual Report and Recommendations	Road Map: a Plan to Increase Educational Attainment in Washington Road Map webpage
Goal of recommendations:	Improving student achievement and closing opportunity and achievement gaps	Closing racial opportunity gaps	Increasing educational attainment in Washington
Broad K-12 Recommendations Concerning:	• Early childhood education • Expanded learning opportunities • Professional learning for educators • Supports and services that prepare students for postsecondary opportunities	• Student Discipline • Teacher Recruitment, Hiring, and Retention • English Language Learner Accountability • Cultural Competence • Family Engagement • Disaggregated Student Data • Washington Integrated Student Supports Protocol • Social Emotional Learning	• Ensuring access to postsecondary education o Ensuring cost is not a barrier o Ensure career and college readiness o Streamline dual credit • Enhancing learning o Increase access to work-based learning • Preparing for future challenges o Increase awareness of postsecondary opportunities
Examples of statewide Programs and Reforms that align with the specific recommendations	• Kindergarten Readiness Wakids • Expanded learning Opportunities • Leadership Academy • Washington Achievers Scholars	• Mentor/Beginning Teacher assistance (BEST) • Educational Opportunity Gap (funding to support implementing 4SHB 1541, including the ISS workgroup and protocol)	• Dual Credit Subsidies • College Bound Scholarships

Table 1 includes examples of statewide programs and reforms that align with the recommendations of the SBE, the EOGOAC, and WSAC. Programs and reforms matching the recommendations is stronger in some

areas than in others. Areas of strength are indicated by the information in the last row of Table 1, that lists programs and reforms that appear to align well with specific recommendations.

Areas where the alignment could be improved include:

- **Funding for expanded learning opportunities** in the budget provisos support the Expanded Learning Opportunities Taskforce. The state is beginning to look at this reform through the taskforce, but there is currently little state funding specifically supporting expanded learning opportunities.

- While many supports help address closing opportunity and achievement gaps—**specific funding to support the recommendations of the EOGOAC** seems scant compared to the scope of the problem and the intransigence of gaps. Recommendations concerning additional support for the Transitional Bilingual Instructional Program, cultural competency professional development, family engagement, social emotional learning, and the ISS protocol seem particularly aimed at helping student successfully transition.

- **High quality high school and beyond planning** is specifically recommended by both the SBE and WSAC. Yet the cost of implementing high school and beyond plans is absorbed almost entirely by district budgets. Some districts deliver high quality, innovative ways of implementing high school and beyond planning, while for other districts the plan is as little as a worksheet filled out once during high school.

- WSAC calls for **graduation specialists** for all high school seniors, to help ensure students have access to supports for successful transitions, and are informed about postsecondary options.

- **Increased access to work-based learning** is called for by WSAC, as part of the Roadmap recommendation of enhancing learning. This is also a priority of the Workforce Training and Education Coordinating Board, as was discussed with the SBE at the joint meeting in January.

As the SBE starts to develop legislative priorities for 2017-2018, the Board may consider how to advocate for more complete state support for the recommendations of the Statewide Indicators of Educational System Health and the recommendations of other agencies, committees and taskforces, that are aimed at helping all students successfully transition.

Action

No business item is associated with student transitions at the May Board meeting. Board discussion about supports for successful student transition may inform later Board actions such as developing a future legislative agenda and identifying advocacy activities.

If you have questions regarding this memo, please contact Linda Drake at linda.drake@k12.wa.us.

Appendix A: K-12 Statewide Programs and Reforms Funded Through Budget Provisos, As Listed in the 2017-2018 Budget

Statewide Programs/Ed Reforms in the 2017-2018 Budget	First year	Biennial Total	Links to Additional Information
State Testing	$29,724,000	$58,489,000	
ELTA	$ 675,000	$ 1,350,000	
Laser	$ 356,000	$ 712,000	http://archive.wastatelaser.org/about.asp
TPEP	$ 3,935,000	$ 7,870,000	http://www.k12.wa.us/tpep/
National Board Bonus	$62,672,000	$62,672,000	http://www.k12.wa.us/Certification/NBPTS/TeacherBonus.aspx
Supt/Principal Internships	$ 477,000	$ 954,000	RCW 28A.415.270
Reading Corps	$ 950,000	$ 1,900,000	http://www.k12.wa.us/ELA/WRC/default.aspx
Leadership Academy	$ 810,000	$ 1,620,000	http://waleadershipacademy.org/mission-beliefs/
Microsoft IT Academy	$ 3,000,000	$ 6,000,000	http://www.k12.wa.us/CareerTechEd/IT-Academy.aspx
CTE Education Grants/Robotics	$ 1,677,000	$ 3,354,000	http://apps.leg.wa.gov/documents/billdocs/2007-08/Pdf/Bill%20Reports/Senate/6377.SBR.pdf
Middle/HS Applied Math/Sci/Eng	$ 125,000	$ 250,000	
STEM Lighthouses	$ 135,000	$ 270,000	http://www.k12.wa.us/STEM/LighthouseSchools.aspx
Mentor/Beginning Teacher assist. (BEST)	$ 5,500,000	$11,000,000	http://www.k12.wa.us/BEST/
Project Lead the Way	$ 250,000	$ 500,000	https://www.pltw.org/
Skills Centers Aerospace/Mfg Hub	$ 450,000	$ 900,000	
Teacher Principal Evaluation Training	$ 5,000,000	$10,000,000	http://waleadershipacademy.org/principal-evaluation/
Persistently Lowest Achieving Schools	$ 9,352,000	$28,704,000	
Financial Education Partnerships	$ 100,000	$ 200,000	http://www.k12.wa.us/CurriculumInstruct/FinancialEducation/default.aspx
Improved Student Outcomes	$ 2,194,000	$ 4,388,000	SB 5946
High School Acceleration	$ 1,061,000	$ 2,122,000	
Homeless Student Ed Outcomes	$ 36,000	$ 72,000	SSB 6074
Expanded Learning Opportunities (2SSB 6163)	$ 80,000	$ 12,000	2SSB 6163
Biliteracy Seal (SB 6424)	$ 10,000	$ 20,000	SB 6424
Outdoor Education	$ 500,000	$ 100,000	RCW 79A.05.351
CTE Ed Grants SB 5853	$ 3,000,000	$ 6,000,000	http://lawfilesext.leg.wa.gov/biennium/2017-18/Pdf/Bill%20Reports/Senate/5853%20SBR%20WM%2017.pdf

Statewide Programs/Ed Reforms in the 2017-2018 Budget	First year	Biennial Total	Links to Additional Information
CTE Leadership Org.-Existing	$ 100,000	$ 200,000	
Civil Rights Enforcement (HB 3026)	$ 266,000	$ 532,000	HB 3026
EOGOAC Committee	$ 50,000	$ 100,000	http://www.k12.wa.us/WorkGroups/EOGOAC.aspx
Military Compact	$ 61,000	$ 122,000	http://www.k12.wa.us/MilitaryKids/InterstateTransfers.aspx\
Student Database (CEDARS)	$ 1,802,000	$ 364,000	http://www.k12.wa.us/CEDARS/default.aspx
Project Citizen	$ 50,000	$ 100,000	http://www.civiced.org/pc-program
Collaborative Schools for Innovation	$ 1,500,000	$ 150,000	http://www.k12.wa.us/legisgov/2015documents/2015-12-CollaborativeSchools.pdf
Foster Youth Educational Outcomes	$ 1,461,000	$ 2,922,000	SHB 2254
Open K-12 Education Resources (HB 2337)	$ 250,000	$ 250,000	http://digitallearning.k12.wa.us/oer/
Bullying Prevention Workgroup	$ 93,000	$ 186,000	http://www.k12.wa.us/safetycenter/BullyingHarassment/WorkGroup.aspx
State-Tribal Education Compacts	$ 14,000	$ 28,000	http://www.k12.wa.us/Finance/AgencyFinancialServices/Provisos/2016/RT1_StateTribalEducationComp acts.pdf
Computer Science Education (HB 1472)	$ 62,000	$ 124,000	SHB 1472
Washington Innovation Schools	$ 10,000	$ 20,000	http://www.k12.wa.us/EducationAwards/Innovative/default.aspx
Mobius Science Center	$ 100,000	$ 200,000	http://mobiusspokane.org/mobius-science-center/education
ALE compliance staff at OSPI	$ 131,000	$ 262,000	
Math and Science Equivalencies (SB 6552)	$ 31,000	$ 86,000	
Youth Suicide Prevention	$ 142,000	$ 284,000	http://www.k12.wa.us/safetycenter/YouthSuicide/SuicidePrevention.aspx
Nurse Corp	$ 2,541,000	$ 5,082,000	http://www.k12.wa.us/HealthServices/SchoolNurse.aspx
Non-violence Leadership Training	$ 300,000	$ 600,000	
K-20 Support Services in K-12	$ 1,221,000	$ 2,442,000	http://www.k12.wa.us/EdTech/K-20Network/
Washington Achievers Scholars	$ 3,940,000	$ 7,880,000	http://www.k12.wa.us/Finance/AgencyFinancialServices/Provisos/2016/MN1_WashingtonAchieversSch olars.pdf
College bound Scholarship	$ 1,354,000	$ 2,708,000	http://www.wsac.wa.gov/college-bound
Dropout Prevention and Retention (JAG)	$ 1,000,000	$ 2,000,000	http://www.k12.wa.us/Finance/AgencyFinancialServices/Provisos/2016/SB1-CW1_DropoutPrevention-BuildingBridges-JAGGrants.pdf
Kindergarten Readiness Wakids	$ 2,984,000	$ 5,968,000	http://www.k12.wa.us/WaKIDS/
AP/IB Exam fee for low-income students	$ 75,000	$ 150,000	http://www.k12.wa.us/AdvancedPlacement/testfee.aspx

Statewide Programs/Ed Reforms in the 2017-2018 Budget	First year	Biennial Total	Links to Additional Information
Navigation 101	$ 293,000	$ 586,000	
Dual Credit subsidies	$ 3,758,000	$ 7,516,000	HB 1546
Computer Science Learning Standards	$ 117,000	$ 234,000	http://www.k12.wa.us/ComputerScience/LearningStandards.aspx
Dual Language	$ 250,000	$ 500,000	http://www.k12.wa.us/WorldLanguages/DualImmersion.aspx
Kip Tokuda Civil Liberties Public Education	$ 125,000	$ 250,000	http://www.k12.wa.us/Finance/AgencyFinancialServices/Provisos/2016/SZ1_KipTokudaEducationProgram.pdf
AIM Community Grants	$ 178,000	$ 357,000	http://www.k12.wa.us/LegisGov/2017documents/2017-01-AcademicInnovationMentoring.pdf
Computer Science	$ 1,000,000	$ 2,000,000	http://www.k12.wa.us/ComputerScience/default.aspx
Foster Youth Educational Outcomes	$ 1,461,000	$ 2,922,000	http://www.k12.wa.us/FosterCare/
Homeless students	$ 1,000,000	$ 2,000,000	3SHB 1682
Educational Opportunity Gap	$ 753,000	$ 1,456,000	HB 1541
School Safety	$ 57,000	$ 72,000	

Appendix B: Brief Descriptions of Most of the Statewide Programs and Reforms Funded through Budget Provisos. Listed in the order that they are listed in the budget. The sources are the website links in Appendix A.

Laser: Washington state Leadership and Assistance for Science Education Reform. A public-private partnership using a science education reform model developed by the National Science Resources Center (NSRC). Helps school districts to build on and implement current research and best practices for student learning and achievement.

TPEP: Teacher/Principal Evaluation Program. Created to revise the teacher and principal evaluation process. Moved the state from a two-tiered to a four-tiered evaluation system, and established eight new criteria to be used in the evaluation of teachers and principals.

National Board Bonus: Offers bonus to eligible K-12 public school National Board certified teachers.

Supt/Principal internships: Provides funds to school districts to allow for partial release time for district employees in a principal preparation program to complete an internship with a mentor principal.

Reading Corps: Created to improve reading abilities of K-6 students through research based tutoring of struggling readers and collaborations between schools, families, community members, National service, businesses and state partners.

Leadership Academy (WSLA): Public-private partnership supported by a national research institution. Created for the development of a curriculum and coaching system to support and train school leaders in the creation of educational systems for student success.

Microsoft Imagine Academy: Partnership of Microsoft and OSPI to provide technology education. Provides training and certification in Microsoft products, as well as more advanced topics such as programming, web development, and database development.

CTE (Career and Technical Education) Education grants: A planned program of courses and learning experiences that allow for exploration of career options and support basic academic and life skills.

STEM Lighthouses: STEM Lighthouse schools provide technical assistance and advice to other schools and communities in the initial stages of creating a learning environment focused on STEM.

Mentor/Beginning Educator Support Team (BEST): Provides support for new teachers through comprehensive induction. Ensures equity of learning for students via support of new teachers.

Project Lead the Way: Non-profit organization that creates programs to engage students in in-demand skills in computer science, engineering and biomedical science. Provides training and resources, and support for teachers.

Teacher Principal Evaluation training: A corps of leadership criteria and framework feedback specialists, created by Washington State Leadership Academy (WSLA), to support and train Washington evaluators of principals and assistant principals as they implement the new evaluation system.

Financial Education Partnerships: Implementation of mandates of Washington's Basic Education Act, requiring school districts to provide opportunities for students to understand the importance of work and finance.

Improved Student Outcomes: Act relating to expanding learning opportunities and improving educational outcomes for students with disabilities.

Homeless Student Education Outcomes: Act relating to improving education outcomes for homeless students.

Expanded Learning Opportunities (2SSB 6163): Assisting struggling students to minimize summer learning loss by offering expanded learning opportunities during the school year and summer.

Biliteracy Seal (SB 6424): Washington State Seal of Biliteracy established to recognize public high school graduates who attain a high level of proficiency speaking, reading, and writing in one or more world languages in addition to English.

Outdoor Education: Provides opportunities for public agencies, private non-profit organizations, and other programs to receive grants from the Outdoor Education and Recreation Program.

CTE Education Grants (SB 5853): Concerns career and technical education funding, with the aim to increase CTE equivalency crediting across the state, establish a competitive grant process for purchasing equipment, and specifies allowable uses of CTE funding.

Civil Rights Enforcement (HB 3026): Concerns the addition and enforcement of a new chapter to the school code, prohibiting discrimination on bases other than sex, including race, religion, mental and physical disabilities, and gender expression/identity.

EOGOAC Committee: Education Opportunity Gap Oversight and Accountability Committee. Created to address the achievement gap and synthesize findings of achievement gap studies into an implementation plan.

Military Compact: Aims to reduce educational and emotional issues experienced by children of military personnel when required to transfer schools between states. Aims to provide consistency with other states' school policies and procedures.

Student Database (CEDARS): Comprehensive Education Data and Research System. A data warehouse of educational data including data on courses, students, and teachers.

Project Citizen: An interdisciplinary curricular program that promotes competent and responsible participation in local and state government.

Collaborative Schools for Innovation: Pairs colleges of education with low-performance high-poverty elementary schools to increase student achievement, close the opportunity gap, and aid teacher candidates to better teach in these schools.

Foster Care Outcomes (HB 2254): Enacts educational success for youth and alumni of the Foster Care Act. Expands the role of the Passport to College Promise Program.

Open K-12 Education Resources (HB 2337): Teaching and learning materials in the public domain or released under an open license, which may be used free of charge, distributed without restriction, and modified without permission.

Bullying Prevention Workgroup: Helps maintain focus and monitor the progress of implementation of harassment, intimidation, and bullying prevention and intervention efforts.

State-Tribal Education Compacts: Authorizes Superintendent of Public Instruction to enter into state-tribal education compacts and provides requirements for schools subject to these compacts. Includes funds allocated to provide educational services and receive funding from the district.

Computer Science Education (HB 1472): Requires school districts to approve AP computer science as equivalent to mathematics or science course.

Washington Innovative Schools: Program for the selection and recognition of schools that approach education from an innovative and new perspective.

Mobius Science Center: Non-profit organization that uses science programs and exhibits to encourage engagement with and education in the sciences.

Youth Suicide Prevention: Suicide prevention, intervention, and postvention resources and support provided through the School Safety Center to help inform districts and schools in the development of Suicide Prevention Plans.

Nurse Corps: Program to help ensure all students in Washington have access to registered nursing services.

K-20 Support Services in K-12: Network that connects colleges, universities, K-12 districts, and libraries across Washington State. Enables K-12 schools and education organizations to run data-based applications that support school administration and distance learning and operations.

Washington Achievers Scholars: Created to support Community Involvement Officers (CIOs) in recruitment, training and matching of community volunteer mentors with students selected as Achievers Scholars. CIOs provide mentorship to low-income high school students their junior and senior years of high school.

College Bound Scholarship: A scholarship to provide state funded financial aid to low income students who may not consider college due to the cost.

Dropout Prevention and Retention (JAG): Awarding of grants to build a comprehensive dropout prevention, intervention, and retrieval system.

Kindergarten Readiness—WaKids: Program to aid in the transition into kindergarten for a successful start in the K-12 experience. Assesses students' strengths and characteristics to enable them to be successful in school.

AP/IB Exam fee for low-income students: Full subsidization of low-income students for Advanced Placement and International Baccalaureate tests.

Dual Credit Subsidies: Requires public high schools to work toward increasing the number of dual credit courses offered to high school students, in order to earn post-secondary credit while also earning high school credit.

Computer Science Learning Standards: Commitment to implementing high-quality computer science instruction and increase awareness of its content and potential impact. Make computer science instruction accessible and available for credit.

Dual Language: Instructional model with the goal of teaching students to become proficient and literate in two languages.

Kip Tokuda Civil Liberties Public Education: Competitive grant program intended to educate the public regarding the history of World War II exclusion, removal, and detention of persons of Japanese ancestry via distribution of educational resources and curriculum materials, and development of presentational media such as videos and plays.

AIM Community Grants: Created to pilot community-based youth development activities that deliver educational services, mentoring, and linkages to positive out-of-school time activities.

Computer Science: The OSPI Computer Science Team works with statewide STEM and computer science stakeholders to provide guidance for development and implementation of Washington's computer science learning standards and education grants.

Foster Youth Education Outcomes: Supports students in foster care by encouraging practices to reduce educational disruptions, strengthen school stability, and improve academic performance.

Homeless Students: Improving educational outcomes for homeless students through increased in-school guidance supports, housing stability and identification services.

Educational Opportunity Gap: Implements strategies to close the educational opportunity gap based on recommendations of the Educational Opportunity Gap Oversight and Accountability Committee.

Key Transition Data

Parker Teed, Data Analyst

May 2017

Overview of Presentation

❖There are multiple ways to examine student transitions through data. This presentation highlights three major ways to look at student transitions:
- Mobility
- Program Status
- Transition Points

❖These data show the proportion of students who experience these transitions and examines how those transitions correlate to student outcomes.
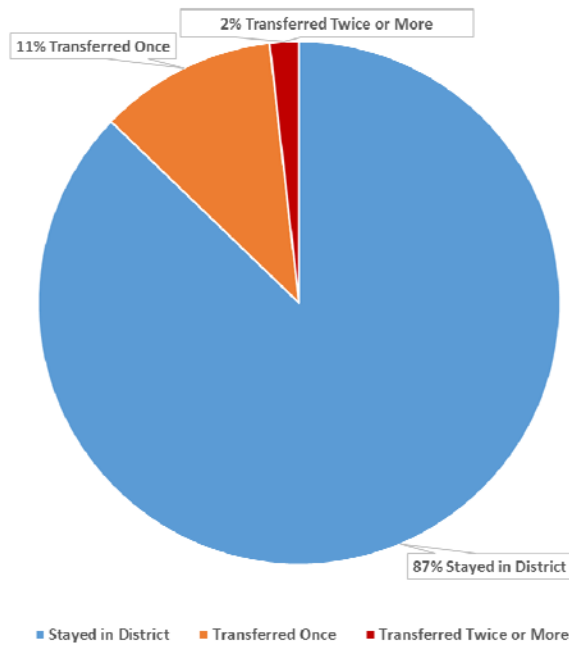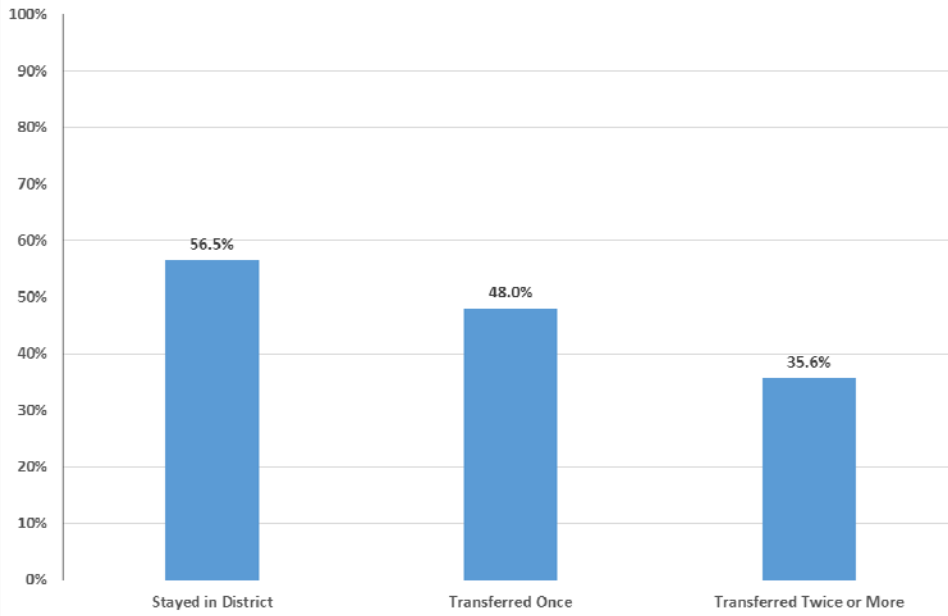
Mobility

3

What percentage of the Class of 2008 was considered "mobile?"

11% Transferred Once

2% Transferred Twice or More

87% Stayed in District

Stayed in District ■ Transferred Once ■ Transferred Twice or More

4

Fourth Grade Math Outcomes by Number of Schools Attended

Number of Schools Attended Between 2nd and 4th Grades
Source: ERDC, A First Look at Student Mobility, February 2010
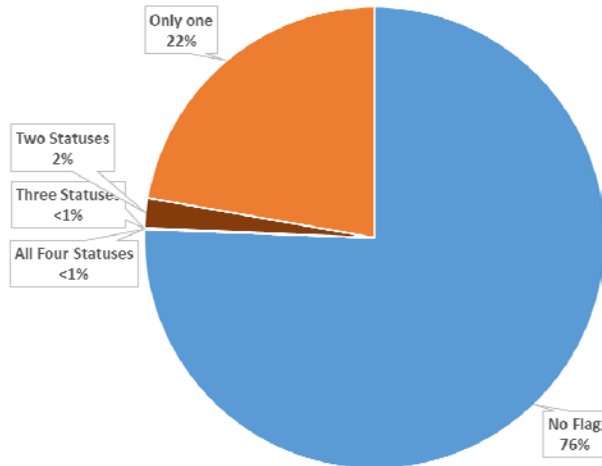
Number of Districts Attended by Race/Ethnicity
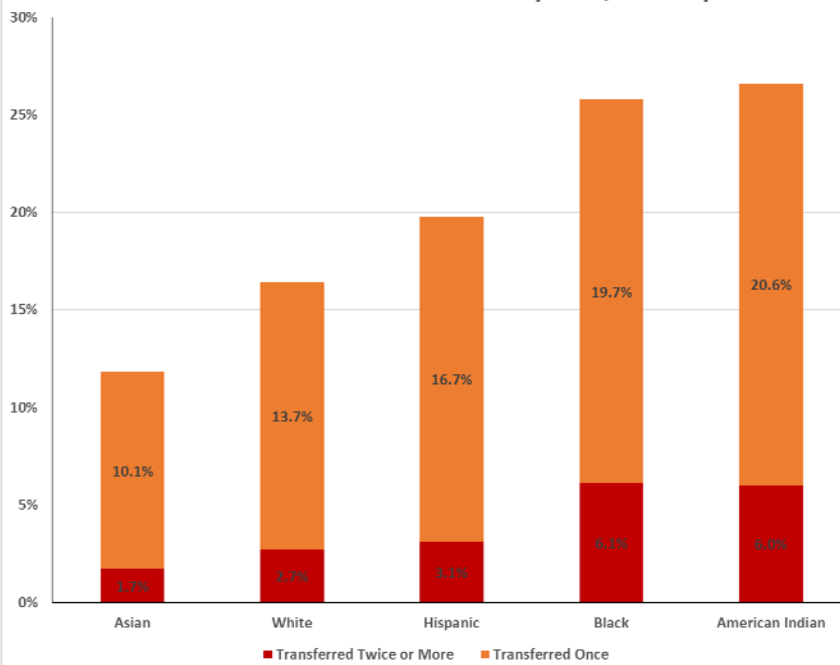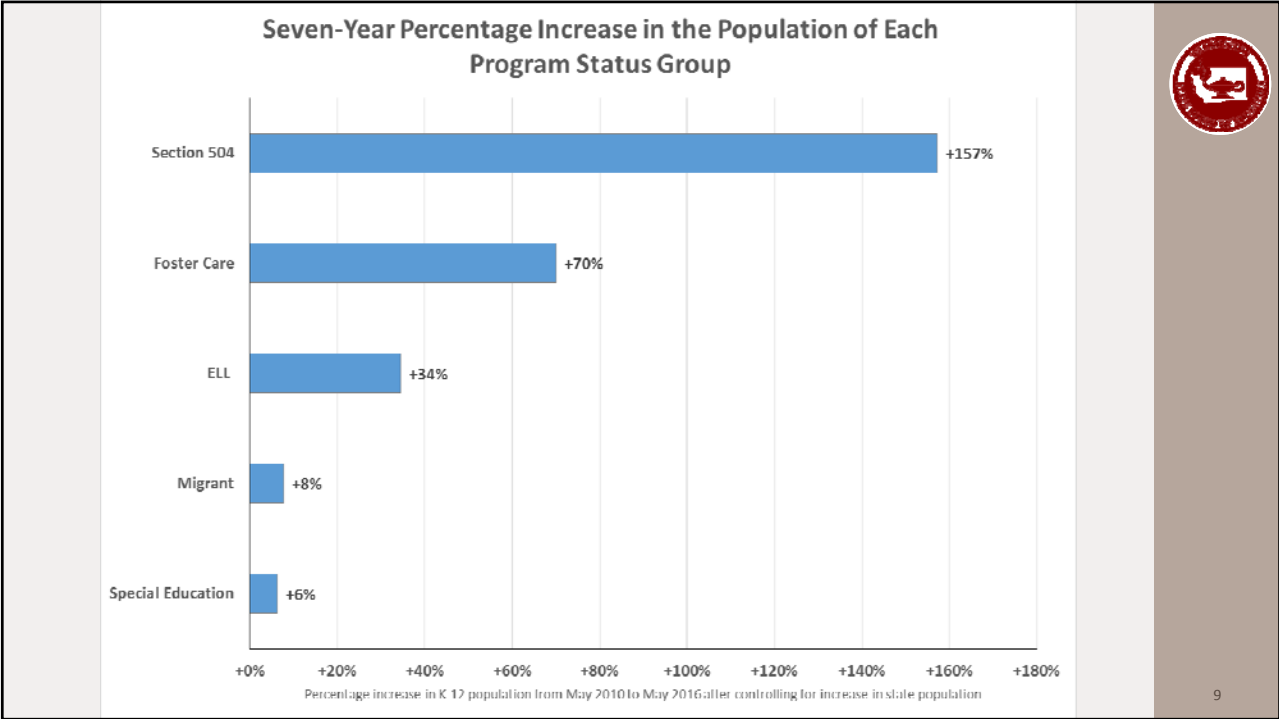
Program Status

What percentage of the K-12 population experience a challenging transition related to program status (English Learner, Special Education, Migrant, or Section 504 status?

Only one
22%

Two Statuses
2%

Three Statuses
<1%

All Four Statuses
<1%

No Flag
76%

■ No Flag ■ All Four Statuses ■ Three Statuses ■ Two Statuses ■ Only one

Seven-Year Percentage Increase in the Population of Each Program Status Group

- Section 504: +157%
- Foster Care: +70%
- ELL: +34%
- Migrant: +8%
- Special Education: +6%

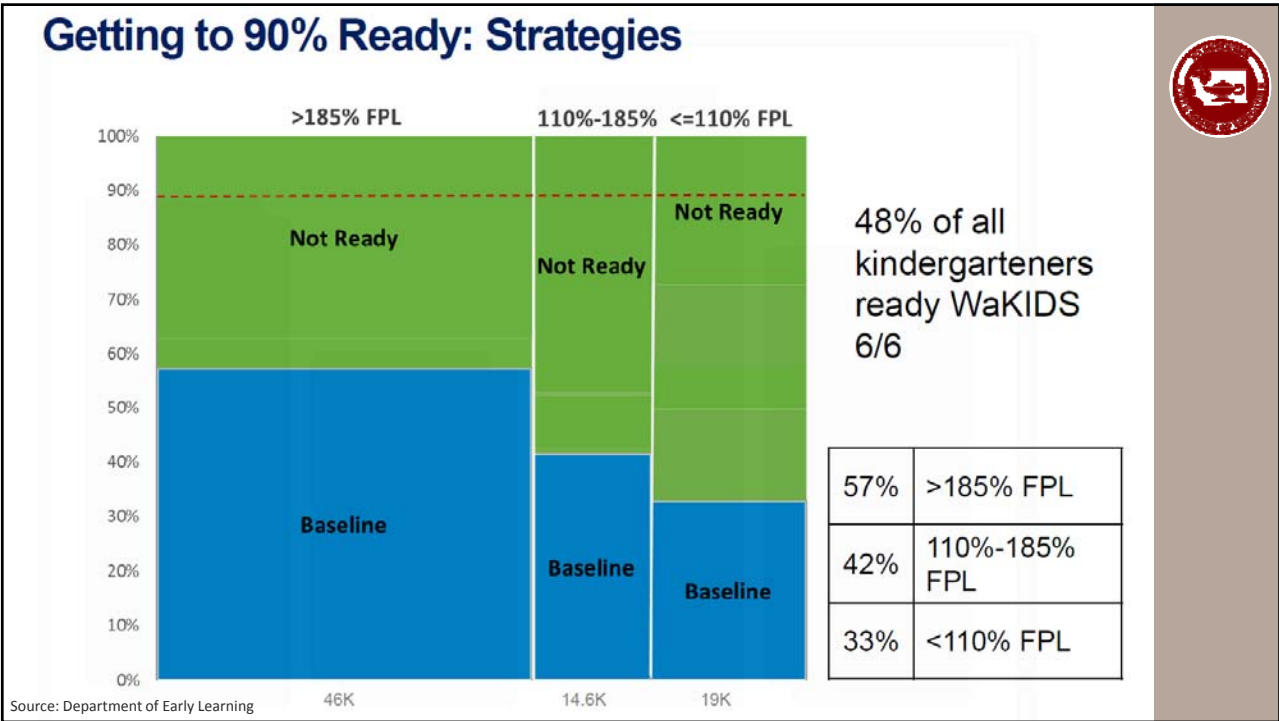Percentage increase in K-12 population from May 2010 to May 2016 after controlling for increase in state population

Transition Point Data

Kindergarten Readiness in Six out of Six Domains on WaKIDS in 2015-16

Targeted Student Groups, including race/ethnicity and program status groups, experience gaps in readiness as they enter the K-12 system.
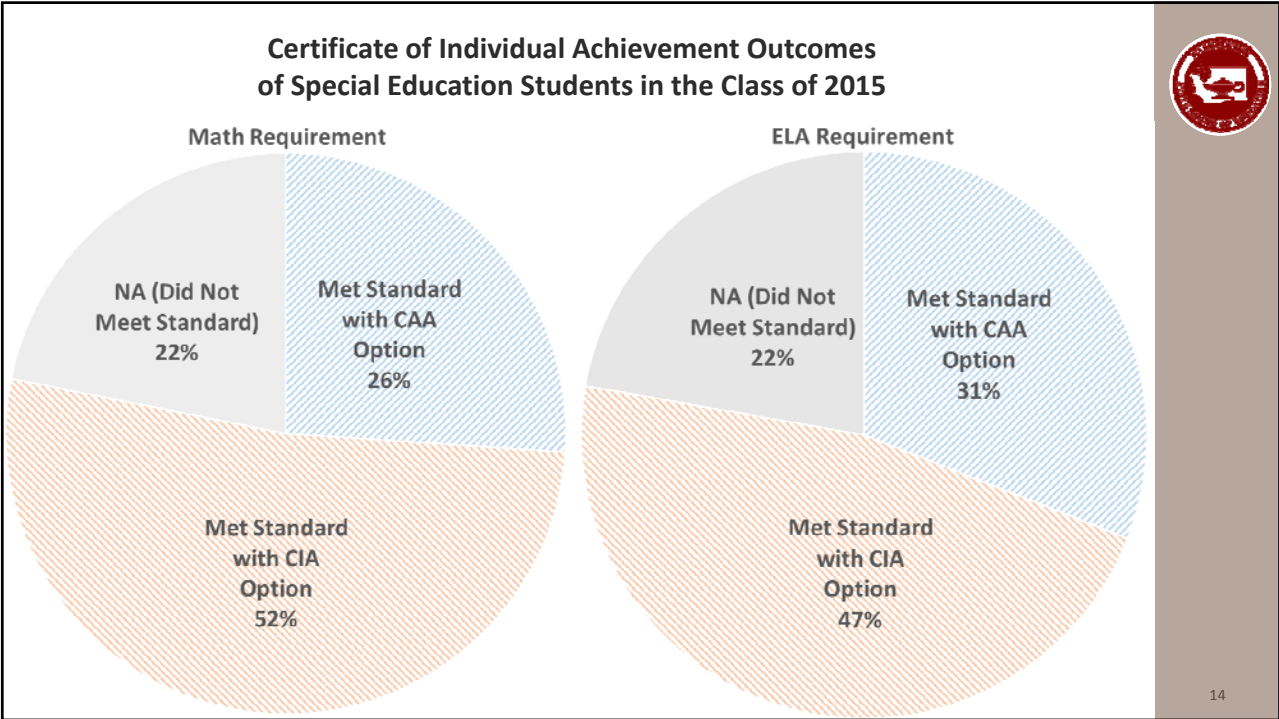

Getting to 90% Ready: Strategies

48% of all kindergarteners ready WaKIDS 6/6

57%	>185% FPL
42%	110%-185% FPL
33%	<110% FPL

Source: Department of Early Learning

Ninth Grade Course Failure Rate

Add All-Students Bar

	Section 504	Special Education	Migrant	English Learner
Rate	28%	34%	40%	43%

**Certificate of Individual Achievement Outcomes
of Special Education Students in the Class of 2015**

Math Requirement

NA (Did Not Meet Standard) 22%
Met Standard with CAA Option 26%
Met Standard with CIA Option 52%

ELA Requirement

NA (Did Not Meet Standard) 22%
Met Standard with CAA Option 31%
Met Standard with CIA Option 47%

ERDC Juvenile Justice Data Tool
What % of students were involved in juvenile justice?

Gender
- Male: 21.2%
- Female: 15.4%

Race/Ethnicity
- American Indian/Native Alaskan: 34.6%
- Black/African American: 26.7%
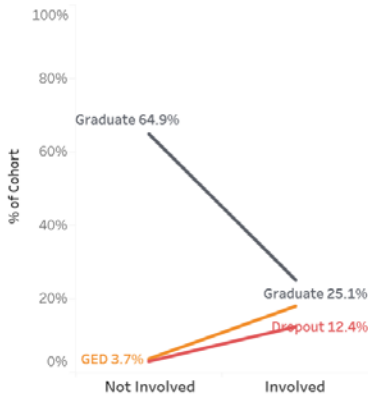- Multiracial: 20.7%
- White: 17.0%
- Asian: 11.2%
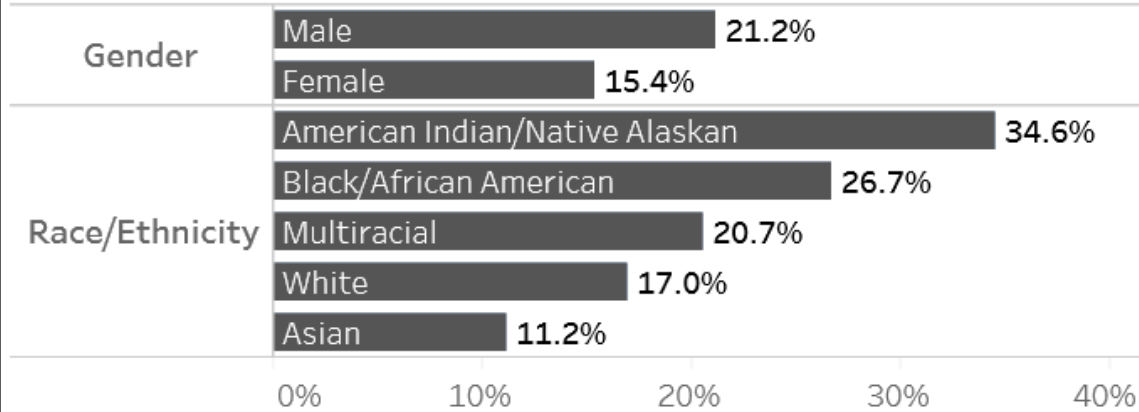
Note: Results for the entire cohort of students enrolled in 8th grade in the 2004-05 school year.

15


ERDC Juvenile Justice Data Tool

Students involved in juvenile justice were less likely to Graduate and more likely to Dropout or obtain a GED.

- Graduate 64.9%
- Graduate 25.1%
- Dropout 12.4%
- GED 3.7%

Students involved in juvenile justice enrolled in CTC / 2 Yr colleges at similar rates to those not involved but were less likely to enroll in a 4 Year college.

- CTC / 2 Yr 46.6%
- CTC / 2 Yr 42.2%
- 4Yr 24.1%
- 4Yr 4.0%
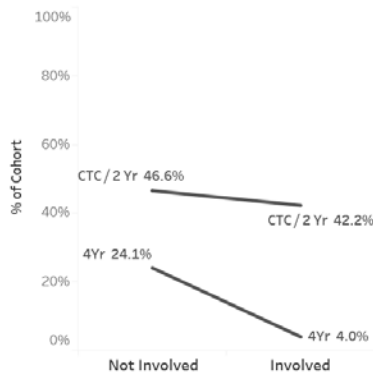
On average, students involved in juvenile justice earned less in 2014 on both an hourly and annual basis than those not involved.

- $20,507/yr
- $16,465/yr
- $16.23/hr
- $14.53/hr
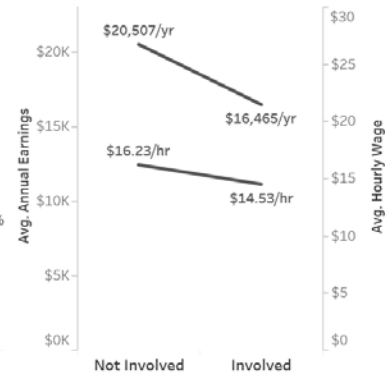
Note: Native American Results for a cohort of students enrolled in 8th grade in the 2004-05 school year.

16

Website:	www.SBE.wa.gov
Blog:	washingtonSBE.wordpress.com
Facebook:	www.facebook.com/washingtonSBE
Twitter:	@wa_SBE
Email:	sbe@k12.wa.us
Phone:	360-725-6025
Web updates:	bit.ly/SBEupdates

Washington Integrated Student Supports Protocol

Background

In 2016 the Legislature adopted 4SHB 1541 into state law. This bill was based on the recommendations of the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC), and was a great step forward in our shared work to eliminate education opportunity gaps across the state.

As part of this new law, the Legislature created the *Washington Integrated Student Supports Protocol (WISSP).* In an integrated student supports (ISS) model school teams work together to coordinate a seamless system of wraparound supports for students, their families, and the school as a whole to address students' academic and nonacademic barriers to learning. *Once developed, the WISSP will help guide schools and districts though the process of implementing ISS models.*

Purpose and Operational Framework

The purpose of the WISSP is to:

- Support a school-based approach to promoting the success of all students;
- Fulfill a vision of public education where educators focus on education, students focus on learning, and auxiliary supports enable teaching and learning to occur unimpeded;
- Encourage the creation, expansion, and quality improvement of community-based supports that can be integrated into the academic environment of schools and school districts;
- Increase public awareness of the evidence showing that academic outcomes are a result of both academic and nonacademic factors; and
- Support statewide and local organizations in their efforts to provide leadership, coordination, technical assistance, professional development, and advocacy to implement high-quality, evidence-based, student-centered, coordinated approaches throughout the state.

The key components of the WISSP, as outlined in the law include the following:

- Student needs assessment – Must be conducted with all at-risk students to develop or identify the needed academic and nonacademic supports within their school and community
- Integration and coordination – School and district leaders and staff must develop relationships with providers of academic and nonacademic supports
- Community partnerships – Community partners must be engaged to provide academic and nonacademic supports to both students and their families in an effort to reduce barriers to students' academic success
- Data driven – Students' needs and outcomes must be tracked over time to monitor their progress and respond to their evolving needs

Protocol Development and Policy Recommendations

Development

The Legislature gave the responsibility for developing the WISSP to the Center for the Improvement of Student Learning (CISL). The WISSP must be flexible enough to be used in all districts, and must also be accessible in a way that allows any academic or nonacademic provider to support the needs of at-risk students. These providers include, but are not limited to out-of-school time providers, social workers, mental health counselors, physicians, dentists, speech therapists, audiologists, and any other group of individuals or agencies working in partnership with schools and district to support students.

CISL intends to engage in a collaborative process for developing the WISSP. This includes working with staff inside of OSPI; educators at education service districts, local school districts and building staff; representatives of community organizations; families, and experts in the field of family-school-community partnerships for learning improvement.

Policy Recommendations

The bill that created the WISSP also established the ISS Workgroup. The workgroup is charged with making recommendations to the Legislature about policies that should be adopted or modified in order to support the implementation of ISS across the state. In order for ISS to be successful, there must be alignment of policies, programs and practices across districts and at the state-level; schools and communities must have the capacity to implement the ISS, and they must be supported by school and district leadership. The ISS workgroup will make recommendations to support system alignment, capacity building, and leadership development to effectively and efficiently deliver a continuum of student-centered tiered supports that address academic and non-academic barriers to learning.

Get Involved

We need your input as we develop the Washington Integrated Students Supports Protocol. If you are a parent, educator, or representative of a community organization and would like to provide your input please reach out to us!

You can learn more about the WISSP by visiting www. K12.wa.us/CISL, or by reaching out to one of the OSPI staff people included below.

Kelcey Schmitz, Program Supervisor
Integrated Student Services
Kelcey.Schmitz@k12.wa.us
O: 360-725-6132

Andrea Cobb, Executive Director
Center for the Improvement of Student Learning
Andrea.Cobb@k12.wa.us
O: 360-725-6032