



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title: Executive Director Update

As related to:

<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.
<input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system.
	<input type="checkbox"/> Other

Relevant to Board roles:

<input checked="" type="checkbox"/> Policy leadership	<input checked="" type="checkbox"/> Communication
<input checked="" type="checkbox"/> System oversight	<input checked="" type="checkbox"/> Convening and facilitating
<input checked="" type="checkbox"/> Advocacy	

Policy considerations / Key questions:

- o Do board members have any concerns or questions regarding the items in the Executive Director Update?

Relevant to business item:

- o Adoption of SBE 2017-2018 Core Budget (if Modified)
- o Approval to Expire Charter School Contract Transfer for the Spokane International Academy
- o Approval of Olympic Christian Private School
- o Onion Creek BEA Waiver (180-day)

Materials included in packet:

The Board will have an opportunity to ask questions and dialogue about the following items:

- o SBE Strategic Plan Year-End Review
- o SBE Facts & Figures Year-End Review
- o SBE Budget Review
- o Private School Approval Request for Olympic Christian
- o Approval to Expire Charter School Contract Transfer for the Spokane International Academy
- o 2017-2019 SBE Member Liaisons to Partner Organizations

Additionally, this packet includes the following Option One waiver documents from Onion Creek School District:

- o A memo summarizing the Option One waiver request.
- o The Option One application submitted by Onion Creek School District.
- o A copy of WAC 180-18-040 (Waivers from minimum one hundred-eighty day school year requirement).
- o Evaluation worksheet for the Option One waiver application

Synopsis: During the executive director update, staff will update the Board on a series of items that pertain to an action item of the board or need additional explanation to apprise of current or coming events or issues. The items for discussion are listed above. If board members have questions about



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particular items, it is helpful to receive those in advance so the Chair can budget his time for this segment appropriately.



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August 29, 2017

Board members:

This memo and subsequent strategic plan matrix is designed to provide an overview of strategic plan activities from the past year. Each staff member was asked to describe a few significant highlights from the past year as well as a few major obstacles to future SBE work. The entire staff was also asked about what lies ahead in the next year and what issues we may want to confront, as well as future goals for you, the Board, to consider. I want to particularly thank Alissa Muller for her drafting of this document, and Parker Teed for his hard work compiling the matrix information, which includes an exhaustive list of hyperlinks which direct users to many of the referenced materials.

For both this overview as well as for the matrix, SBE staff have done their best to fairly represent the Board's most important work, as listing all of SBE's work this year would lead to an unnecessarily long document. Accompanying these two documents will also be a presentation on system outcomes from Dr. Andrew Parr, and a more administratively-based presentation of information I called the SBE "Facts & Figures" PowerPoint presentation. The latter presentation includes data on our agency – where we met as a Board, how many waivers we approved, what forms of communications and outreach we undertook, and an update on our staffing and budget position, among other topics.

I have come to rely upon this report as a mechanism to track the relationship of our work to the many individual items in the strategic plan, helping us both track successes and identify areas where our progress is underdeveloped. The chart that follows provides brief descriptions and hyperlinks to the writings, presentations and other achievements most pertinent to that strategic objective. It is a helpful compendium of significant reports, projects, videos and other materials we have created this year.

I believe that this document will be a helpful, high-level overview for you of the progress you've made this past year. At the end of this letter you will find the strategic plan matrix that tracks progress in each subsection of the strategic plan. While this is a helpful reference, I understand that it can be burdensome to fully review. Please review as your individual time constraints allow, and feel free to submit any questions you have. This annual review is provided as advance preparation for the Retreat; rather than reviewing these documents in detail, our Retreat time is structured to maximize member-to-member dialogue and engagement.

Highlights

1. **Career & College-Ready Standards** - SBE has made some incremental progress on the implementation of the 24-credit graduation requirements. SBE has provided ongoing assistance in helping districts understand what is required of them, and we see evidence of districts asking thoughtful questions about the implementation of this work. This work has contributed, we think, to increased readiness for students as they move into post-secondary opportunities. Examples include:
 - a. 3.A & 1.C.1: As the number of credits of math required in high school has increased, the number of remediation classes students take in postsecondary has decreased.

- b. 3B.1 & 3.B.3: We highlighted best practices, and explored the development of a model HSBP course with our Everett Board meeting segment on Student Transition planning.
 - c. 3.B.2: The board invested significant time with the Workforce Training and Education Coordinating Board on working toward a shared commitment to, and definition of, Career Readiness standards. The Board staff developed several ‘white papers’ on the role of career readiness standards in a program of basic education.
2. **Legislative Action** - 4.A.1, 3.B.1 & 3.B.3, 3.C.2: SBE considers the legislatively passed budget and HB 2224 as significant advancements toward Board priorities, even if they remain not entirely fulfilled. HB 2224 addressed many of the Board legislative priorities regarding the diploma. It maintained a commitment to students meeting certain standards to earn a diploma, and expanded the alternatives available to students to demonstrate acquisition of those standards. The budget addressed, to varying degrees, all of our legislative priorities, including: 1. McCleary Implementation 2. Expand Assessment Alternatives 3. Provide Professional Learning for Educators 4. Strengthen Career Readiness and Fortify the High School and Beyond Plan in the Program of Basic Education for All Students 5. Remedy Teacher Shortage. The legislature’s response to our priority on expanded learning was perhaps the most limited, with only modest movement on a small grant program to fund pilot programs.
 3. **Equity Work** - 1.A.2: SBE has made meaningful advances toward integrating equity into our board meeting structures, and incorporating a formalized equity definition and framework into the Board’s work. This has entailed training and learning at both the staff and member level. We will continue this commitment with a significant strand of the Retreat focused on this work.
 4. **Federal & State Accountability:** We have successfully elevated the Achievement Index to the primary feature of the state’s accountability system (previously, the Index had been second behind the federal AYP under ESEA). We have also effectively elevated the role of student growth in school evaluation systems. We believe we now have a system of meaningful differentiation that provides a more fair measure of school performance, as compared to those offered under *No Child Left Behind*. We are also undertaking work to integrate the Achievement Index with the School Report to create a seamless user experience.
 5. **Student Voice** 1.D: The Board invested time and resources in elevating student voice as part of its deliberations. The Board prioritized hearing student voice at its community forums, school visits, and Board meetings this past year.
 6. **Community engagement** 1.A.1, 1.A.3, 1.C.1: Community engagement with schools, forums, and meetings across the state was a demonstrable priority this year (see more under communication strategies).

Growth areas:

Part of the value of the annual strategic plan review is to identify and prioritize areas that have not been fully leveraged this year.

- 1.B.2: “Research and promote policy to reduce the loss of instructional time resulting from exclusionary discipline, absenteeism, and disengagement.” SBE presentations tended to focus on the absenteeism and disengagement aspects of this objective, but did not engage as deeply in the work on exclusionary discipline this past year.
- 1.D.2: “Analyze and address non-normative school transitions for traditionally underserved student populations and students with special educational needs through analysis of data and identification of gaps in policy.” SBE presentations and dialogue had significant focus on non-normative transitions; however, students with disabilities were perhaps not as individually highlighted in the past year as might have originally been intended or anticipated with this

objective. Our most significant efforts in this regard were in prior years (2015 and 2016). The last significant work was in April of 2016.

- 2.A.3: “Establish Adequate Growth targets to be incorporated into the Achievement Index and the state accountability framework.” Adequate growth is not part of ESSA Plan that will be submitted to the U.S. Department of Education. There is no explicit commitment to this work in the future.
- 2.C.3: “Engage in a process of inquiry to design explicit connections between data analysis projects and opportunities for policymaking and advocacy for the Board.” Staff engaged in dialogue on these topics; however, the result has been a much reduced amount of time at Board meetings engaging in data analysis, rather than necessarily a change in practice. One highlight was the intentionality of the data analyzed as part of the Educational System Health Report, and the subsequent connection of that data to advocacy efforts with our partners and in the Legislature.

Obstacles & considerations

1. 3.A.1: Although we’ve made progress toward the state implementation of the 24-credit graduation requirements, districts report that they still struggle to identify strategies for students with credit retrieval needs.
2. How does the Board advocate for good practices when a topic area is a local decision? (And we’re not the ones with the on-the-ground experience?) How do you develop and advocate for good model practices when a particular practice is not necessarily regulated or required? Additionally, from a communications standpoint, how do you learn from local practices and repackage them for duplication and then get them out on a state level?
3. This year we have encountered both political and legal disputes about K-12 governance of common schools and charter schools. In some instances these have become a considerable distraction from the time and resources we are able to dedicate to our core work. We will have a chance to further explore these during our Retreat.

Communication Strategies

This year, the State Board decided on a theme of “Multi-Cultural Perspectives on Career Readiness” for our community forums in March (Everett), May (Walla Walla), and July (Spokane). These forums were intentionally designed to deepen cultural competence for Board and staff (1.A.3), engage and collaborate with racially, ethnically, and economically diverse communities (1.A.1), and work with partner agencies and stakeholders to strengthen the transition from high school to postsecondary (1.C.1).

Staff decided to focus outreach efforts by intentionally reaching out to diverse communities through inviting stakeholders via individual emails. This strategy yielded an impressive average of 37 participants per community forum—and 111 participants across all three. Therefore, we anticipate continuing to do personalized outreach before every future community forum—as this increased attendance at our Multi-Cultural Perspectives community forums compared to our previous forums.

We reached out to the EOGOAC and all member organizations represented on the EOGOAC, school districts, postsecondary institutions, and community based organizations and asked for help getting staff, students, parents, and other adults from historically marginalized communities to attend the forum to share their thoughts about their experiences and ideas about improvement with the Board. Most attendees have been community organization staff, superintendents, district/college staff, parents, students, education advocates, and state partners representing diverse communities.

SBE promised community forum participants that they would be kept up-to-date on how SBE will use their suggestions. Linda Drake has finished the Student Transitions report and it will be uploaded to the website soon. We envision a Student Transitions page on our website, which will include the report executive summary, summary of feedback we received across all three community forums, infographics, community forum photos, a reflection video on the forums that include Board member reflections, the full video from the student panel during the Walla Walla Board meeting, and a link to the full report. Once it is—staff will reach out to all forum participants who registered and provided contact information and send them a copy of the report, as well as direct them to our Student Transitions webpage on our website. Staff will also advertise the report and website via social media and our Constant Contact email lists.

The Board continues to be an active participant of Ready WA, a coalition that supports college- and career-ready learning standards. Additionally, besides helping put on the Washington Achievement Awards, we publicly recognized every WAA award winner on social media in May (2.B.3).

What Lies Ahead

1. Goal 4: We need to strengthen SBE’s identity in terms of leadership, advocacy, and strategic oversight in Washington’s K-12 system. Our Retreat will be an important step toward this, and conversations with partner agencies will need to be continued after the Retreat.
2. 2.A.4: SBE will have to grapple with the new school improvement goals and interim targets set out in ESSA. How will SBE report and what will SBE do when schools don’t meet their target? How will SBE work with partners over the next few years? SBE will have to work out the policy issues for who will develop the reforms for:
 - a. Rule-making for the accountability framework after ESSA gets approved
 - b. In collaboration with OSPI, how will the Index get publicly displayed/reported?
3. 1.C.1: Connecting high school and postsecondary learning. Some examples would include Bridge to College as well as connecting the High School & Beyond Plan with the postsecondary Guided Pathways.
4. 3.B.1: This year’s legislative action ESHB 2224 establishes requirements of all high school and beyond plans, and changes the requirements for a high school diploma. In some cases, it creates specific work for the State Board of Education, including inquiry into the establishment of a 10th grade Career- and College-Ready score on the Smarter Balanced assessment. Linda’s Student Transitions report explores additional ways to enhance the HSBP, and provides some detail on the specific charge provided to the SBE regarding standard-setting on SBA.
5. 3.C.2: What does the system need to make implementation of Next Generation Science Standards successful?
6. 1.A.2: The Retreat will help the Board move toward implementing a policy decision-making framework rooted in equity in opportunity for all students. Consider spending time articulating what this would mean to you or what our stakeholders might say this means to them.
7. SBE will also need to consider how to most effectively leverage its focus and influence in an era of policy implementation. The last ten years the state has been in an era of adopting standards, assessments, and revamping the funding system. How does the work change as the system’s focus begins to shift from development of a standards-based system, to investing more in schools and communities as they implement these systems?

As you reflect on progress on our 2015-18 Strategic Plan, please keep in mind that the Board is only a year away from having to begin the process of writing another strategic plan. You might begin giving some thought to some of the key goals and objectives you would like to see in the next strategic plan.

The Board should also consider the best way to engage with external partners in its next strategic planning process.

Takeaways

Our work on the Strategic Plan brings mixed emotions. On the one hand, there are clearly areas of improvement and advancement in the work that the Board has taken on. It is appropriate to acknowledge, analyze, and in some cases, celebrate those advancements. These include incremental advancements in remediation rates, as well as modest but appreciable increases in the graduation rate, and reduction in graduation rate gaps for the four-year cohort trend data. On the other hand, as was highlighted in our Educational System Health Report, there are still enormous opportunity gaps that exist for disadvantaged students in our system. In such a system, it is difficult to consider our work a success at this juncture. Clearly, our vision has not been realized.

I encourage you to take time and reflect on the plan accomplishments you most value, as well as which parts of the plan that were not accomplished you believe need to be prioritized over the next year. It is important to maintain a focus not only on the quality and timeliness of our process-oriented work as a policy board, but most importantly, on the student achievement outcomes for our students in the system. Given that we are not meeting our student achievement outcome goals, it is appropriate for the Board's work to avoid a sense of complacency, and maintain an overall sense of urgency.

As always, more remains to be done to ensure our educational system meets the expectations of its stakeholders. However, I believe this report demonstrates that the State Board of Education makes the most of its time and effort, targeting the research-based areas that have the greatest impact for our students and following through on its goals.

A handwritten signature in cursive script that reads "Ben Rauch". The signature is written in dark ink on a white background.

Goal 1: Develop and support policies to close the achievement and opportunity gaps.

Outreach and Engagement

Strategy 1.A: Engage diverse stakeholders to advance our understanding of achievement and opportunity gaps.

Action Step	Timeline	Measure	Achievements – Summer 2016 to Summer 2017
<p>1.A.1 Engage and collaborate with racially, ethnically, and economically diverse communities and organizations to gather input, build relationships and develop policies related to closing the opportunity and achievement gaps.</p>	<p>Ongoing</p>	<p>Engagement and collaboration occur with the EOGOAC and targeted engagement of community-based organizations for input</p>	<ul style="list-style-type: none"> • Three community forums focused on multicultural perspectives on career readiness, including two student panels. • Collaborated with local districts and higher education to promote effective student transitions in Walla Walla, Spokane, and Everett. • Presentations to the EOGOAC. • Solicited and incorporated EOGOAC’s input in Indicators of Ed System Health 2016 biennial report. • Included an EOGOAC member on SBE Indicators of Ed. Health panel in November 2016. • Presented deeper disaggregation to relevant communities (Affiliated Tribes of Northwest Indians, Commission on Asian Pacific American Affairs) and at conferences (WERA, Pave the Way). • Board expanded meeting locations to reach economically, geographically, and demographically diverse areas (For instance, Wellpinit, Stevenson, Winthrop, Walla Walla, and et cetera). • Engaged student panel on Smarter Balanced assessment and student transitions in May 2017. • Engaged in a broad outreach process for the Indicators of Educational System Health that included panels, feedback forms, letters, team meetings, one-on-one meetings, and other efforts. • Broad representation of diverse advocacy groups in ESSA panel in July 2017. • Met with diverse organizations (including nonprofits and professional organizations) to coordinate strategy during legislative session.
<p>1.A.2 Integrate a policy decision-making framework rooted in equity in opportunity for all students.</p>	<p>2017</p>	<p>Equity Tool for Policy Decisions</p>	<ul style="list-style-type: none"> • Contracted equity expert for full year to provide technical assistance. • Staff participated in PSESD racial equity training. • Board members and staff participated in equity workshops with WSSDA and PSESD. • Board member and staff collaboratively examined the Portland equity tool. • Solicited advice from board members, partner organizations including EOGOAC, and others on

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			<p>the development of an equity lens or equity decision-making tool.</p> <ul style="list-style-type: none"> • Equity expert facilitated a half-day of the retreat to focus on equity. • This has been a learning year for the Board on equity and has featured an equity focus at every meeting.
<p>1.A.3 Participate in training and other experiences to deepen cultural competence.</p>	2017	Personal Growth of Board and Staff	<ul style="list-style-type: none"> • Staff participated in PSESD racial equity training with equity expert. • Board members and staff participated in equity workshop coordinated by WSSDA and PSESD. • Outreach events intentionally designed to deepen cultural competence for Board and staff. • School visits to focus on trauma-informed educational practices, including Lincoln High School in Walla Walla and culturally-informed educational practices at Quil Ceda-Tulalip in Marysville. Visits to Challenged Schools in Wellpinit and Wind River MS in Skamania.
<p>1.A.4 Utilize the perspective and experiences of our high school student representatives to shape board policymaking to identify and address opportunity gaps.</p>	Ongoing	Student Input	<ul style="list-style-type: none"> • Student presentation by Lindsey Salinas and Baxter Hershman on normative and non-normative student transitions and opportunity gaps in March 2017. • Distributed a video on student voices on the Smarter Balanced Assessment in 2016. • Lindsey Salinas met with legislators at Capitol in January 2017 and advocated for SBE priorities • Animated whiteboard video on opportunity gaps by Madaleine Osmun in 2016. • Animated whiteboard video by Lindsey Salinas on equity versus equality for September 2017.
<p>Analysis and Promotion of Policies Strategy 1.B Analyze data and promote policies for closing achievement and opportunity gaps.</p>			
<p>1.B.1 Analyze achievement and opportunity gaps through deeper disaggregation of student demographic data with intentional connection to policy opportunities.</p>	Annual - March	Achievement Index Results	<ul style="list-style-type: none"> • Presented deeper disaggregation of Native American student data at the Affiliated Tribes of Northwest Indians, WSAC Pave The Way, and the Washington Educational Research Association. • Updated the data using the latest results and for more student groups.
<p>1.B.2 Research and promote policy to reduce the loss of instructional time resulting from exclusionary discipline, absenteeism, and disengagement.</p>	Annual - September	5491 Additional Indicators	<ul style="list-style-type: none"> • Explored student and teacher absenteeism data in development of a draft Opportunity to Learn Index. • Inclusion of measure of absenteeism in the Achievement Index and ESSA accountability plan. • Explored discipline data and surveys of disengagement, culture, and climate, including for the Opportunity to Learn Index. • Inclusion of discipline data in Indicators of Educational System Health Report.

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			<ul style="list-style-type: none"> • Linda Drake attended two Open Doors dropout reengagement program planning meetings and Andrew Parr has begun examining dropout reengagement. • Organized school visits like Lincoln High School in Walla Walla in May 2017 that focused on dropout reengagement. • MJ Bolt has served on the Expanded Learning Opportunities Council.
<p>Postsecondary Transitions Strategy 1.C: Develop policies to promote equity in postsecondary readiness, access, and transitions.</p>			
<p>1.C.1 Work with partner agencies and stakeholders to strengthen the transition from high school to college and career by promoting coherent state-wide transition policies.</p>	<p>Annual - December</p>	<p>5491 Report</p>	<ul style="list-style-type: none"> • Held a three-meeting arc focused on student transitions (planning, supports, and assessments were each of the three focuses). • Explored successful practices of local districts and higher education to promote effective student transitions in Walla Walla, Spokane, and Everett. • Intentionally engaged students, including in community forums and two student panels on Smarter Balanced testing and student transitions during board meetings. • Held a joint meeting with the Workforce Training Board in January 2017. • Attended major meetings of partner agencies and/or organizations, including the following: <ul style="list-style-type: none"> ○ Workforce Training Board ○ WA Student Achievement Council ○ Department of Early Learning ○ Educational Opportunity Gap Oversight and Accountability Committee ○ Association of Washington School Principals ○ Washington State School Directors Association ○ Ready Washington ○ Washington Association of School Administrators ○ Regional Superintendent Mtgs ○ Council of Chief State School Officers ○ National Association of State Boards of Education ○ Learning First Alliance
<p>1.C.2 Partner with other education agencies to use the high school Smarter Balanced assessment to improve college placement, admissions, and course-taking outcomes.</p>	<p>Ongoing</p>	<p>Policy Proposal</p>	<ul style="list-style-type: none"> • Staff have started an analysis of how HB 2224 will impact the assessment system and alternatives • In July 2017, held a panel of SBA administrators, district officials, student service nonprofits, and community college and 4-year higher education administrators on the use of SBA.
<p>Transitions within K-12 Strategy 1.D: Promote strategies to strengthen key transition points within a student’s K-12 experience.</p>			

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<p>1.D.1 With OSPI, analyze data to understand trends and underlying causes in students who are and who are not successfully completing a high school diploma.</p>	<p>Annual - January</p>	<p>Data Analysis and OSPI Report on Practices</p>	<ul style="list-style-type: none"> • Frequent updates to the Board on measures related to students not completing a diploma. • Analysis of Index models related to graduation rates and accountability system. • Reviewed literature on the effects of exit exams and requirements on student outcomes. • Advocated in 2017 legislative session on a priority to expand assessment alternatives. • Included a measure on of 9th-graders on track (credit accrual) in the accountability framework for ESSA. • Examined course failure and credit retrieval data related to 24-credit implementation.
<p>1.D.2 Analyze and address non-normative school transitions for traditionally underserved student populations and students with special educational needs through analysis of data and identification of gaps in policy.</p>	<p>2017</p>	<p>Completion of Analysis and Policy Proposal</p>	<ul style="list-style-type: none"> • Three-meeting arc focused on student transitions (planning, supports, and assessment). • Joint presentation by student members Lindsey and Baxter in March 2017. • Collaborated with OSPI on the ESSA ASW to develop criteria for selecting targeted schools, including for the special education student group. • Data and panel presentation on pathways after high school and on normative/non-normative transitions. • Data and presentation on learning outcomes for traditionally underserved student groups framed in meeting assessment requirements for graduation.

Goal 2: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

Index and School Improvement

Strategy 2.A: Establish, monitor, and report on ambitious student achievement goals for the K-12 system.

Action Step	Timeline	Measure	Achievements – Summer 2016 to Summer 2017
<p>2.A.1 Publicly report the Achievement Index results through a website that enables summary and disaggregated data.</p>	<p>Annual – On or before March</p>	<p>Enhanced Website</p>	<ul style="list-style-type: none"> • Annually collaborate with OSPI, districts, and technical advisory committee on development of an Index file. • Report results through updated website that now includes participation rates. • Collaboration with OSPI on future reporting displays of the Achievement Index per ESSA changes. • Participated in the Accountability System Workgroup and ESSA Technical Advisory Committee. • Published research on Index results in WERA quarterly journal and presented at WERA annually.

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<p>2.A.2 Revise and implement ambitious yet achievable school improvement goals to ensure alignment with state and federal law.</p>	<p>July 2017</p>	<p>Rule Adoption</p>	<ul style="list-style-type: none"> • Collaborated with OSPI on development of school improvement goals. • Analyzed proposed models of school improvement goals. • Analyzed federal ESSA law requirements to better understand necessary changes in law and/or rule.
<p>2.A.3 Establish Adequate Growth targets to be incorporated into the Achievement Index and the state accountability framework.</p>	<p>March 2018</p>	<p>Inclusion of Adequate Growth in Achievement Index</p>	<ul style="list-style-type: none"> • Analyzed Adequate Growth Percentile data from OSPI. • Explored the use of AGP data in the Index and school improvement goals.
<p>2.A.4 In partnership with OSPI, implement additional measures and indicators in the state Achievement Index in order to meet the federal requirements for a school quality and student success indicator.</p>	<p>2017</p>	<p>ESSA Consolidated Plan Approval</p>	<ul style="list-style-type: none"> • Inclusion of chronic absenteeism and 9th graders on-track (credit accrual) measures in the Index. • During participation in the Accountability System Workgroup, explored various indicators of school quality and student success. • Analyzed federal ESSA law requirements to better understand necessary changes in law or rule.
<p>Development and Implementation of State Accountability Framework Strategy 2.B: Develop and implement an aligned statewide system of school recognition and support.</p>			
<p>2.B.1 Partner with the Office of Superintendent of Public Instruction to ensure alignment of the Achievement Index for the identification of Challenged Schools in Need of Improvement.</p>	<p>Annual – On or before March</p>	<p>Identification of Challenged Schools in Need of Improvement</p>	<ul style="list-style-type: none"> • Collaborated with OSPI and Accountability System Workgroup on changes to identification of Challenged Schools due to ESSA. • Provided feedback to OSPI regarding identification of Challenged Schools. • Assembled a comprehensive data file to monitor Challenged Schools for sustainability of improvements. • Visited Wind River Middle School, Wellpinit Elem., and Lincoln HS. • Attended SIG summit in Wellpinit in Fall 2016.
<p>2.B.2 Monitor and evaluate Required Action District schools for entry to or exit from Required Action status, assignment to Required Action level II status, and consideration of approval of Required Action Plans.</p>	<p>Annual - Spring</p>	<p>Adherence to Rule</p>	<ul style="list-style-type: none"> • RAD updates in January, May, and July 2017 and in 2016. • E.D. and board members visited Wellpinit and a SIG/RAD Institute. • Collaborated with OSPI on analyzing priority school performance for possible RAD status. • Presented at WERA on how data is used to identify and monitor RADs for release (Lakeridge SD was co-presenter). • Optional site visit to Quil Ceda-Tulalip elementary school in Marysville during March 2017. • Attended SIG summit in Wellpinit in Fall 2016.
<p>2.B.3 Publicly recognize schools through the Washington Achievement Awards.</p>	<p>Annual – May</p>	<p>Washington Achievement Awards</p>	<ul style="list-style-type: none"> • Co-hosted 2017 Achievement Awards with OSPI. • Recognized every WAA award winner on Twitter.

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			<ul style="list-style-type: none"> Analyzed data to ensure correct recognition and reward of high-performing schools. Worked with OSPI to modify criteria to accommodate the shift to Smarter Balanced testing.
Indicators of Educational System Health Strategy 2.C: Recommend evidence-based reforms to the Legislature to improve performance on the Indicators of Educational System Health.			
<p>2.C.1 Collaborate with stakeholders and peer agencies in identifying reforms for Washington’s unique context.</p>	<p>Biennial – October</p>	<p>Convene Achievement and Accountability Workgroup</p>	<ul style="list-style-type: none"> Staff presented at WERA, WSAC Pave the Way, Legislature, and other conferences. Reforms were in 2017 legislative priorities and were based on research and analysis. Collaborated with partner agencies to align strategic planning. Convened a panel of peer agency heads in November 2016.
<p>2.C.2 Review and revise Indicators of Educational System Health to include measures of student outcomes, and measures of equity and access in the system.</p>	<p>Annual – December, Biennial Report to Legislature</p>	<p>5491 Report</p>	<ul style="list-style-type: none"> In November 2016, submitted the Report to the Legislature on the Indicators of Ed. System Health. Collaborated with peer agencies to revise the Indicators of Ed. System Health, including a panel in Nov ‘16. Distributed the report to the Legislature and key audiences. Submitted draft bill language regarding a revision to statute. Re-analyzed and reset goals on Indicators of Ed. System Health to reflect Smarter Balanced transition and peer agency reporting.
<p>2.C.3 Engage in a process of inquiry to design explicit connections between data analysis projects and opportunities for policymaking and advocacy for the Board.</p>	<p>2017</p>	<p>Restructured Data Spotlight Format</p>	<ul style="list-style-type: none"> Ongoing research into the effects of exit exams on students outcomes. In Fall 2015, staff began a 50 state analysis of exit exams, in November 2016 staff reviewed literature provided by Ask a Northwest Regional Education Laboratory and again in August 2017. Analyzed different weighting schemes for examination of proposed Index changes (bias examination). Utilized data introduction presentations more than data spotlights (for instance, data intros in student transitions three-meeting arc). Staff have initiated an internal dialogue about potential future research projects, including on exit exams, special education, and transcript study. Explicitly connected Indicators of Educational System Health work to advocacy efforts in the Legislature.

Goal 3: Ensure that every student has the opportunity to meet career and college ready standards.

Graduation Requirements

Strategy 3.A: Support district implementation of the 24-credit graduation requirements.

Action Step	Timeline	Measure	Achievements – Spring 2016 to Spring 2017
3.A.1 With OSPI, partner with stakeholders to examine and address implementation issues of the 24 credit career- and college-ready graduation requirements.	Ongoing	School Counselor Conferences and ESD Outreach	<ul style="list-style-type: none"> Presented at one counseling association conferences and two OSPI counseling events. Received second NASBE stipend. Continued focus on career readiness. Community forum focus on 24-credit requirements.
3.A.2 With OSPI, develop guidance on competency-based crediting for use by guidance counselors and administrators.	2017	Guidance on Website	<ul style="list-style-type: none"> Disseminated information and guidance to the field. Updated the competency-based crediting handbook.

Career Readiness

Strategy 3.B: Strengthen career readiness through effective High School and Beyond Planning.

3.B.1 In partnership with OSPI, promote research-based practices in student personalized planning experiences.	Ongoing	Guidance on Web Page, 5491 Report	<ul style="list-style-type: none"> Approved Agricultural Power Technology and Viticulture in May 2017. Held a three-meeting arc focused on student transitions (planning, supports, and assessments were each of the three focuses). Discussion of online HSBP tools (Everett, WSIPC, Community College System, and OSPI). Ongoing collaboration with OSPI on HSBP guidance material on CTE course equivalencies.
3.B.2 In partnership with OSPI and the Workforce Training Board, explore definitions of career readiness and adopting and implementing career readiness learning standards in accordance with the NASBE Deeper Learning grant.	2017	Definition of Career Readiness, Career readiness Learning Standards	<ul style="list-style-type: none"> Received second NASBE stipend. Convened meetings with Workforce Training Board and approved joint resolution on career readiness. Collaborated with WTB on legislative advocacy.
3.B.3 In partnership with OSPI, explore the development of a model High School and Beyond course.	2017	Model High School and Beyond Course	<ul style="list-style-type: none"> Discussion of online HSBP tools (Everett, WSIPC, Community College System, and OSPI) in March 2017. In March 2017, did an in-depth review of the Everett SD HSBP seminar course.

Aligned Assessment System

Strategy 3.C: Support the implementation of career and college ready standards and an aligned assessment system.

3.C.1 Establish the scores needed for students to demonstrate proficiency on state assessments, including the graduation score for the high school Smarter Balanced Assessment.	As needed	Scores Established; NGSS as Required	<ul style="list-style-type: none"> In August 2016, established cut scores on alternative assessments and reviewed math SBA cut score. Staff have begun to analyze HB 2224 and plan for the report to the legislature on the 10th grade SBA in December 2018.
3.C.2 Collaborate with the Office of Superintendent of Public Instruction on	Annual - December	Annual Report, Legislative Priority	<ul style="list-style-type: none"> Collaborating with OSPI, planning to set NGSS cut score in August 2018.

September 2017 Matrix of Progress on the 2015-2018 Strategic Plan

<p>supporting an effective assessment system that includes alternative assessments and assessment developed for Next Generation Science Standards.</p>			<ul style="list-style-type: none"> • Staff have started an analysis of how HB 2224 will impact the assessment system and alternatives. • Focused July 2017 meeting on assessments as part of a three-meeting arc on career readiness and student transitions. A Smarter Balanced representative participated in a panel in July 2017.
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Goal 4: Provide effective oversight of the K 12 system.

Ample Provision
Strategy 4.A Advocate for ample state funding for a high quality education system that prepares all students for career, college, and life.

Action Step	Timeline	Measure	Achievements – Spring 2016 to Spring 2017
<p>4.A.1 Work closely with the Legislature, agencies, and other partners to ensure ample provision of resources for the program of basic education</p>	<p>2017 session</p>	<p>Ample Provision</p>	<ul style="list-style-type: none"> • Advocated for a quality, equitable funding system. • Advocated for ample K-12 funding through: public hearing testimony, advocacy with partner agencies, one-on-one meetings with legislators, et cetera. • Worked to align ample provision legislative priority with efforts of partners and advocates. • Met at least once weekly with a group of other K-12 advocates to coordinate advocacy for ample funding for the program of basic education. • Analyzed all proposed K-12 biennial budgets. • Raised technical issues with legislative staff. • After years of advocacy by SBE and partners, major action was taken on state funding of basic education.

Basic Education Compliance and Waivers
Strategy 4.B Ensure compliance with all requirements for the instructional program of basic education.

<p>4.B.1 Implement timely and full reporting of compliance by school districts with basic education requirements.</p>	<p>Annual – July to November</p>	<p>100% Compliance</p>	<ul style="list-style-type: none"> • Improved the SBE webpage on instructional hours FAQ, waivers, and basic education compliance. • Basic Education Compliance reporting began in early August 2017 and included advisory on future graduation requirements. • Ensured compliance by school districts with basic education requirements for SY 2016-17. • Provided data to the Board and the field on BEA compliance and graduation requirements in November 2016. • Collaborated with OSPI on snow days issues. Updated FAQ. • Collaborated with OSPI on instructional hour compliance for Alternative Learning Experiences. Updated FAQ.
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September 2017 Matrix of Progress on the 2015-2018 Strategic Plan

<p>4.B.2 Provide quality review and approval of private schools as recommended by the Superintendent of Public Instruction.</p>	<p>Annual – Spring</p>	<p>Private Schools Approval List</p>	<ul style="list-style-type: none"> • In Summer 2016 and 2017, approved private schools list.
<p>4.B.3 Conduct thorough evaluations of requests for waivers of Basic Education Act requirements.</p>	<p>As needed</p>	<p>Waiver Request Summaries</p>	<ul style="list-style-type: none"> • Conducted numerous evaluations of Option One and Parent-Teacher Conference waiver requests throughout 2016 and 2017. • Conducted evaluations of requests for waiver of credit-based high school graduation requirements for two schools in Federal Way in the last year. • Conducted evaluations of three Option Two waiver requests for the purposes of economy and efficiency throughout the last year.
<p>Charter Schools Strategy 4.C Assist in ensuring a quality charter school system by fulfilling statutory duties.</p>			
<p>4.C.1 Serve as a primary resource for school districts for information on charter authorizing and the state's charter school law.</p>	<p>Ongoing</p>	<p>Materials on Website, Public Presentations</p>	<ul style="list-style-type: none"> • Updated SBE charter school webpage and materials. • Fielded and addressed questions from the public.
<p>4.C.2 Implement quality review and approval process for charter authorizer applications based on appropriate criteria.</p>	<p>Annual – February</p>	<p>Reviewed Applications</p>	<ul style="list-style-type: none"> • Revised authorizer documents and widely circulated district authorizer information. • Received notice of intent from Tukwila SD.
<p>4.C.3 Perform ongoing oversight, including representing SBE Chair on the WA Charter Schools Commission, as well as issuing annual reports and special authorizer performance reviews.</p>	<p>Annually (12/1) Ongoing and as needed</p>	<p>Annual reports (to Governor, Legislature) Special Performance Reviews if Necessary</p>	<ul style="list-style-type: none"> • Board examined its statutory responsibilities related to charter schools. • Board amended its charter school WACs in July 2017. • Kaaren Heikes participated in all Commission meetings as SBE Chair designee. • Reviewed applications from charter developers. • Developed and sustained relationships in the WA charter schools sector. • Worked with Assistant Attorney General to resolve legal questions. • Coordinated annual reports from all charter school authorizers. • Represented SBE at national NACSA and state charter school conferences. • Coordinated with the Legislature, AAGs, and Commission on legal issues related to annual legislative report. • Served as a resource for Commission leadership through regular meetings. • Board processed, evaluated, and ruled on two charter school contract transfers. • Andrew Parr collaborated with Joshua Halsey on the accountability system as it pertains to charter schools.



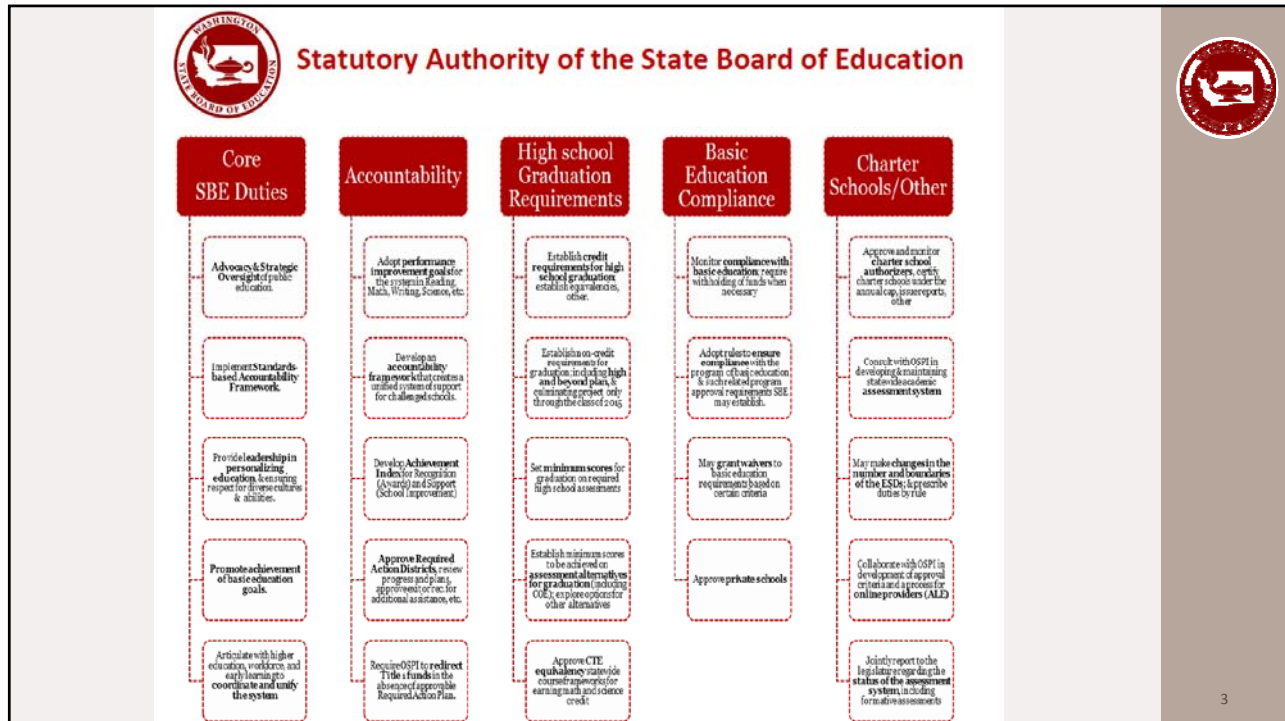
2017 Facts and Figures

Mr. Ben Rarick, Executive Director

August 2017



Statutory Authority and Board Overview



Board Norms for the Washington State Board of Education
Adopted by the Board, November 5, 2015

- Board meetings will focus on State Board of Education goals as articulated in the Strategic Plan, while recognizing that other matters may also be part of a meeting agenda.
- At board meetings, and in all communications with the public and staff, Board members will maintain the dignity and integrity appropriate to an effective public body.
- Every board member should play a meaningful role in the Board's overall operations. Each member expects of others a dedication to the work of the Board and will endeavor to understand the views of other members and to engage in civil discussion. The Board embraces healthy debate on policy issues.
- The purpose of Board meetings, is to discuss policies that help all students to succeed and to graduate college- and/or career-ready. Agendas, presentations, and discussions for each board meeting should reflect this overarching purpose.
- Board meetings should include the following procedures:
 - Board meetings should start on time and end on time.
 - Meeting materials should be made available one week in advance (see Bylaw Article V section 2) and should consistently be of high quality.
 - Board members are expected to consistently attend and prepare for Board meetings and to read the materials in advance of the meeting (see Bylaw Article III, section 2).
 - Each staff presentation should start with clarity of the purpose of the presentation and the decision to be made or issue to be considered.
 - Board members should hold their questions (except for brief clarifying questions) until the end of each presentation, or until the presenter offers a designated "pause" for questions.
 - Each Board member expects of others a commitment to speak with purpose during each discussion. The Board Chair – or his/her designee – will provide leadership to ensure that the discussions and deliberations are leading to a focused outcome.
 - Board meetings should be a forum for Board discussion. Staff and guest presentations should be structured to facilitate this discussion, not supplant it.
- When considering policy proposals, each board member expects of others an opportunity for advance review. The Board agrees to a "no surprises" mode of operation – all significant proposals should be sent in advance of the meeting (preferably before Board packets are sent) to the Chair and Executive Director for their consideration in constructing the agenda and advance materials for the meeting.
- Board members may submit proposed agenda items to the Chair or Executive Director (see Bylaw Article V, section 2) for consideration by the Executive Committee. The Executive Committee will respond to member proposals, as appropriate.
- Although the Board is composed of appointed and elected members, Board members strive for commonality and unity of purpose through their deliberations.
- Board members will maintain the confidentiality of executive sessions.
- Members of the SBE should support board decisions and policies when providing information to the public. This does not preclude board members from expressing their personal views. The executive director or a board designee will be the spokesperson for the board to the media (same as Bylaw Article III, section 3).
- Each year, the Board may choose 1-3 issues to explore and learn more about over the next year with a goal of identifying one or possibly two new initiatives to include in the next iteration of the Strategic Plan. The exploration is not necessarily a commitment to future Board action, but rather lays the groundwork to identify and build the SBE's capacity on possible initiatives where the SBE could have a significant impact.

Process for selection of these 1-3 issues:

 - During a set time period, Board members send the Executive Director suggestions of issues for the Board to consider.
 - Executive Director gathers suggestions, and where appropriate groups or combines related issues.
 - Executive Director analyzes how the suggestions fit into the present Strategic Plan and SBE staff capacity to work on each issue.
 - Executive Committee reviews suggestions and reports back to Board at a subsequent meeting about suggestions and possible recommendations for 1-3 issues.
 - At a subsequent meeting the Board votes on 1-3 issues to work on in coming year.
- For these selected 1-3 issues, the SBE staff will provide Board members with 1) background materials to read (or links to resources); 2) identification of key outside experts and possible partners for an SBE initiative; 3) identification of key questions and issues (including suitability of the area for SBE involvement); 4) description (tentatively, for initiation of discussion) of possible approaches and solutions, including how other states are addressing the issue; and 5) any other information requested by the Board or Executive Committee, or considered appropriate by the Executive Director.
- At a future Board meeting, probably as part of the annual Strategic Plan review, the Board may vote to include one or more of these issues in the SBE Strategic Plan work plan.

Bylaws

of the Washington State Board of Education

Adopted January 15, 2009
Amended January 8, 2015



ARTICLE I Name

The name of this agency shall be the Washington State Board of Education.

ARTICLE II Purpose

The purpose of the Washington State Board of Education is to provide advocacy and strategic oversight of public education; implement a standards-based accountability system to improve student academic achievement; provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and promote achievement of the Basic Education Act goals of RCW 28A.150.210.

ARTICLE III Membership and Responsibilities

Section 1. Board composition. The membership of the Washington State Board of Education is established by the Legislature and specified in the Revised Code of Washington (RCW 28A.305.011).

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SBE: Accomplishments, 2008-2012



2008	2009	2010	2011	2012
<ul style="list-style-type: none"> Required third credit of math for high school diploma. Developed Core 24 graduation requirements framework. 	<ul style="list-style-type: none"> New definition of basic education adopted. (HB 2261). Developed Achievement Index and made first Washington Achievement Awards. Adopted math and science standards. 	<ul style="list-style-type: none"> Established Required Action school and district accountability process (SB 6696). Completed high school transcript study. 	<ul style="list-style-type: none"> Required additional credit of English and half-credit of social studies. Established competency-based crediting and outcomes-based accountability. 	<ul style="list-style-type: none"> Developed online Achievement Index dashboard. Adopted criteria for evaluation of BEA waiver requests. Convened the Achievement and Accountability Workgroup for input on accountability framework.

6

SBE: Accomplishments, 2013 – 2016



2013	2014	2015	2016
<ul style="list-style-type: none"> Statewide accountability system (HB 5329). Revised Achievement Index to include student growth. Adopted charter authorizer process and approved first district authorizer (Spokane). 	<ul style="list-style-type: none"> 24-credit career and college ready diploma (SB 6552). Statewide CTE course equivalency models. (SB 6552). Achievement Index incorporated into unified accountability system. First educational system health report (HB 5291). 	<ul style="list-style-type: none"> Established first “cut scores” for Smarter Balanced Assessments. Released three districts from Required Action status. 	<ul style="list-style-type: none"> Conducted 24-credit graduation workshops across the state. Convened, with OSPI, a workgroup for accountability provisions of state plan under Every Student Succeeds Act. Received grant for policy work on deeper learning and career readiness from National Association of State Boards of Education.

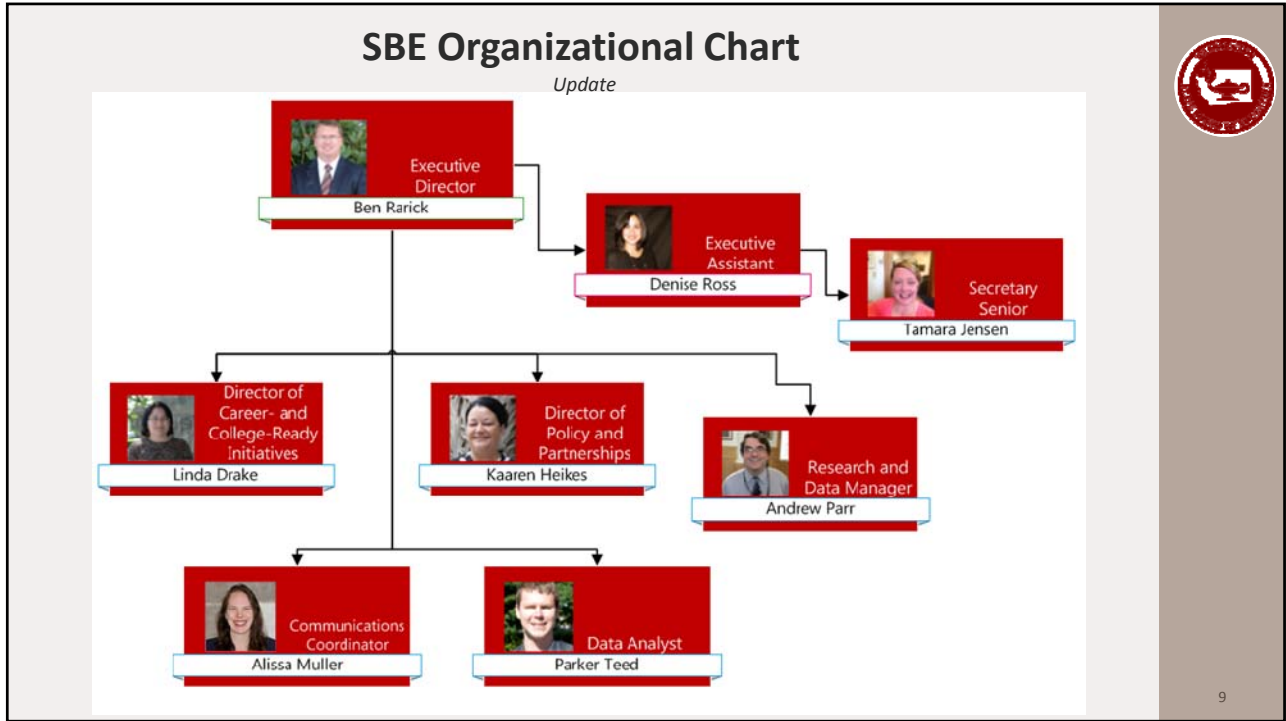
Summary of Board Member Terms



Name	Position Type	Position #	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
MJ Bolt	Elected	Region #1											
Ryan Brault	Elected	Region #2											
Kevin Laverty	Elected	Region #3											
Patty Wood	Elected	Region #4											
Peter Maier	Elected	Region #5											
Mona Bailey	Appointed	Position #1											
Ricardo Sanchez	Appointed	Position #2											
Connie Fletcher	Appointed	Position #3											
Holly Koon	Appointed	Position #4											
Alan Burke	Appointed	Position #5											
Janis Avery	Appointed	Position #6											
Jeff Estes	Appointed	Position #7											
Judy Jennings	Private Schools												
Chris Reykdahl	Superintendent												
Joe Hofman	Student												
Lindsay Salinas	Student												

finished someone else's term
 1st term
 2nd term

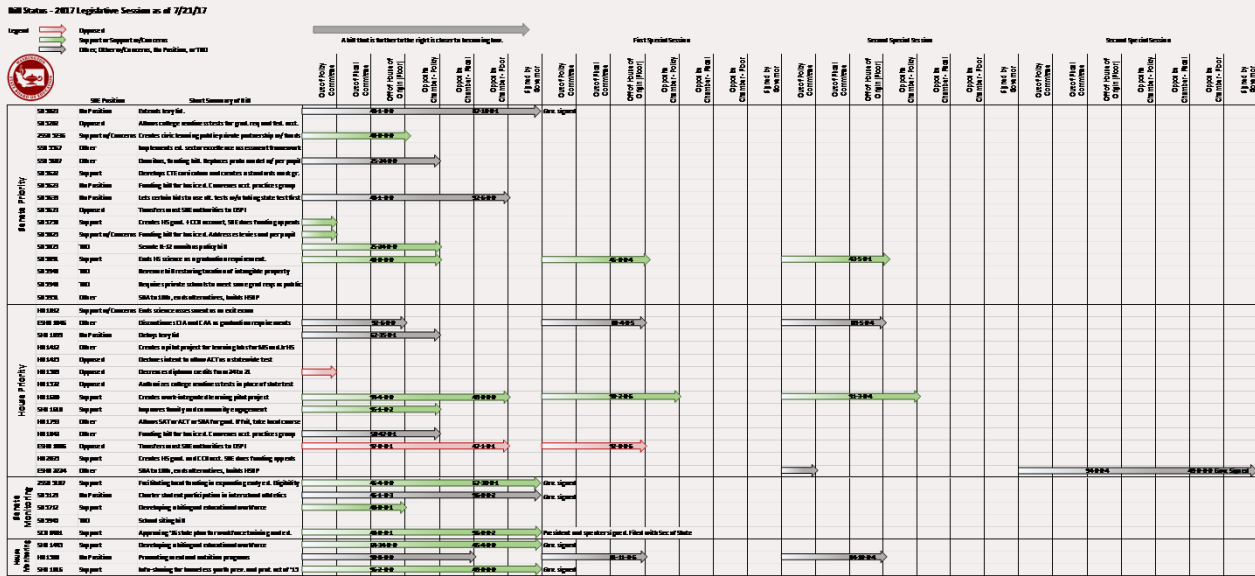
Board member terms begin/end 2nd Monday in January
 Student board member terms begin/end May





Legislative Facts and Figures

Over 150 bills monitored during 2017 legislative session!
 Bills passed related to six out of seven SBE legislative priorities!



Click this [hyperlink for a detailed description](#) of the status of 2017 SBE legislative priorities.

2017 Legislative Activity



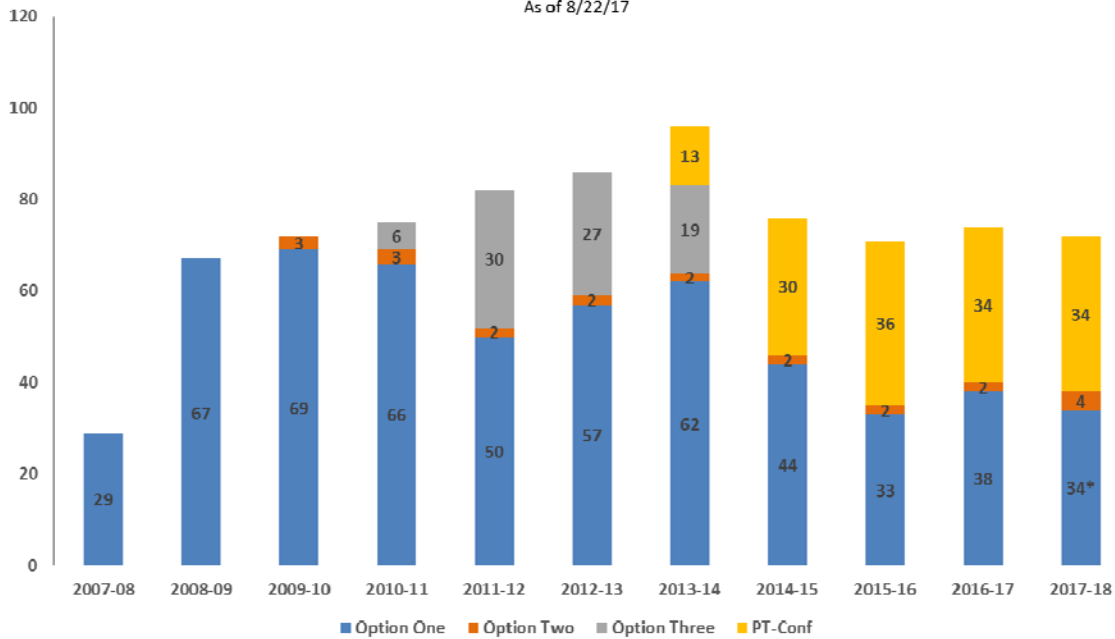
- Tracked 150 bills in 2017 session.
- Six of seven legislative priorities were addressed.
- 2017 Legislature took action on state funding vis-à-vis *McCleary*.



Operations and Organization

Number of Current Waivers Over Time

As of 8/22/17

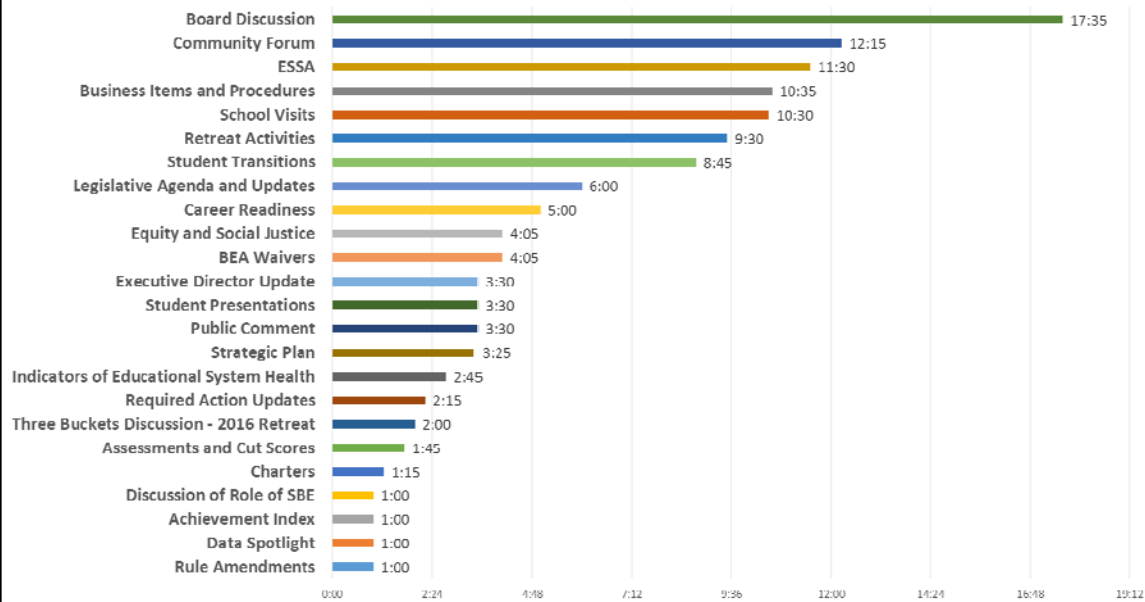


Selected Highlights of This Year's Waivers



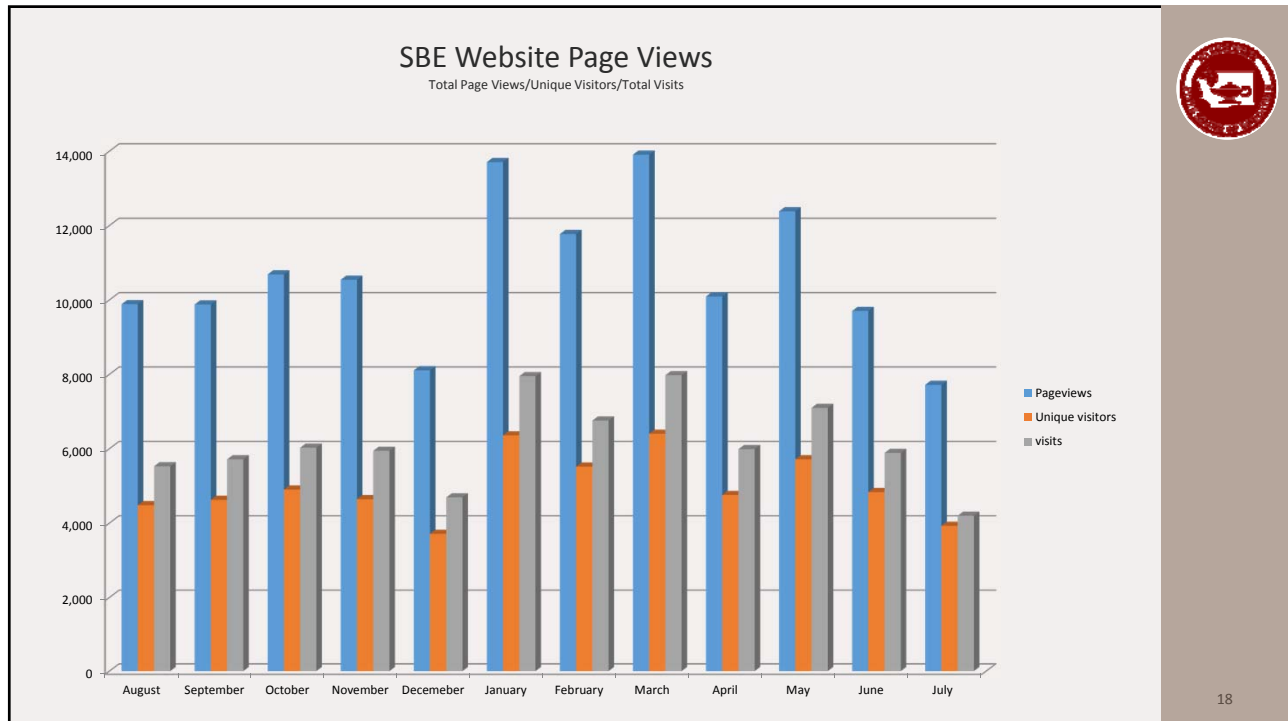
- ❖ Selkirk and Cusick were approved for Option Two waivers for the purposes of economy and efficiency. Currently, a total of four districts have received Option Two waivers for a four-day school week. One slot for a district of 151-500 students remains open.
- ❖ Federal Way was approved for a waiver of credit-based graduation requirements for Career Academy at Truman and Federal Way Open Doors. Currently, a total of five districts including a total of six schools have received this type of waiver.
- ❖ Even though cohorts of affected students are already in high school, requests for temporary waivers of the implementation of career- and college-ready graduation requirements (24 credits) have continued to come in. Currently, a total of 91 districts have received this type of waiver. 88 will delay implementation until 2021 and three will delay until 2020.

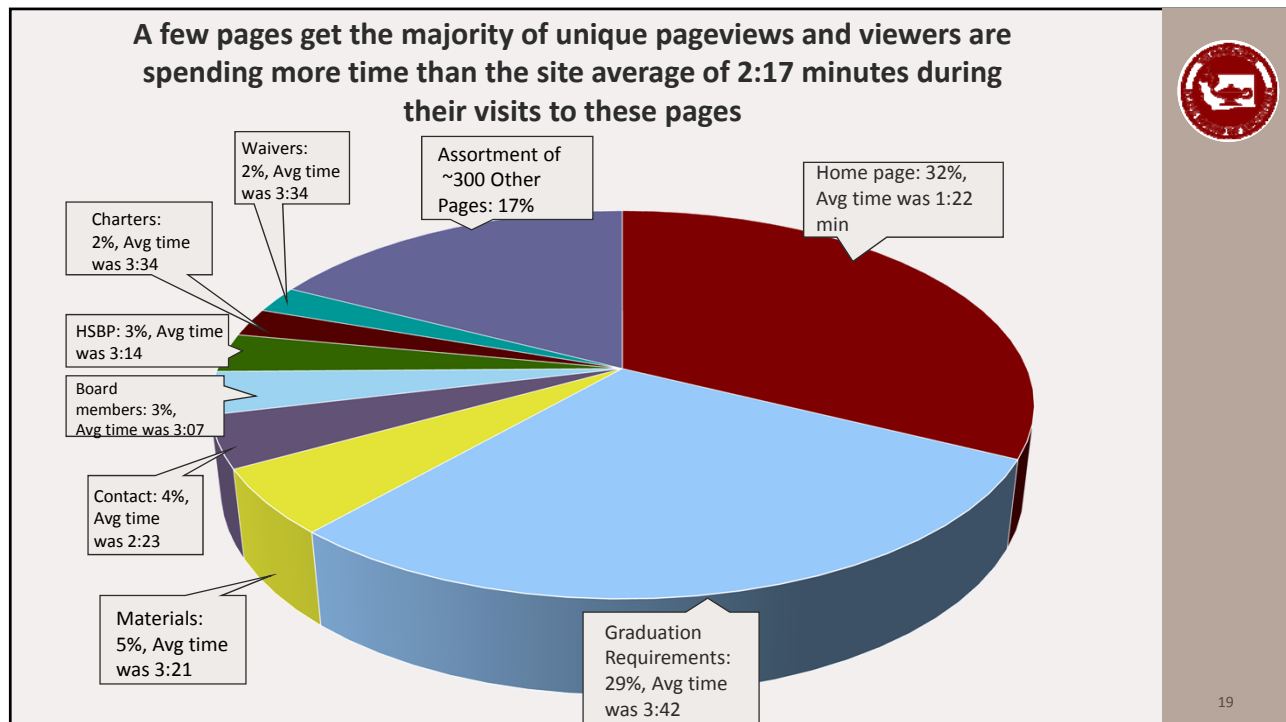
Board Meeting Agenda Time Broken Down from Nine Meetings - July 2016 Through July 2017





Communications Facts and Figures

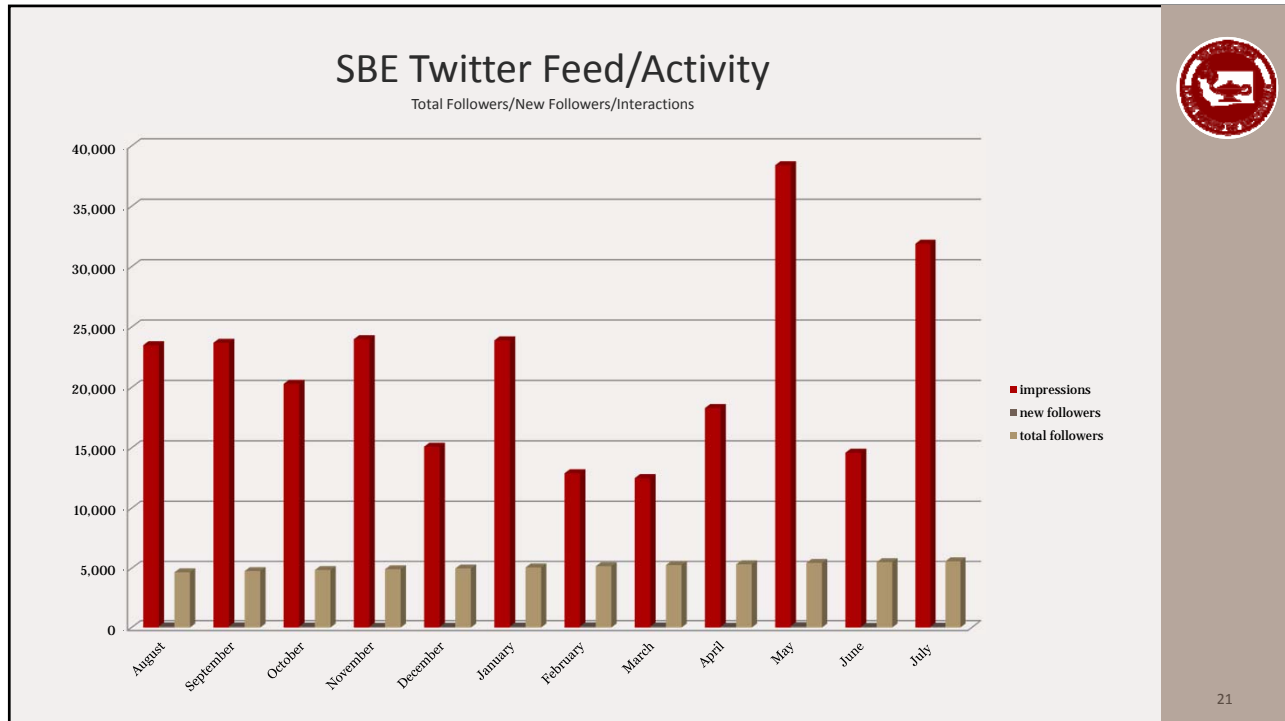




How are people getting to the highest traffic pages on our site?

- ❖ Of the highest traffic pages, many visits are “entrances” from a search engine, email or web source other than the SBE site
 - Of the ~74,000 unique visits to the SBE website, 82% are “entrances” from a web source other than the SBE site
 - 57% are entrances from an organic search (e.g. “Washington state board of education” or “sbe k12”)
 - 24% are referrals (from other websites, e.g. OSPI or school district websites)
 - 18% are direct entrances from typing in www.sbe.wa.gov

20



Jul 2017 - 31 days

Top Tweet earned 3,019 impressions
Panel on the draft ESSA plan w/ @weareoneamerica @waroundtable @WashingtonStand @edvoters @EEC_WA & Black Education Strategy Roundtable pic.twitter.com/L2OjmSPn5t

Apr 2017 - 30 days

Top Tweet earned 815 impressions
12 schools in Bellevue earned #WaAchievement Awards in 7 categories @TheBSD405 bit.ly/WAIndex

Mar 2017 - 31 days

Top Tweet earned 1,480 impressions
Looking forward to mtg'ing in @EverettSchools 3/8-9 w/ Community forum at @EverettCC & visit to school in @msd25 on 3/7. @edvoters #waedu

Feb 2017 - 28 days

Top Tweet earned 1,401 impressions
2nd Chance! Struggling students can still graduate w/ 22 credits under new 24 credit diploma req's! #waedu #waleg @wasa_oely @AWSP_Principals pic.twitter.com/B4vHaWpVwA

Member or Major Licensee Suspension Hearings

The board seeks to provide all students with the opportunity to complete graduation requirements without discipline and other sanctions against or against all students. To do this, the board seeks to revise the current suspension hearing process to include the following:

- A student's suspension hearing is an ability to attend class.
- Limited English proficiency: the student has an individualized education program in place under Section 504 of the Federal Rehabilitation Act of 1973.
- Date of the opportunity to make a case or attend a hearing is closer to the date of suspension.
- Transfer from one year of high school to a school with different graduation requirements for the last year of high school from a school with different graduation requirements.
- Other circumstances (e.g., emergency, natural disaster, trauma, personal or family crisis that directly compromised a student's ability to attend).

The board delegates to the superintendent or teacher response division to grant a waiver of a suspension or two alternate routes required for graduation, a student's participation in an adult student must be the district's discretion for waiver of their Student Graduation Credit Allowance.

Jan 2017 - 31 days

Top Tweet earned 969 impressions
"I feel good about what we've done in the past and where we're going in the future." Congrats Member Jeff Estes on PNNL retirement! #waedu twitter.com/WAStateLASER/s...

Dec 2016 - 31 days

Top Tweet earned 1,172 impressions
Underperforming, fair, good, exemplary, #Waedu schools in all tier ratings have a familiar gap. bit.ly/2ghz1x2 pic.twitter.com/ojNq4JvDai

Oct 2016 - 31 days

Top Tweet earned 1,417 impressions
State Board of Education chair applauds Supreme Court McCleary order, points to looming teacher shortage: bit.ly/2dPMQGS #waedu

Sep 2016 - 30 days

Top Tweet earned 1,126 impressions
Congrats to newest member of SBE Executive committee: Janis Avery (@JanisAverySays); Judy Jennings, & Peter Maier re-elected to 1 yr terms.

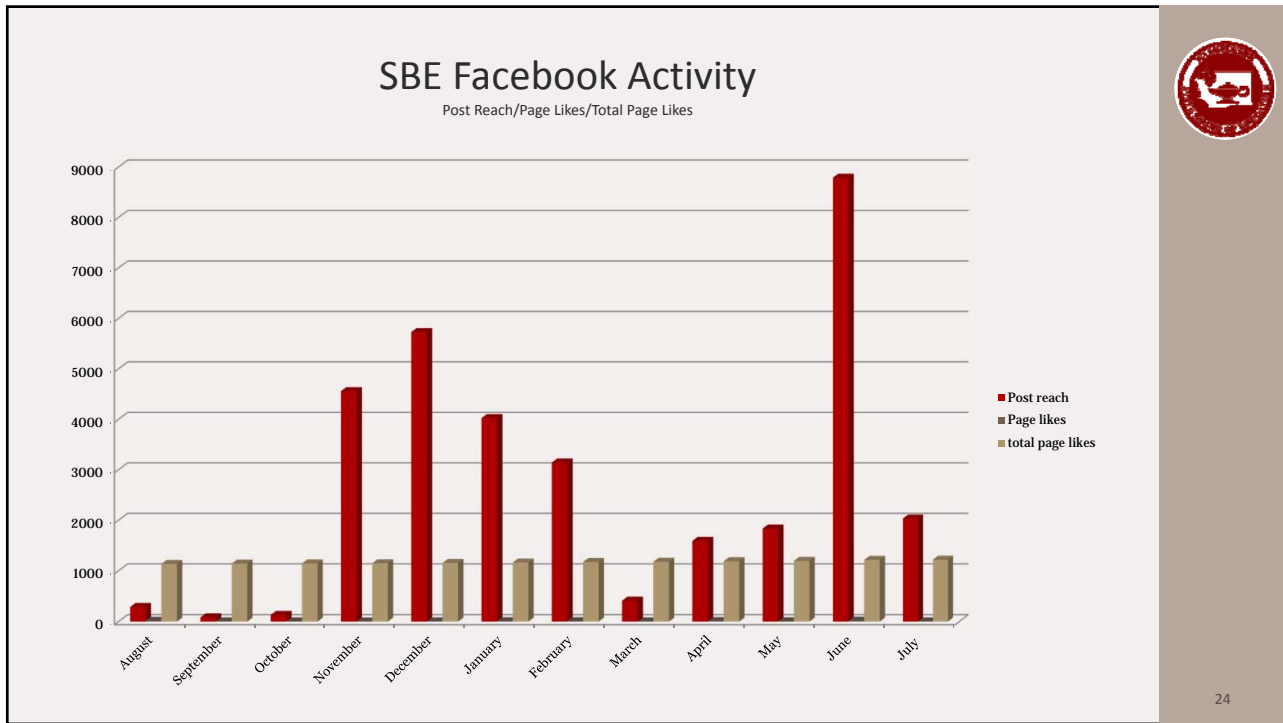
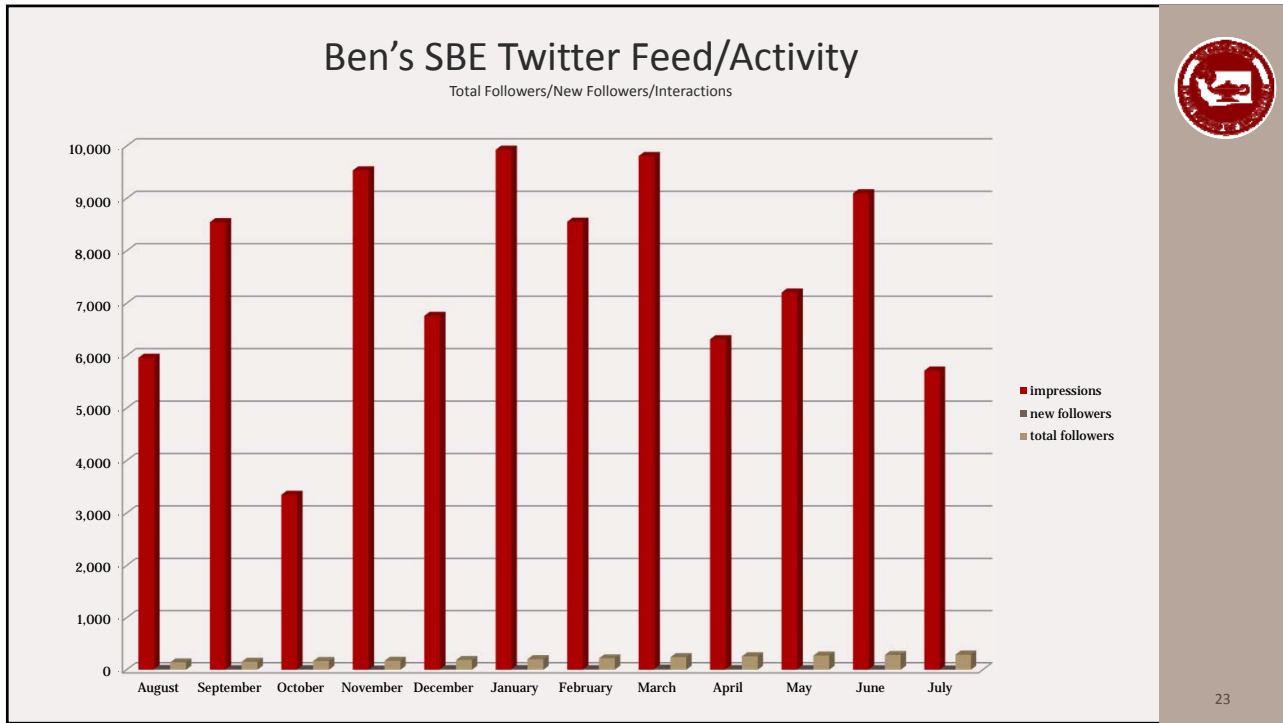
Aug 2016 - 31 days

Top Tweet earned 1,880 impressions
SBE's Connie Fletcher joins board of National Association of State Boards of Education. Congrats, Connie! #WAedu bit.ly/2aE3kO6

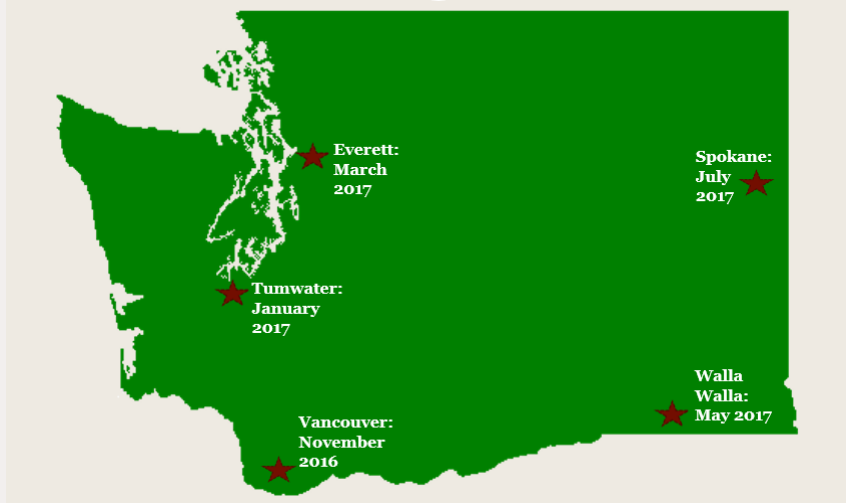
Nov 2016 - 30 days

Top Tweet earned 992 impressions
"I do it because I care about children and their future" - SBE Member Bob Hughes, honored today for 8 years of service! #waedu pic.twitter.com/PQ6iHTKc8w

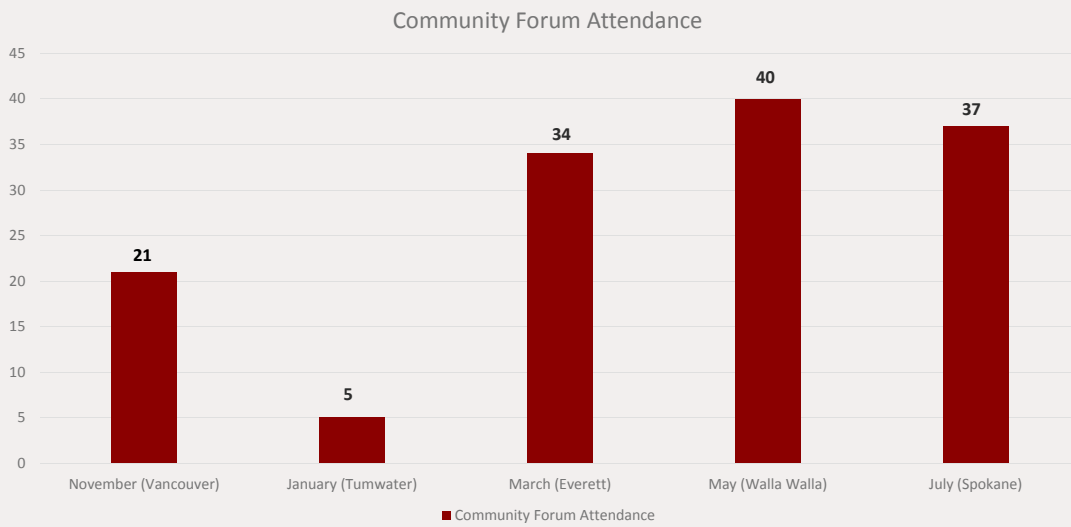




Locations of 2017 Community Forums



Where have community forums been held and how many participants showed up?



March 2017 “Multi-Cultural Perspectives on Career Readiness” Community Forum in Everett



27

May 2017 “Multi-Cultural Perspectives on Career Readiness” Community Forum in Walla Walla



28

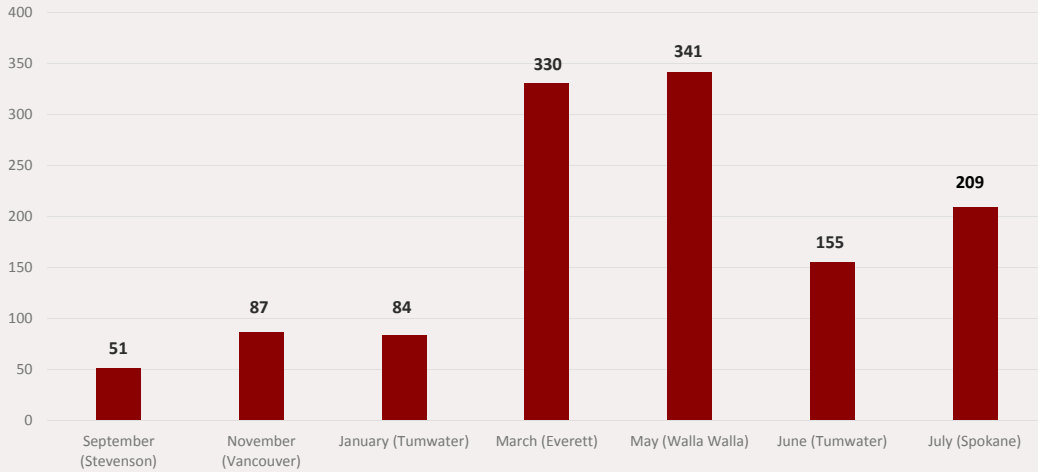
July 2017 “Multi-Cultural Perspectives on Career Readiness” Community Forum in Spokane



Meeting Video Viewing on Periscope



Number of Individuals Watching on Periscope (streaming service)



Selected quotes from news articles

Source	Date	Title	Quote
Seattle Times	1/27/17	Education reform not only about money	"The Washington State Board of Education wisely has passed an ambitious plan to require every student to earn 24 credits to graduate from high school, with a detailed list of classes closely aligned to the entrance requirements of college and career-training programs."
HeraldNet	2/20/17	Lawmakers seek to give state schools chief more power	Ben Rarick , executive director of the state Board of Education, said the proposed legislation is much more than a clarification. "It's a pretty sweeping change," he said. "Our message is that if they feel like it is time to take a look at the governance issue at-large they should do that. This bill doesn't do that. This is a narrowly tailored bill that goes against us."
Tri City Herald	3/13/17	Ex-Pasco School Board president joins state board	The state board's Executive Director Ben Rarick said board members were impressed with Brault's private sector experience, and hoped he would help steer the school system to provide career-focused education.
North County Outlook	3/15/17	State Board of Ed. visits Quil Ceda Elementary	The Washington State Board of Education came to visit Quil Ceda Elementary on March 7 to see the school's integration of Native American culture into elementary school learning. Ben Rarick, executive director of the State Board of Education, said he was honored to be invited to the school. "It is an honor to share in the culture and understand that you've taken a lot of time to do that for us," he said.
KEPR TV	5/13/15	The State Board of Education wants to hear from Tri-City parents	(Video) The State Board of Education wants to hear from parents in the Tri-Cities this week, about changes they'd like to see in their local schools.
Gateway	5/20/15	Gig Harbor student selected for state board position	While on the board, Hershman said he hopes to give an accurate portrayal of what it's like to be a student. After all, the board deals with policy issues and its students that are affected by policy. Hershman hopes he can give the board a unique point of view.
Inlander	6/23/17	WA lawmakers will likely allow high school seniors who failed state test to graduate	Alissa Muller, spokeswoman for the board of education, says the bill meets three of the board's priorities: ending the biology test as a diploma requirement, expanding alternatives for math and English language arts, and strengthening the role of High School and Beyond Plan for graduation.
EdWeek	7/7/17	Washington State's New Funding Formula Props Up State Powers	When the bill was first introduced, Ben Rarick, the state board's executive director, said to <i>Education Week</i> that board members are best suited to craft the details of the state's accountability policy, not legislators. "We're entering an era, with the importance of ESSA, where most of the board's signature authority in terms of state accountability systems is being stripped," Rarick said. "The board has been a significant player in improving the state's accountability system, and it's the main way that stakeholders see transparency in public deliberations on these topics."



SBE Budget

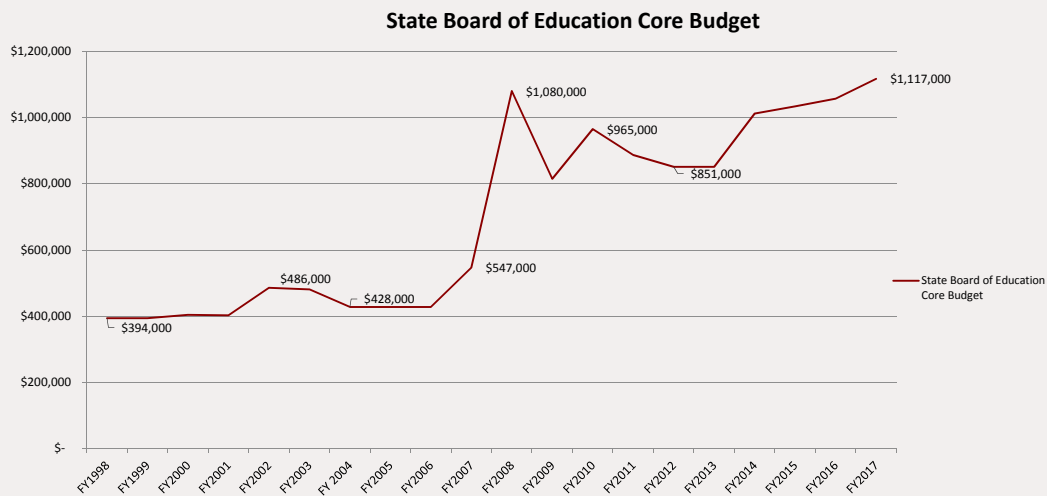
State Board of Education FY 2017 Budget Operating Budget Proviso



25 (3) (a) \$911,000 of the general fund—state appropriation for
 26 fiscal year 2018 and \$911,000 of the general fund—state appropriation
 27 for fiscal year 2019 are provided solely for the operation and
 28 expenses of the state board of education, including basic education
 29 assistance activities.

30 (b) \$322,000 of the Washington opportunity pathways account—state
 31 appropriation is provided solely for the state board of education to
 32 provide assistance to public schools other than common schools
 33 authorized under chapter 28A.710 RCW.

History of SBE Budget Appropriation



STATE BOARD OF EDUCATION CORE BUDGET EXPENDITURE REPORT FY '17					
		FY '17 Budgeted	Spent FY '17	Transfers	Balance
Total Budgeted State Proviso 071, CR1 FOR FISCAL YEAR 2016		\$ 1,072,000.00			
Core office functions 3000 11068 001 071 & 3000 11068 001 RK1					
Object A	SBE Comp costs	586,071.00	563,066.00	(13,165)	9,840.00
Object B	SBE Benefit costs	195,764.00	175,934.00	(19,830)	-
Object C	SBE Contract costs	15,000.00	6,918.00	(8,082)	-
Object E	SBE Goods and services costs	35,000.00	42,647.00	7,647	-
Object G	SBE office transportation, and per diem costs	9,000.00	9,204.00	204	-
Object J	SBE Equipment costs	4,000.00	4,583.00	583	-
X-IND	OSPI Indirect Charge	95,784.00	103,187.00	7,403	-
Subtotal		\$940,619.00	\$905,539.00	(25,240)	\$9,840.00
Board Meetings 3000 11069 001 071					
Object A	SBE Board Member Stipend costs	16,381.00	18,300.00	1,919	-
Object B	SBE Board Member Benefit costs	1,500.00	1,721.00	221	-
Object C	Meeting Contracts (A/V recording, facilitators, other)	2,500.00	1,368.00	-	1,132.00
Object E	Board Member Goods and Services costs	6,000.00	7,944.00	1,944	-
PD/TRV	Board Member Prof Development & Other Travel	30,000.00	37,652.00	7,652	-
Object G	Board Meeting transportation & per diem costs	70,000.00	83,504.00	13,504	-
Subtotal		126,381.00	150,489.00	25,240	1,132.00
Unanticipated/reserve (includes new NASBE grant)		20,000.00	17,605.00		2,395.00
Total		\$1,087,000.00	\$1,073,633.00		\$13,367.00
Percent of Core Budget Expended					98.8%



Core Budget Highlights:

- 99% expended on Core Budget.
- Consultant costs were down.
- Board meetings costs are increasing.
- Member Travel/PD is increasing.
- NASBE costs are increasing.
- SPI administrative charges are increasing.

STATE BOARD OF EDUCATION - PROPOSED 2017-19 CORE BUDGET (FY 18 Adjustments)					
		Budgeted	Spent	% Spent to date	Balance
Total Budgeted State Proviso 071, CR1		\$ 1,096,500	\$ -	\$ -	\$ 1,096,500
Core office functions 3000 11068 001 071 & 3000 11068 001 RK1					
Object A	SBE Salary costs	\$579,511.25		0%	\$579,511
Object B	SBE Benefit costs	\$198,706.41		0%	\$198,706
Object C	SBE Contract costs	\$10,000.00		0%	\$10,000
Object E	SBE Goods and services costs (includes NASBE)	\$40,000.00		0%	\$40,000
Object G	SBE office transportation, and per diem costs	\$9,000.00		0%	\$9,000
Object J	SBE Equipment costs	\$4,000.00		0%	\$4,000
IND	OSPI Indirect Charge (HR, Budget, Facility, Etc)	\$103,500.00		0%	\$103,500
Subtotal		\$944,717.66	-	0%	\$944,718
Board Meetings 3000 11069 001 071					
Object A	SBE Board Member Stipend costs	\$16,782.00		0%	\$16,782
Object B	SBE Board Member Benefit costs	\$1,500.00		0%	\$1,500
Object C	Meeting Contracts (A/V recording, facilitators, other)	\$2,500.00		0%	\$2,500
Object E	Board Member Goods and services costs	\$6,000.00		0%	\$6,000
Object G	Board Meeting Costs (Travel, Convening, Etc)	\$70,000.00		0%	\$70,000
PD	Board Member Professional Development & Other	\$35,000.00		0%	\$35,000
Subtotal		\$131,782.00	-	0%	\$131,782
UA	Unanticipated/reserve	\$20,000.00		0%	\$20,000
Subtotal		\$1,096,500	-	0%	\$1,096,500



Key Differences & Considerations:

- This budgets \$20k for NASBE – You are a member in good standing until next payment, which is would be end of FY18.
- Effort to accommodate more outreach efforts as part of Board meeting cost structure.
- Reflects SBE share of 17-19 COLA distribution from legislature.
- \$5k increase for Member PD
- \$5k decrease for consultant costs

Professional Development for Members

How Staff Evaluate/Approve Conferences



- First rule of thumb is that we do what we can afford w/in budget. Policy changes to accommodate emerging needs, changing conference structures, or costs.
- We try to balance professional development needs w/ setting responsible limits on spending. We maintain fidelity to SBE mission and strategic plan. Try to avoid having 1 or 2 members going to disproportionate number of conferences because they have the time and inclination; balancing availability & equity.
- Accordingly, we generally refer to three categories of conferences:
 - ✦ **“Automatics”** - generally in-state conferences where we want broad representation and visibility. They are typically lower cost & sometimes involve SBE presentations. We routinely approve. These include:
 - WASA/AWSP Summer Conference – Spokane, June
 - WSSDA Legislative Assembly – September
 - WSSDA Legislative Conference – January/February
 - WSSDA Annual Conference – November
 - ✦ **“Optionals”** – we generally give members a chance to pick one “other” conference, either in state or out-of-state, to further their knowledge & membership. Examples include:
 - NASBE National
 - Education Commission of States
 - National Charter Schools Conference
 - ✦ **“Subsidized”** – This is when someone is invited and paid for. Connie's engagement with NASBE as a Leg. Committee Member is one example. “New Member” NASBE conference is another.

STATE BOARD OF EDUCATION FY 2016 Private Funds Budgets				
	Budgeted	Spent	% spent to date	Balance
FY 2016 Budgeted Partnership for Learning	\$50,000	\$0		\$50,000
PFL costs	\$50,000	\$0	0%	\$50,000
OSPI Indirect charge on costs	\$0	\$0	0%	\$0
Remaining amount available for PFL expenditures 3000-11PFL-001-500-7PFL	\$50,000	\$0	0%	\$50,000
FY 2016 Budgeted Gates Grant	\$87,260	\$0		\$87,260
Gates Grant costs	\$87,260	\$0	0%	\$87,260
OSPI Indirect charge on costs	\$0	\$0	0%	\$0
Remaining amount available for Gates expenditures 3000-11082-001-2A1-WS08	\$87,260	\$0	0%	\$87,260
FY 2016 NASBE Career Readiness Grant	\$15,000			
NASBE Grant costs	\$15,000	\$15,000	100%	\$0
OSPI Indirect charge on costs	\$0	\$0	0%	\$0

\$15k stipend/grant from NASBE offsets some of increase in NASBE dues for FY '17. Still have legacy Gates & PFL grant for stability.

STATE BOARD OF EDUCATION - 6696/ACCT BUDGET				
	FY '17 Budgeted	Spent FY '17	Transfers	Balance
Total Budgeted 1F1 Proviso (6696)	178,000.00			
Object A 6696 Salary costs	79,651.00	72,810.00		6,841.00
Object B 6696 Benefit costs	26,606.00	22,595.00		4,011.00
Object C 6696 Contracts costs	15,000.00	5,375.00		9,625.00
Object E 6696 goods and services costs	20,000.00	17,677.00		2,323.00
Object G 6696 travel costs	10,000.00	10,012.00		(12.00)
Object J 6696 equipment costs	4,607.00	2,000.00		2,607.00
X-IND OSPI Indirect Charge	17,136.00	14,366.00		2,770.00
Reserve/unanticipated	5,000.00			
Subtotal 3000 505BE-001-R1	178,000.00	144,835.00		28,165.00

Board expended less on 6696/Achievement Awards this year due to fewer awards (impact of test refusals, etc) & workgroups

Percent of 6696 Budget Expended **81.4%**





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



THE WASHINGTON STATE BOARD OF EDUCATION

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REQUEST FOR WAIVER OF MINIMUM REQUIREMENTS OF THE PROGRAM OF BASIC EDUCATION

Policy Considerations

Should the Option One request presented for a waiver of the minimum 180-day school year requirement be approved, based upon the criteria for evaluation in WAC 180-18-040? Are there deficiencies in the application that may warrant resubmittal of the application, with corrections, for consideration by the Board at a subsequent meeting per WAC 180-18-050?

Summary

Please see the following table that organizes critical information that a requestor must provide in order to complete their waiver request and be considered by the Board for approval.

District	Number of Waiver Days Requested	Number of Years Requested	Purpose of Waiver	Student Instructional Days	Additional Work Days Without Students	New or Renewal	Were the required documents submitted and complete?
Onion Creek	3	3	Professional Development	177	0	Renewal	Yes
<p>What are the goals of this waiver?</p> <p>Academic improvement as measured by local assessments (AIMSweb, SBA interims, iReady, ALEKS, IXL, QRI, and Wright Group) and state assessments. The district anticipates a 15% increase in assessment results over three years, or a 5% increase each year, of the waiver.</p>							
<p>If a renewal, what progress on original goals has been made?</p> <p>District is so small that state assessment data are suppressed due to privacy rules. However, the district reported gains in local assessment results and implemented its professional development. Although the district cannot publicly report Smarter Balanced results due to small n-count, the district noted an increase in the number of students meeting or exceeding a level three on the SBA and reaching at least a year of growth on a local assessment, thereby meeting the goals of the original waiver application.</p>							



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Background: Option One Waivers

The SBE uses the term “Option One” waiver to distinguish the regular 180-day waiver available to school districts under RCW 28A.305.140 from the “Option Two” waiver available to a limited number of districts for purposes of economy and efficiency under RCW 28A.305.141. RCW 28A.305.140 authorizes the Board to grant waivers from the minimum 180-day school year requirement of RCW 28A.150.220(5) “on the basis that such waivers are necessary to implement a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student.”

WAC 180-18-040 implements this statute. It provides that “A district desiring to improve student achievement for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement . . . while offering the equivalent in annual minimum instructional hours . . . in such grades as are conducted by the school district.” The Board may grant a request for up to three school years. There is no limit on the number of days that may be requested. Rules adopted in 2012 as WAC 180-18-040(2) and (3) establish criteria for evaluating the need for a new waiver and renewal of an existing one.

WAC 180-18-050 sets procedures to be followed to request a waiver. A district must provide, in addition to the waiver application, an adopted resolution by its school board requesting the waiver, a proposed school calendar for each year to which the waiver would apply, and information about the collective bargaining agreement with the local education association.

Summary of Current Option One Requests

Onion Creek, a small district of about 40 students in Northeastern Washington, requests a renewal of its waiver of three days for the 2017-18, 2018-19, and 2019-20 school years. The district states that it will meet and exceed minimum instructional hours, continue to have one half day, and have six days that are half normal instructional time and half parent-teacher conference time. The district has zero additional work days without students.

The purpose of the waiver is professional development. The district will use its professional development for implementation of learning standards, focusing on selected teaching and instructional frameworks, strengthening the use of data, improving its use of differentiated interventions, and strengthening its professional learning communities. The district states that its use of waiver days is aligned to its District Visioning/Strategic Improvement Plan.

The district states that its goal is to improve achievement as measured by local assessments (AIMSweb, SBA interims, iReady, ALEKS, IXL, QRI, and Wright Group) and state assessments. The district anticipates a 15% increase in assessment results over three years, or a 5% increase each year, of the waiver.

The district provides detail of how it will use its waiver days. The renewal request clearly builds upon the work of the previous waiver in that the district notes its next steps in addressing each one of the aforementioned focuses of the waiver plan. The district notes its continuous use of data, particularly

local assessments, across years of the waiver. The district states that it communicated about its waiver plan with the community through a monthly newsletter to each family, during student-led conferences, and during a community event to showcase learning. The district reports that the community is supportive of the waiver renewal.

In response to renewal questions, the district stated that it met the goals of its original waiver request over the past three years. The district is so small that state assessment data are suppressed due to privacy rules. However, the district reported gains in local assessment results and implemented its professional development. Although the district cannot publicly report Smarter Balanced results due to small n-count, the district noted an increase in the number of students meeting or exceeding a level three on the SBA and reaching at least a year of growth on a local assessment, thereby meeting the goals of the original waiver application. The district notes the use of data to monitor its continuous improvement throughout the years of its waiver.

Action

The Board will consider whether to approve the request for an Option One waiver presented in the application by Onion Creek School District and summarized in this memorandum.

If you have questions regarding this memo, please contact Parker Teed at parker.teed@k12.wa.us



THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from basic education program requirements is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the minimum 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

Form and Schedule

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documents must be received by the SBE at least **forty (40)** calendar days prior to the SBE meeting at which consideration of the waiver request will occur. The Board's meeting schedule is posted on its website at <http://www.sbe.wa.gov>. It may also be obtained by calling 360.725.6029.

Application Contents:

The application form must include, at a minimum, the following items:

1. A proposed school calendar for each of the years for which the waiver is requested.
2. A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).
3. A resolution adopted and signed by the district board of directors requesting the waiver. The resolution must identify:
 - The basic education program requirement for which the waiver is requested.
 - The school year(s) for which the waiver is requested.
 - The number of days in each school year for which the waiver is requested.
 - Information on how the waiver will support improving student achievement.
 - A statement attesting that if the waiver is granted, the district will meet the minimum instructional hour offerings for basic education in grades one through twelve per RCW 28A.150.220(2)(a).

Applications for new waivers require completion of Sections A and C of the application form.
Applications for renewal of current waivers require completion of Sections A, B, and C.

Submission Process:

Submit the completed application with the local board resolution and supporting documents (preferably via e-mail) to:

Parker Teed
Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6047
parker.teed@k12.wa.us

**Onion Creek School District No. 30
Colville, Washington**

**RESOLUTION NO. 2017-02
180-DAY WAIVER RENEWAL REQUEST FOR 2017-2018, 2018-2019, 2019-2020 SCHOOL YEARS**

A RESOLUTION requesting the State Board of Education grants a renewal of waiver of the minimum 180-day requirement for three school years, 2018-2020. (WAC 180-18-040)

WHEREAS, the Onion Creek School District has established goals to implement changes that will increase student learning and individual achievement; and

WHEREAS, the Onion Creek School District's goals include increasing understanding of the academic needs of students and to provide more academic options for all students; and

WHEREAS, in order to achieve these goals, staff need additional non-student time which require whole staff release for collaboration between staff of different grade levels, curriculum planning and parent conferencing to improve student learning; and

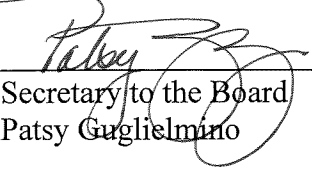
WHEREAS, the student contact hours and program offerings would exceed state requirements and certificated staff work hours would be according to the full teacher contract requirements; and

WHEREAS, the Washington Board of Education has recognized the importance of education improvements and has established waivers of the 180-day school year requirement for collaboration to improve student learning.

NOW, THEREFORE, BE IT RESOLVED, that the Onion Creek School District No. 30 Board of Directors requests that the minimum 180-day school-day-year requirement be waived for the Onion Creek School District to allow for up to three (3) waiver days in the school years 2017-2018, 2018-2019, 2019-2020 for the purpose of enhancing the educational program, as well as providing more academic options for all students. During this time, students would not attend school in order to allow for all staff to participate in collaborative activities, such as instructional planning, conferencing, and curriculum alignment, between staff of different grade levels, which would require whole staff release.

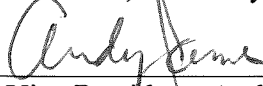
ADOPTED by the Board of Directors of the Onion Creek School District No. 30, Colville, Washington, in its regular meeting of April 20, 2017.

Attest: April 20, 2017



Secretary to the Board
Patsy Guglielmino

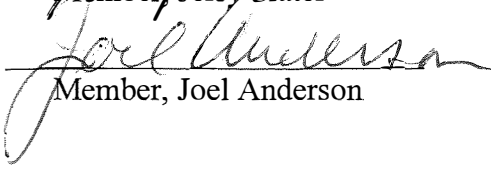
Onion Creek School Board of Directors


President, Elissa Dyson


Vice President, Andy James


Member, Lukas Miller


Member, Jerry Slater


Member, Joel Anderson

The SBE will provide written confirmation (via e-mail) of receipt of the application materials. **Part A: For all new and renewal applications:**

The spaces provided below each question for answers will expand as you enter or paste text.

School District Information	
District	Onion Creek School District #30
Superintendent	Patsy Guglielmino
County	Stevens
Phone	509.732.4240
Mailing Address	2006 Lotze Creek Rd. Colville, WA 99114
Contact Person Information	
Name	Stephanie Amaya
Title	Business Manager
Phone	509.732.4240
Email	samaya@ocsd30.org
Application type:	
New Application or Renewal Application	Renewal Application
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	Three
School Years	2017-18, 2018-19, 2019-20
Will the waiver days result in a school calendar with fewer half-days? No	
Number of half-days reduced or avoided through the proposed waiver plan	
Remaining number of half days in calendar	
Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?	
Yes or No	Yes

On the questions below please provide as much detail as you think will be helpful to the Board. Any attachments should be numbered to indicate the question(s) to which the documents apply.

The format for responses can vary to accommodate the information being provided (e.g., narrative, tabular, spreadsheet).

1. What are the purposes and goals of the proposed waiver plan?

In order for the faculty and staff in the Onion Creek School District to continue to adequately impact/increase students' academic growth and effectively learn and implement the state initiatives such as, Washing State Learning Standards, Eight Teaching Criteria, Instructional and Leadership Frameworks, Teacher and Principal Evaluation Program (TPEP) and Smarter Balanced Assessment (SBA), etc., collaborative professional development time is required. Due to our remote and rural location, it is often cost prohibitive and very challenging to send staff to trainings and/or hire substitutes to provide critical learning time for teachers and para-educators. In addition, due to some of our students' longer than average bus routes, we strive to keep half days to a minimum. Waiver days will provide the much needed professional development time to solve our problems of practice as we move forward.

Our goals are as follows:

- Incorporate and strengthen the implementation of the Washington State Learning Standards (WSLS) and Next Generation Science Standards (NGSS)
 - Incorporate and strengthen the Eight Teaching Criteria and the Instructional Frameworks
 - Incorporate and strengthen the use of data stemming from the SBA, Interim Assessments, universal screening, benchmark assessments, progress monitoring, and teacher developed common formative assessments
 - Incorporate and strengthen core instruction as well as tiers 2 and 3 interventions (Response to Intervention – RtI/MTSS)
 - Incorporate and strengthen the Nine Characteristics of High Performing Schools
 - Incorporate and strengthen the effective principles of Professional Learning Communities, based on DuFour's work
2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

The above outlined plan is in direct alignment to our District Visioning/Strategic Improvement Plan, which can be accessed at www.ocsd30.org. The improvement plan outlines goals and action plans for strengthening the instructional program and assisting students and staff with reaching and exceeding their potential.

3. Name and explain specific, measurable and attainable goals of the waiver for student achievement. Please provide specific data, in table or narrative form, to support your response.

As a result of being engaged in the work outlined in #1, district AIMSweb benchmark scores and classroom-based assessment scores will improve by a minimum of 15% district-wide by spring of 2020.

4. Describe in detail the specific activities that will be undertaken on the proposed waiver days. Please provide explanation (and evidence if available) on how these activities are likely to result in attainment of the stated goals for student achievement.

- Incorporate and strengthen the WSLS and NGSS.
 - Staff will participate in unpacking/deconstructing the NGSS and will transition to using the NGSS in their instructional planning and delivery. Data will be collected via classroom observations, Interim Assessment results and instructors' lesson plans.
- Continue to impliment and strengthen the Eight Teaching Criteria and the Instructional Frameworks

- Staff will continue to participate in the deep learning of Charlotte Danielson's Instructional Frameworks.
- Instructional Rounds will be conducted using TeachingChannel.org videos and peer observations.
- Staff will continue to learn about the teacher and principal evaluation (TPEP). Participants will refine SMART instructional goals and action plans aimed at strengthening instructional practices and improving student growth outcomes and periodically self-evaluate progress on goal attainment via artifact/evidence review. Data will be collected via classroom observations.
- Staff will continue to effectively implement the eight teacher evaluation criteria.
- Continue to implement the SBA assessment, SBA interim assessments, I-Ready, universal screening, benchmark assessments, progress monitoring and tiers 2 and 3 interventions
- Staff will implement benchmark, interim, I-Ready and SBA assessments, etc. with fidelity and disaggregate data to evaluate core curricula and instruction and to plan interventions. Student achievement data will be evaluated for subsequent changes in instructional practices/delivery. Participants will also explore and implement tier 2 and 3 intervention(s) and monitor effectiveness of interventions.
- Staff will continue to learn about the Smarter Balanced Assessment (SBA) and the interim assessments and understand how curriculum, instruction and assessment will be aligned in the Onion Creek School District. P-8 alignment processes will be conducted and scope/sequence/pacing guides will be collaboratively created by all educators, including special education.
- Incorporate and strengthen the Nine Characteristics of High Performing Schools
- Staff will delve into the research behind the Nine Characteristics of Highly Effective Schools. Action plans will be developed to strengthen areas of weakness and build upon strengths.
- Incorporate and strengthen the effective principles of Professional Learning Communities, based on DuFour's work.
 - Staff will deepen their knowledge and implementation of DuFour's work around Professional Learning Communities and will utilize PLC time to advance individual and school goals. During PLC time, participants will analyze data, plan collaboratively and design common formative assessments and interventions for individuals/groups.
 - Staff will read and implement the tenants from "In Praise of American Educators" and "Learning by Doing".

From the work described above, we anticipate that our students will increase assessment scores by a minimum 15%, or 5% each year.

5. What state or local assessments or metrics will be used to collect evidence of the degree to which the goals of the waiver are attained?

Achievement results from AIMSweb, SBA interims, I-Ready, ALEKS, IXL, QRI and Wright Group assessments will be evaluated a minimum of three times per year to assist with determination of goal achievement. Mid-course corrections (new interventions) will take place if/when students are not making expected gains.

6. Waiver requests may be for up to three school years. If the request is for multiple years, how will activities conducted under the waiver in the subsequent years be connected to those in the first year?

The waiver proposal, specified above, is a robust, continuous, multi-year, job-embedded professional development plan. The challenge of changing and improving professional practice is an adaptive one and takes continuous learning and practice over time. Each year (or as soon as problems of practice are solved) new SMART goals, action plans based on data, will be written and addressed.

- Describe in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the waiver.

Our Visioning and Planning Team, comprised of community members, board members, parents, classified and certified school employees provide feedback on our District Visioning/Improvement Plan and review progress on goal attainment. Moreover, we provide a monthly newsletter to all of our families, which appraises stakeholders of our school improvement work. Additionally, we hold three student-led conferences per year. During conferences, students share their progress on goal achievement.

- Provide information about the collective bargaining agreement (CBA) with the local education association, stating the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction days. Please also provide a link to the district’s CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

The Onion Creek School District does not have a CBA. Rather, we make decisions by consensus. For the 2017-18 school year, we have a consensus agreement on:

- 3 professional development days
- 170 full instructional days
- 1 late start/early release days
- 6 half days for parent-teacher conferences

- Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	177
Waiver days (as requested in application)	3
Additional teacher work days without students	0
Total	180

- If the district has teacher work days over and above the 180 school days (as identified in row three of the table), please provide the following information about the days: In columns 3 – 5, describe the specific activities being directed by checking those that apply.

Not Applicable

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1				
2				
3				
4				
5				

6				
7				
Check those that apply				

11. If the district has teacher work days over and above the 180 school days (row three of table in item 9 above), please also explain the rationale for the additional need of waiver days.

Not Applicable

New 180 Day Applications- Stop here and skip to Section C, "Last Steps".

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe in detail how the district used the waiver days and whether the days were used as planned and proposed in your prior request.

As proposed in 2014, the previous waiver days were used to research, select and implement evidenced-based tier 2 and 3 interventions/ instructional strategies and practices for students. Much professional development time was devoted to analyzing diagnostic data and planning collaboratively to address the learning needs of all students. The valuable professional learning time was also used to read professional books (“Visible Learning for Teachers” and “Visible Learning for Literacy”, Hattie and “Poor Students, Rich Teaching”, Jensen), as well as review and implement research based practices (Hattie, 2009).

2. To what degree were the purposes and goals of the previous waiver met? Using the performance metrics for the prior waiver plan, describe how effective the activities implemented have been in achieving the goals of the plan for student achievement. If goals have not been met, please describe why the goals were not met, and any actions taken to date to increase success in meeting the goals.

The professional development, made possible through the waiver days, brought about higher achievement as evidenced by classroom-based assessments, observation data, goal achievement on student learning plans, as well as district and state assessments. Specifically, we experienced an increase of students meeting or exceeding a level 3 on the SBA and demonstrating more than a year of growth on the AIMSweb benchmark assessment, which was our target for the previous waiver. (Note – our N in less than ten in each grade level.)

3. Describe any proposed changes in the waiver plan going forward, including any changes to the stated goals or the means of achieving the stated goals, and explain the reasons for proposing the changes.

Our goals, moving forward and as stipulated in A1, shows a continuation of the building blocks of continuous work on our goals in our improvement plan. The new goals are a natural progression and a refinement of the work accomplished as a result of our previous waiver.

4. Explain why approval of the request for renewal of the waiver is likely to result in advancement of the goals of the waiver plan.

The valuable professional development time, provided for via the waiver, will make a significant, positive impact on moving our district forward on attaining our important student achievement goals. If we did not have the professional development time provided for by the waiver, making changes to increase student outcomes would be much slower as we have few options to carve out time for staff learning and collaboration beyond the school day. Moreover, in our remote and rural location, finding substitutes to provide staff release time is a tremendous hardship and often not possible. Utilizing waiver days to promote professional learning is a perfect solution for our small district.

5. How were parents and the community informed on an ongoing basis about the use and impacts of the previous waiver? Provide evidence of support by administrators, teachers, other district staff, parents, and the community for renewal of the waiver.

Every district family receives our monthly newsletter. Additionally, parents are informed of the impact of staff professional development and the positive impact of achievement via 3 student-led conferences per year. Moreover, the district hosts special events for our community called “museums” to showcase student learning.

The waiver days have become commonplace in our district. Administrators, teachers, other district staff, parents, the community and board understand the need for professional learning time. It is a belief that we are actually setting a good example of lifelong learning by taking the time to learn, collaborate and improve our practice together.

C. Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page. (E-mail is preferable.)
- Ensure supplemental documents clearly identify the questions that the documents support.

Thank you for completing this application.

2017-2018



AUGUST				
M	T	W	T	F
	1	2	3	4
21	22	23	24	25
			31	

25 Prep Day
 28 First Staff Day
 29 Teacher Pro. Day
 30 First Student Day

SEPTEMBER				
M	T	W	T	F
4	5			
18	19	20	21	22
20	25	26	27	28
				29

4 Labor Day

M	T	W	T	F
9	10	11	12	
23	24	25	26	27
30	31			

13 Teacher Pro. Day
 Half Days
 26-27 Conferences

M	T	W	T	F
20	21			
18		29	30	

10 Veterans' Day
 22-24 Thanksgiving B

DECEMBER				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

DEC. 18--JAN. 2
 Winter Break

JANUARY				
M	T	W	T	F
1				
20	29	30		

1 Winter Break
 12 Teacher Pro. Day
 15 MLK Day
 25-26 Conferences
 Half Days

FEBRUARY				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
		28		

19 Presidents' Day

M	T	W	T	F
5	6	7	8	9
12	13	14	15	16
22	26	27	28	29
				30

22

APRIL				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

2-6 Spring Break

MAY				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

28 Memorial Day

JUNE				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

6-7 Conferences
 Half Days
 8 Student Last Day

JULY				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

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WAC 180-18-040

Waivers from minimum one hundred eighty-day school year requirement.

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

(2) The state board of education, pursuant to RCW [28A.305.140\(2\)](#), shall evaluate the need for a waiver based on whether:

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

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

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

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

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

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

(3) In addition to the requirements of subsection (2) of this section, the state board of education shall evaluate requests for a waiver that would represent the continuation of an existing waiver for additional years based on the following:

(a) The degree to which the prior waiver plan's goals were met, based on the assessments or metrics specified in the prior plan;

(b) The effectiveness of the implemented activities in achieving the goals of the plan for student achievement;

(c) Any proposed changes in the plan to achieve the stated goals;

(d) The likelihood that approval of the request would result in advancement of the goals;

(e) Support by administrators, teachers, other district staff, parents, and the community for continuation of the waiver.

[Statutory Authority: RCW [28A.305.140\(2\)](#) and [28A.305.141\(3\)](#). WSR 12-24-049, § 180-18-040, filed 11/30/12, effective 12/31/12. Statutory Authority: Chapter [28A.305](#) RCW, RCW [28A.150.220](#), [28A.230.090](#), [28A.310.020](#), [28A.210.160](#), and [28A.195.040](#). WSR 10-23-104, § 180-18-040, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW [28A.305.140](#) and [28A.655.180](#). WSR 10-10-007, § 180-18-040, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW [28A.150.220\(4\)](#), [28A.305.140](#), [28A.305.130\(6\)](#), [28A.655.180](#). WSR 07-20-030, § 180-18-040, filed 9/24/07, effective 10/25/07. Statutory Authority: Chapter [28A.630](#) RCW and 1995 c 208. WSR 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]

WAC 180-18-050

Procedure to obtain waiver.

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

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

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

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

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

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

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

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

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

Within thirty days of receipt of the notification, the state board will, on a determination that the required information and documentation have been submitted, notify the requesting district that the requirements of this section have been met and a waiver has been granted.

[Statutory Authority: RCW [28A.305.140](#)(2) and [28A.305.141](#)(3). WSR 12-24-049, § 180-18-050, filed 11/30/12, effective 12/31/12. Statutory Authority: Chapter [28A.305](#) RCW, RCW [28A.150.220](#), [28A.230.090](#), [28A.310.020](#), [28A.210.160](#), and [28A.195.040](#). WSR 10-23-104, § 180-18-050, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW [28A.305.140](#) and [28A.655.180](#). WSR 10-10-007, § 180-18-050, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#), [28A.305.130](#)(6), [28A.655.180](#). WSR 07-20-030, § 180-18-050, filed 9/24/07, effective 10/25/07. Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#), and [28A.305.130](#)(6). WSR 04-04-093, § 180-18-050, filed 2/3/04, effective 3/5/04. Statutory Authority: Chapter [28A.630](#) RCW and 1995 c 208. WSR 95-20-054, § 180-18-050, filed 10/2/95, effective 11/2/95.]

Option One Waiver Application Worksheet

District: **Onion Creek**

Date: **9/14/2017**

Days requested: **3**

Years requested: **3**

New or Renewal: **R**

WAC 180-18-040 (2)	(a) Resolution attests that if waiver is approved, district will meet the instructional hour requirement in each year of waiver.	(b) Purpose and goals of waiver plan are closely aligned with school/district improvement plans.	(c) Explains goals of the waiver related to student achievement that are specific, measurable and attainable.	(d) States clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of stated goals.	(e) Specifies at least one state or local assessment or metric that will be used to show the degree to which the goals were attained.	(f) Describes in detail participation of teachers, other staff, parents and community in development of the plan.
Satisfies criterion Y/N						
Comments						

District: Onion Creek

Renewals: “In addition to the requirements of subsection (2), the state board of education shall evaluate requests for a waiver that would represent the continuation of an existing waiver for additional years based on the following:”

WAC 180-18-040 (3)	(a) The degree to which the prior waiver plan’s goals were met, based on the assessments or metrics specified in the prior plan.	(b) The effectiveness of the implemented activities in achieving the goals of the plan for student achievement.	(c) Any proposed changes in the plan to meet the stated goals.	(d) The likelihood that approval of the request would result in advancement of the goals.	(e) Support by administrators, teachers, other staff, parents and community for continuation of the waiver.
Meets criterion Y/N					
Comments					



THE WASHINGTON STATE BOARD OF EDUCATION

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APPROVAL OF PRIVATE SCHOOLS FOR 2017–18

Policy Consideration

Approval of Private Schools under RCW 28A.195.040 and Chapter 180-90 WAC at the September 12-14, 2017, Washington State Board of Education meeting.

Summary

Approval of Private School for the 2017–18 School Year.

Background

Each private school seeking State Board of Education approval is required to submit an application to the Office of Superintendent of Public Instruction. The application materials include a State Standards Certificate of Compliance and documents verifying that the school meets the criteria for approval established by statute and regulations.

Enrollment figures, including extension student enrollment, are estimates provided by the applicants. Actual student enrollment, number of teachers, and the teacher preparation characteristics will be reported to OSPI in October. This report generates the teacher/student ratio for both the school and extension programs. Pre-school enrollment is collected for information purposes only.

Private schools may provide a service to the home school community through an extension program subject to the provisions of Chapter 28A.195 RCW. These students are counted for state purposes as private school students.

Action

This approval is being requested due to extra ordinary circumstances involving a change of leadership for Olympic Christian School. The resultant problems with the staff at the time resulted in the approval not being processed for either the May or July approval cycles. We are, therefore, requesting approval for this school for the 2017–18 school year..

Kevin Laverty, *Acting Chair* • Ben Rarick, *Executive Director*
Mona Bailey • Dr. Alan Burke • Lindsey Salinas • Patty Wood • Ryan Brault • Joe Hofman • MJ Bolt
Peter Maier • Holly Koon • Ricardo Sanchez • Connie Fletcher • Judy Jennings • Jeff Estes • Janis Avery
Chris Reykdal, *Superintendent of Public Instruction*

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Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Olympic Christian School Mitch Johnson 43 O'Brien Road Port Angeles WA 98362-9225 360.457.4640	K-8	0	70	0	Clallam



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BOARD MEMBER LIAISON ASSIGNMENT TO PARTNER GROUPS

Organization	Primary Liaison
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Washington Charter School Commission	Peter Maier
Expanded Learning Opportunities Council	MJ Bolt
ESD 101 (Spokane)	MJ Bolt
ESD 105 (Yakima)	Jeff Estes
ESD 112 (Vancouver)	Patty Wood
ESD 113 (Olympia)	Alan Burke
ESD 114 (Bremerton)	Alan Burke
ESD 123 (Tri Cities)	Ryan Brault
NCESD 171 (Wenatchee)	MJ Bolt
NWESD 189 (Anacortes)	Kevin Laverty
Puget Sound ESD 121 (Renton)	Peter Maier
Learning First Alliance	Connie Fletcher
PESB: Professional Educator Standards Board	Ricardo Sanchez
WASA: Washington Association of School Administrators	Ricardo Sanchez
WASC: Washington Association of Student Councils	Joe Hofman, Lindsey Salinas
AWSP: Association of Washington School Principals	Judy Jennings
WSAC: Washington Student Achievement Council	Alan Burke
WEA: Washington Education Association	Holly Koon
WFIS: Washington Federation of Independent Schools	Judy Jennings
WSSDA: Washington State School Directors' Association	Patty Wood
NASBE Board of Directors	Connie Fletcher
NASBE Governmental Affairs Committee	Patty Wood