



# THE WASHINGTON STATE BOARD OF EDUCATION

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

The Board will host a community forum on March 5 at South Puget Sound Community College Lacey Event Center Room 188 from 5:30 to 7:30 p.m.

South Puget Sound Community College Hawks Prairie Campus, Event Center Room 194,  
4220 6<sup>th</sup> Ave SE, Lacey, WA 98503

## **March 6-7, 2018 MEETING AGENDA**

### **Tuesday, March 6**

**8:30-8:45 a.m.**

#### **Call to Order**

- Pledge of Allegiance
- Welcome from Dr. Timothy Stokes, President of South Puget Sound Community College

#### **Agenda Overview**

#### **Consent Agenda**

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

- Approval of Minutes from the January 10-11, 2018 Meeting

#### **Business Item (Action Required)**

1. Approval of Resolution in Commemoration of Board Member Mona Bailey's Service

**8:45-10:45**

#### **Overview and Discussion of Strategic Planning Process**

- Timeline for Development of the Strategic Plan
- Relationship of Strategic Plan and Statewide Indicators of Educational System Health
- Equity as a Foundational Element in the Strategic Plan
- Collaboration with Key Partners (Part One – To Be Continued in Future Meetings)
  - Educational Opportunity Gap Oversight and Accountability Committee
    - Ms. Maria Flores, Director of Title II, Part A, and Special Programs, Office of Superintendent of Public Instruction (OSPI)

- Mr. Alex Ybarra, Commission on Hispanic Affairs
- Mr. Bill Kallappa, Governor’s Office of Indian Affairs

**10:45-11:00 Break**

**11:00-12:00 p.m. Strategic Plan Discussion Continued**

- Washington Student Achievement Council (WSAC)
  - Ms. Rachelle Sharpe, Deputy Executive Director, WSAC
- Workforce Training and Education Coordinating Board (WTB)
  - Ms. Eleni Papadakis, Executive Director, WTB

**12:00-12:15 Public Comment**

**12:15-1:00 Lunch**

**1:00-1:45 Next Generation Science Standards Communication Plan Update**

Ms. Alissa Muller, Communications Manager  
 Ms. Ingrid Stegemoeller, Ready Washington  
 Mr. Jeff Estes, Board Member

**1:45-3:30 Update on Accountability System**

Dr. Andrew Parr, Research Director  
 Dr. Michaela Miller, Deputy Superintendent, OSPI  
 Ms. Tennille Jeffries-Simmons, Assistant Superintendent, System and School Improvement, OSPI  
 Dr. Deb Came, Assistant Superintendent, Student Information and Assessment, OSPI

**3:30-3:45 Break**

**3:45-4:30 Student Presentation on Social-Emotional Learning**

Ms. Lindsey Salinas, Student Board Member  
 Mr. Joseph Hofman, Student Board Member

**4:30-5:15 Update on the Center for the Improvement of Student Learning**

Ms. Andrea Cobb, Executive Director, Center for the Improvement of Student Learning

**5:15-5:30 Preview of Business Items for Tomorrow**

**5:30 Adjourn**

**Wednesday, March 7**

**8:00-8:30 a.m. Executive Session**

**8:30-8:45 Introduction to the Day**

**8:45-9:15 Discussion of Self-Evaluation Process for the State Board of Education**

Mr. Kevin Laverty, Chair

<b>9:15-9:45</b>	<p><b>Legislative Update</b> Ms. Kaaren Heikes, Director of Policy and Partnerships</p>
<b>9:45-10:15</b>	<p><b>Executive Director Update</b> Dr. Randy Spaulding, Executive Director</p> <ul style="list-style-type: none"> <li>• Option One Waiver Request from Shoreline, South Bend and Tacoma School District</li> <li>• Request for Temporary Waiver of 24-Credit Graduation Requirements from Cheney School District for the Class of 2019 and 2020</li> <li>• Update on the Statewide Indicators of Educational System Health</li> <li>• Update on Rule Amendments for School Improvement Goals (WAC 180-105)</li> <li>• OSPI/SBE Roles and Responsibilities</li> </ul>
<b>10:15-10:30</b>	<p><b>Break</b></p>
<b>10:30-11:15</b>	<p><b>Business Items (Action Required)</b></p> <ol style="list-style-type: none"> <li>2. Approval of Option One Waiver Requests for Shoreline, South Bend and Tacoma School Districts</li> <li>3. Approval of Temporary Waiver of Implementation of 24-Credit Graduation Requirements for Cheney School District for the Class of 2019 and 2020</li> </ol>
<b>11:15-12:15 p.m.</b>	<p><b>Update on Districts that Receive Credit-Based Graduation Requirement Waivers</b> Mr. Parker Teed, Policy Analyst Mr. Crosby Carpenter, Principal, Chelan School of Innovation, Lake Chelan School District Ms. Lisa Escobar, Principal, Highline Big Picture Schools, Highline School District Mr. Tom Venable, Superintendent, Methow Valley School District Ms. Julia Bamba, Principal, Gibson Ek High School, Issaquah School District</p>
<b>12:15-12:30</b>	<p><b>Public Comment</b></p>
<b>12:30-1:15</b>	<p><b>Lunch</b></p>
<b>1:15-2:00</b>	<p><b>National Association of State Boards of Education Conference Report-Out</b> Ms. Patty Wood, Board Member Ms. MJ Bolt, Board Member Ms. Connie Fletcher, Board Member</p>
<b>2:00</b>	<p><b>Adjourn</b></p>



# THE WASHINGTON STATE BOARD OF EDUCATION

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

January 10-11, 2018  
Educational Service District 113  
6005 Tye Drive SW  
Tumwater, WA 98512

## Meeting Minutes

### Wednesday, January 10

Members Attending: Chair Kevin Laverty, Chris Reykdal, Dr. Alan Burke, Ms. Connie Fletcher, Mr. Peter Maier J.D., Mr. Jeff Estes, Ms. Holly Koon, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Ricardo Sanchez, Ms. Patty Wood, Ms. Lindsey Salinas, Mr. Joseph Hofman (13)

*\*Members Avery and Brault joined the meeting via teleconference only from 4:15 – 5:30 p.m.*

Staff Attending: Dr. Randy Spaulding, Ms. Deb Merle (12:00-2:00 p.m.), Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Linda Sullivan-Colglazier, Ms. Alissa Muller (9)

Members Absent: Ms. Janis Avery, Ms. Mona Bailey, Mr. Ryan Brault (3)

### **CALL TO ORDER**

Chair Laverty called the regular bi-monthly meeting of the Washington State Board of Education to order at 8:32 a.m. and introduced Mr. John Bash, Superintendent of the Tumwater School District. Superintendent Bash introduced Tumwater Board Members, Mr. Jay Wood, Board President, and Ms. Melissa Beard, and a brief overview of the Tumwater School District strategic plan was presented. Chair Laverty thanked Superintendent Bash and expressed appreciation for the good work being done in the Tumwater School District.

At this time Chair Laverty introduced visitors to the meeting, Mr. Bill Keim, WASA Executive Director, Mr. Tim Garchow, WSSDA Executive Director, and Dr. Michaela Miller, OSPI Deputy Superintendent of Public Instruction. He then introduced and welcomed new SBE Executive Director Dr. Randy Spaulding. Dr. Spaulding thanked Chair Laverty and SBE Board Members for the opportunity to serve as their Executive Director and provided a brief recap of his significant experience in the area of education. He added that he is looking forward to the new opportunity of working with members of the Board and staff of the SBE and to meeting constituents and stakeholders' needs.

Chair Laverty asked that an item be added to the agenda for Thursday, January 11. He requested that elections be held for a member to serve on the Executive Committee of the State Board of Education to

replace the position which was being vacated by Member Ms. Janis Avery. Members were encouraged to consider running.

**Motion made by Member Jennings** to vote at tomorrow's meeting to elect a member at large, for a one year term, to the Executive Committee to replace member Janis Avery.

**Motion seconded by Member Sanchez.**

**Motion carried unanimously.**

Chair Lavery announced that Members Janis Avery and Ryan Brault would be joining the meeting today, Wednesday, January 10, 2018 at 4:15 p.m. via teleconference, to participate in the discussion on the SBE's Legislative Position on Assessment Requirements and Alternatives.

### **ESSA Update, Next Steps, Timeline**

Dr. Deb Came, Assistant Superintendent, OSPI

Ms. Tennille Jeffries-Simmons, Assistant Superintendent, OSPI

Dr. Michaela Miller, Deputy Superintendent, OSPI

Dr. Miller, Dr. Came and Ms. Jeffries presented an update on the ESSA State Plan as follows:

#### Background

OSPI submitted the ESSA consolidated plan on September 18, 2017. The Department of Education had 120 days to review and provide feedback. In late October, the Department of Education convened a group of peer reviewers to analyze the final batch of state plans. On December 15, OSPI received an email from the Department of Education asking to meet with their team and go over the peer and agency feedback. On December 19, OSPI staff met with the Department of Education to review the feedback.

OSPI is in the process of reviewing the feedback and has met the deadline set by the Department of Education of January 4, 2018 to respond with a red-line version of the State of Washington ESSA plan. Dr. Miller reviewed relevant sections of feedback with the Board. Dr. Miller stated that feedback was received on January 8 and OSPI had less than 24 hours to get back to the Department of Education.

A PowerPoint was presented reflecting the Tiered Support Model Update and Required Action District (RAD) Recommendation providing detail on:

- System and School Improvement - Study, Support, and Serve
- Required Action District Recommendation for School Year 2018-2019
- ERDC Study Opportunity
- Next Steps
  - Communication with schools about identification and support – February, 2018
  - Partner with ERDC to inform future RAD recommendations
  - Future updates as determined.

To summarize, Dr. Miller stated that a response was sent to the Department of Education yesterday. There is a red and blue line version of the ESSA plan posted on the OSPI website. Final response from

the Department of Education is expected by January 16, 2018. Dr. Miller added that OSPI has a pretty intense communication plan and that all districts will know where they stand by early March. There is a communication plan in place for each of the next three months.

Discussion ensued and input was given. For complete detail, please refer to the PowerPoint which is included in the Board Packet for this meeting.

### **Threshold Scores for 10<sup>th</sup> Grade Career and College Ready English Language Arts and Math Assessments**

Mr. Tony Alpert, Executive Director, Smarter Balanced Consortium

Dr. Deb Came, Assistant Superintendent, OSPI

Dr. Tom Hirsch, National Technical Advisory Committee

The Board was updated on work OSPI has done in partnership with the Smarter Balanced Consortium, and was presented with a recommendation on threshold scores, including the score on the tenth grade assessments that indicate whether or not a student is on-track for career and college readiness.

The panel provided a PowerPoint presentation outlining in detail the process for determining scores on the 10<sup>th</sup> grade Smarter Balanced Assessments. Legislation in 2017 (HB 2224) changed the high school assessment from an 11<sup>th</sup> grade standard to a 10<sup>th</sup> grade standard. As a result, the SBE needs to approve the new achievement level scores for the 10<sup>th</sup> grade assessment. The Board heard updates on the 10<sup>th</sup> grade Smarter Balanced Assessments at the September and November meetings. At this meeting, the Board will consider approving threshold scores on the tenth grade math and English language arts (ELA) statewide assessments.

This will be a business item for SBE consideration and approval.

Discussion ensued and input was given. For more complete detail, please refer to the PowerPoint included in the meeting packet.

### **Process for Achievement Level Setting for the Washington Comprehensive Assessment of Science**

Ms. Dawn Cope, Secondary Science Assessment Lead, OSPI

Dr. Tom Hirsch, National Technical Advisory Committee

The panel presented on the recommended process for determining the achievement level scores on the new science assessment. At this meeting, the Board will be approving the recommended process. The Board will be adopting the actual scores at a special board meeting this summer.

A PowerPoint was shown outlining the following:

- Events to Present Time
- Upcoming Events
- Achievement Level Setting and Approval Process
- Contrasting Groups
- Description of Achievement Level Setting Activities
- New Standards – New Assessments
- Standards Implementation
- Washington Comprehensive Assessment of Science (WCAS)

Recommendation - OSPI proposes using the same process as was approved for the 2012 achievement level setting events for end-of-course Biology.

Discussion ensued and input was given. This will be a business item for SBE consideration and approval.

### **Next Generation Science Standards Communications Plan**

Dr. Philip Bell, Executive Director, University of Washington Institute for Science and Math Education

Ms. Linda Drake, Director of Career- and College-Ready Initiatives, SBE

Dr. Ellen Ebert, Science Director, OSPI

Mr. Jeff Estes, Board Member, SBE

Ms. Alissa Muller, Communications Manager, SBE

Implementing the Next Generation Science Standards will mean new ways of teaching and learning science, and will require coordination across the educational system. The panel presented on the standards, implementation, and equity in science education.

The Framework for K-12 Science Standards defined several guiding assumptions for the new standards including:

- Children are born investigators
- Focusing on core ideas and practices
- Understanding develops over time
- Science and engineering require both knowledge and practice
- Connecting to students' interests and experiences
- Promoting equity

Ms. Alissa Muller, State Board of Education Communications Manager, stated that the Board's effort to communicate with other education stakeholders is very important. To ensure a communication effort that is successful, audiences need to hear messages seven times before a message is remembered. Ms. Muller referred to a book entitled "*Made to Stick – Why Do Certain Ideas Stick When Others Die?*" She added that the villain in communications is the "Curse of Knowledge"; i.e. what we know, or just because we know, we can't assume that everyone knows. Board member Jeff Estes added that communication is critical to success and that he is excited about embarking on this communication plan. A major challenge is to influence, transform and shape how people think about the idea of the NGSS framework. He feels communication will have to capture and hold peoples' attention. It will be important to look at the communication plan through an equity lens.

The Board will be asked to approve moving forward with partners on a communication plan to support implementation of the standards.

For further detail and background on the NGSS, please refer to information included in the meeting packet.

### **Student Voice Panel**

Mr. Colin Edwards, Student Leader, Chief Kitsap Academy

Mr. Sabian Hart, Olympia Chapter Leader, Mockingbird Society

Mr. Joe Hofman, Student Board Member, SBE

Mr. Asher Maria, Student Leader, Association of Washington Student Leaders

Ms. Lindsey Salinas, Student Board Member, SBE

Ms. Vanessa Valdez, Student Leader, Food Empowerment Education and Sustainability Team

Mr. Joseph Hofman, SBE Member, introduced the students and facilitated the panel discussion. Students shared their “asks” of the education system and were provided with the following guiding questions:

- What is the background of your organization and how did the organization get started?
- How can the education system be improved to better serve students? What changes to the education system does your organization advocate for?
- How does your organization involve student leaders?
- What are notable successes of your organization and its student leaders?

Each student representative provided background on their organizations and provided input on the above questions. Mr. Colin Edwards, Chief Kitsap Academy, shared an informative Northwest Treaty Tribes video on ocean to table work that showed live footage of students in action. Mr. Asher Maria, Association of Washington Student Leaders, discussed growth of over 400% of undocumented immigrant students in Washington State schools over the past fourteen years and President Obama’s federal DACA action. Prior to this action, undocumented students had little hope for higher education, but this action is helping greatly. Other topics discussed were:

- How educators can better listen to students;
- Finding ways for kids to have access to healthy food;
- Health and physical education; and access to hygiene products;
- Inequity in school funding;
- Finding ways to raise money to fund “pay for play” sports and other extracurricular activities;
- How to attract more teachers whose ethnicity reflects the demographic of the schools they teach in.

The meeting broke for lunch at 12:15 p.m. and resumed at 1:00 p.m.

Chair Laverty recognized Interim Executive Director, Ms. Deb Merle, and thanked her for her service to the SBE over the past several months. Also recognized was Ms. Terri Eixenberger, former WSSDA Executive Assistant. Ms. Eixenberger was thanked for taking minutes during the meeting.

### **Required Action Districts and Comprehensive Support Schools**

Ms. Tennille Jeffries-Simmons, Assistant Superintendent, OSPI

Dr. Michaela Miller, Deputy Superintendent, OSPI

Dr. Andrew Parr, Research Director, SBE

Dr. Andrew Parr, SBE Research Director, presented on the Tiered Support Model Update and RAD Recommendations from OSPI, and discussed what the new framework should look like so accountability is transparent. Ms. Tennille Jeffries-Simmons discussed supports that are in place and objectives for the day’s presentation as follows:

- System and School Improvement – Study, Support, and Serve
- Required Action District Recommendation for SY 2018-2019
- ERDC Study Opportunity
- Next Steps

Ms. Jeffries-Simmons expressed the significance of hope and execution and stressed the need for effective execution. She stated that it is important to learn from what is working and what is not working. Examples of actions were provided as follows:



- Example comprehensive supports
- Example targeted supports
- Example self-directed supports
- Foundational supports

Not all RAD schools or comprehensive schools are the same, and not all regions of our state are struggling with the same things.

Dr. Michaela Miller discussed changes that are needed to make required action compatible with the ESSA. Data for the RADs will not be ready for public viewing until the March meeting. An RFQ is being put together to find someone that can do the analysis that is needed, and OSPI will be looking at policy considerations at the local level. They are going to produce short and long term findings and will be analyzing what is working and what is not working. Special education is a particular issue in our state, as it is around the country.

Dr. Miller asked for the State Board of Education’s feedback on what has happened around RAD over the last eight years and added that there is now an opportunity to really define the accountability needs for the state of Washington.

Superintendent of Public Instruction Chris Reykdal asked Board members to keep lifting up their voices for their ESDs as it will really help the schools. Discussion ensued and input was given.

## **Public Comment**

### Mr. Brian Jeffries – Policy Director, Partnership for Learning/WA Roundtable

The WA Roundtable is asking to continue to support students and the hard work that teachers and principals, schools, and more importantly students have done. Mr. Jeffries’ prediction was if the state delinks the assessment for graduation, there will actually be a drop in graduation rates. States that delink the tests see a 25 to 30% proficiency rate drop.

Mr. Jeffries discussed the increase in graduation rates every year since 2008. More importantly the remediation rates have inversely done the same; they have dropped over the years. He felt that delinking the test for graduation will be a problem, as this is a policy that is working. He asked that the unintended consequences of delinking please be taken under consideration.

### Ms. Narsedalice Estevez – ELL Teacher, Yakima School District

Ms. Estevez spoke in support of English language learners (ELL). As an ELL student her entire life, she knows well the lack of resources in schools. She learned to navigate the school system on her own, and often felt helpless. She pushed herself to graduate, but many of her friends did not graduate. Ms. Estevez came back to the Yakima valley to fulfill her passion of teaching. She is asking for SBE’s consideration in supporting ELL students in her community. She wants to make sure there are adequate resources so ELL students don’t get left behind. She is one of the few that did graduate with her class. Too many kids become statistics. Ms. Estevez encouraged Board members to visit her community to see their students.

### Mr. Gerardo Estevez – Yakima

Mr. Estevez shared his story of growing up with little resources at home. Both of his parents spoke only Spanish. They came to this country for a better life, but they didn’t understand how they could help

their kids in school. He talked about a teacher who had helped him greatly. The teacher made sure the ELL students got the support they needed. Many students don't try their best at home. By having support, or not having support, kids will look elsewhere. He invited Board members to come to Yakima to look at the schools, and to listen to what students have to say. ELL students need that extra push. Mr. Estevez stated that it isn't easy for them, as many of them already have to speak two languages. They want to see more Hispanic students graduate from college, and added that teachers that can do a lot with the limited resources they have, are amazing.

Mr. Stephen Miller – Vice President, WEA

Stephen Miller is Vice President of the WEA, and a 25 year teacher. He has taught in both high income and low income communities. Mr. Miller commented that earlier in the day, the Tumwater School District Superintendent talked about the incredible success their district is having with very high risk students that is leading to their high school graduation. The students were not motivated by high stakes tests. Not one of those students mentioned that testing was going to improve their learning or motivate them to go to school every day. We just lived through a generation of No Child Left Behind that didn't motivate or improve student learning. After decades of research, tests linked to graduation are still not good. They have decreased rates of graduation in students with high risk. We have an obligation to apply the knowledge we have learned over a generation of high stakes testing. Yes – we do need tests in the classroom. What really needs to change are the necessary resources - that is what will really turn around the kids in Washington State. Mr. Miller expressed his hope that the SBE will apply knowledge and delink high stakes testing, as no student should be punished for the cultural bias of their families.

Ms. Brenda Yepez – Student, Pasco School District

Ms. Yepez explained that she didn't know what she wanted to major in, and she struggled to find available resources. She had always been a resourceful and smart student. The lectures in school were not useful to prepare her for the Biology exam. She felt there needs to be substantially more in-class preparation for high stakes tests. Now that she is in college, she feels that educators need to be asking students what they need, not what they think students need. She encouraged SBE Board members to participate and to visit the Pasco School District and talk with students and parents about what their needs are.

Mr. Miguel Lucatero – Parent, Pasco School District

*Mr. Lucatero communicated with the Board via Ms. Ruvine Jimenez, League of Education Voters, who is also an English language translator.*

Mr. Lucatero is from Pasco. He came to speak on behalf of his children. He is worried about their education and the education of other students as well. He wants to make sure they have opportunities to attend universities and colleges. He would like to ask to be informed of changes in graduation requirements, etc. and that the SBE elicit parents' feedback as to what they feel students need before decisions are made. For example, tutoring was taken away in Pasco. His children are immigrant children and need those resources. The Hispanic community in Pasco would like to invite the SBE to their community to hold community forums that may help unite students and their families.

Ms. Ruvine Jimenez - League of Education Voters (LEV)

Ms. Jimenez reported that LEV supports linking high school assessment tests with high school graduation. She recognizes that the ELL students' graduation rate gap is widening. It was important to them that ELL families have a voice in the conversation. To be able to interact and engage with families

and students, and to hear their voices, is so very important. Ms. Jimenez stated that In December they had the opportunity to host youth community leaders and a representative from the Hispanic Chamber of Commerce. They wanted to highlight the work that these student youth groups in Pasco had done. They provided a week long summer camp for students at risk of dropping out. Another youth group started providing tutoring; however, it was taken away due to the change in the No Child Left Behind Act. The two groups came together so that legislators could see how Latino and different ethnic groups give back to the community. There were twenty-nine students and eleven community members. There needs to be more encouragement and more motivation. There is a need for counselors that are proactive and interactive. There should be an opportunity for Saturday school and after school tutoring, as well as study guides for exams. There needs to be better advisors, college workshops, and counselors, as well as mental health services - support is limited. There also needs to be more communication between administrators and parents.

Ms. Kelly Munn – League of Education Voters (LEV)

Ms. Munn stated that she knows all SBE members care deeply about the success of students in the State of Washington and that there are really critical conversations to have. She said what matters to the community is the success of the student. She concluded her public comment with the statement “We trust that you will do the right thing for students in our state.”

**Public Hearing: CR-102 School Improvement Goals**

Mr. T.J. Kelly, Director of School Apportionment, OSPI

Dr. Andrew Parr, SBE Research Director, provided an introduction and background information on the performance improvement goals – updated rules. Before this meeting, the SBE sent draft language to various partner agencies for feedback and comments. At the time of this meeting, feedback or comments had been received from one organization.

Through an action, the Board approved the filing of the CR-102, and on November 21, 2017, staff filed the CR-102 with the Office of the Code Reviser for WAC 180-105 to signal the agency’s interest in continuing the rulemaking.

Dr. Michaela Miller, OSPI Deputy Superintendent, expressed her concern on the fiscal impact of the rule change, stating that it seemed overly expensive and overly cumbersome. The CR-102 requires the OSPI to complete a School District Fiscal Impact Statement for the proposed rule changes. OSPI estimated a total fiscal impact of \$2,691,500.

The anticipated work plan for the rulemaking is summarized as follows:

- January 11, 2018: The Board votes to approve the presentation of the goals to the Education Committees of the Legislature.
- January 15, 2018: Present the goals to the Education Committees of the Legislature for the committees’ review and comment.
- March 7, 2018: The Board votes to adopt the rules after stakeholder comments and file the CR-103. If the legislature is expected to act on the proposed rules, this approval would be expected to be pushed back or postponed to the May 2018 SBE meeting.

Chair Laverty asked if anyone wanted to testify on CR-102 School Improvement Goals. Hearing none, he declared the public hearing closed.

### **Working definitions of “Educational Equity” and “SBE Equity Lens”**

Mr. Ricardo Sanchez, Member, SBE

The SBE has long intended to adopt its own Equity Statement of Intent. Time was spent at the September retreat crafting an equity definition, and subsequent to the retreat, an Equity Committee was established as a standing committee. The committee revised the draft language extensively, informed in part by the Assistant Attorney General, Linda Sullivan-Colglazier.

Member Sanchez walked the Board through the current language that the Equity Committee recommended to the full Board. Considerable discussion ensued and input was given.

Members reviewed the documents on screen which reflected “track changes” to the language. The documents frame the issue and state the Board’s intent. The SBE has crafted the equity statement of intent for guidance in its decision making related to its statutory charges, strategic planning and in developing annual policy proposals for consideration.

This will be the language that will be voted on at tomorrow’s meeting.

### **Roles and Responsibilities Task Force Recommendations**

Mr. Peter Maier, Vice Chair, SBE

Mr. Chris Reykdal, State Superintendent of Public Instruction, OSPI

Member Maier explained that the purpose of this agenda item was for the Board to consider approval of the recommendations of the SBE Roles and Responsibilities Taskforce, which was outlined at the December 29, 2017 special board meeting. Please refer to the *Recommendations from the SBE Roles and Responsibilities Taskforce* document included in the Board meeting packet.

Tomorrow the Board will be asked to approve the statement in a free standing motion. There is also the question of legislation. The plan is to have it introduced as a joint request bill, as requested by the SBE and OSPI and the Governor as well. There will be a separate motion to adopt as a legislative priority and direct the staff and Executive Committee to take any necessary action. Member Maier recommended that a vote not be taken on the particular text of a particular bill. The idea would be to have the Executive Committee authorized to testify on it. The alternative would be to vote to adopt the bill; however, Member Maier thought that would be unwise.

The bill – there are three things slightly different than what was discussed at the meeting on December 29.

1. It became apparent that the WACs for both OSPI and SBE would have to be changed both on private schools and waivers.
2. The busy time for waiver requests is in the spring, ninety days before the school year is started.
3. Communication with 500 schools is also an issue.

Finally, in reviewing private schools, there were one or two fairly minor changes. Not all private school teachers are required to have state certification; e.g. Montessori and Seventh Day Adventists.

Chair Laverty thanked members of the SBE Rules and Responsibilities Taskforce for their involvement.

### **Legislative Position on Assessment Requirements and Alternatives**

Mr. Kevin Laverty, Chair, SBE

*At this time, members Avery and Brault joined the meeting via teleconference.*

At the request of members, discussion ensued regarding the high school assessment system and to develop a position on assessment requirements and alternatives that will guide the Board's response to potential legislation that may be introduced in the 2018 session, particularly as it relates to diploma requirements.

Kaaren Heikes, SBE Director of Policy and Partnerships, discussed the bill that was dropped in the Senate, noting that it was a long bill – three pages, and 21 sections of statute. The proposal of the bill was to remove the statewide requirement of assessments for high school graduation. It appears that it eliminates the certificate of individual achievement as well. It doesn't eliminate them completely, just eliminates them for graduation requirements. Because it eliminates the assessment in order to graduate, it also removes all the alternative assessments.

At this time, Chair Laverty asked each Board member to weigh in with their thoughts on assessments, and whether or not students need them in order to graduate high school. Each Board member was given an opportunity to weigh in and all points of view were shared.

At this point in the meeting, Chair Laverty announced that there would need to be an election in the morning to vote on a new member of the Executive Committee, as Member Janis Avery was stepping down from her position. He encouraged anyone that would like to run to step up and to please send nominations to Tami Jensen via email by 7:30 a.m. tomorrow, Thursday, 1/11/2018.

The meeting recessed at 5:30 p.m. on Wednesday, January 10, 2018.

#### **Thursday, January 11, 2018**

Members Attending: Chair Kevin Laverty, Chris Reykdal, Dr. Alan Burke, Ms. Connie Fletcher, Mr. Peter Maier J.D., Mr. Jeff Estes, Ms. Holly Koon, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Ricardo Sanchez (arrived at 10:05 a.m.), Ms. Patty Wood, Ms. Lindsey Salinas, Mr. Joseph Hofman (13)

*\*Members Avery and Brault joined the meeting via teleconference only from 11:15 – 11:30 a.m.*

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

Members Absent: Ms. Janis Avery, Ms. Mona Bailey, Mr. Ryan Brault (3)

#### **CALL TO ORDER**

Chair Laverty called the meeting to order at 8:04 a.m. and announced that Member Sanchez was on the hill testifying and would be joining the meeting later in the morning.

Chair Laverty opened nominations for the position on the Executive Committee that was being vacated by Janis Avery. Members Estes and Sanchez were nominated. SBE Executive Assistant Ms. Tami Jensen distributed and collected ballots. Member Estes was elected to the Executive Committee.

## **Overview of the Open Public Meetings Act, Public Records Retention Training, and 2018 Member Packet Review**

Ms. Linda Sullivan-Colglazier, SBE Legal Counsel, Office of the Attorney General

Ms. Alissa Muller, Communications Manager, SBE

Ms. Linda Sullivan-Colglazier, Assistant Attorney General, provided an informative, in-depth overview of the Open Public Meetings Act and the Public Records Act. She encouraged members to increase their knowledge and understanding of what open government is. She stressed personal liability, as the costs are high; \$500 for the first violation, and \$1,000 for the second.

Ms. Sullivan-Colglazier showed an informative PowerPoint which covered the following:

- Open Government Responsibilities
- Open Public Meetings Act (OPMA)
- Public Records
- Executive Ethics Act
- Administrative Procedures Act (APA)

Discussion ensued and input was given. For more complete detail, please refer to the full presentation, which is included in the Board packet.

Ms. Alissa Muller, SBE Communications Manager, provided a detailed overview of the new 2018 Member Packet. The Packet includes a Board overview section, Governor's Handbook, OPMA, Policies and additional resources. Ms. Muller requested feedback from members. Additional materials will be posted on the Procedures Manual website. She suggested bookmarking the link to the Procedures Manual. Chair Lavery thanked Ms. Muller and added that this is something that has been a need for a long time.

### **Executive Director Update**

Dr. Randy Spaulding, Executive Director, SBE

As of this meeting, Dr. Spaulding had only been in the position of Executive Director for a few days; therefore, he will provide a more robust report at the next meeting in March.

The following items were reported on:

- Career Readiness Report – Ms. Linda Drake, SBE Director of Career- and College-Ready Initiatives, stated that the Board recently released a high level analysis report that compiled the work of the State Board on career readiness over the last two years. If Board members have questions, or want to know about what other agencies around the state are doing, please contact Ms. Drake.
- Basic Education Compliance for Darrington, Eastmont, and Lopez Island School Districts – These are the final three school districts that are recommended for approval to complete their basic education compliance process. Mr. Parker Teed, SBE Policy Analyst, provided detail.
- Option One Waiver Request for Ridgefield School District – The Board received a request for an Option One waiver of the 180-day requirement from Ridgefield School District, a medium sized district in Western Washington. Mr. Teed provided background and detail. Complete information regarding the Option 1 waiver request can be found on Pgs. 82-140 of the meeting packet.

- Ms. Tami Jensen, SBE Executive Assistant, provided information on moving the annual retreat scheduled for September 11 – 13, 2018 at the Semiahmoo Resort, to August 27 – 29, 2018, as she had received feedback that perhaps September was not a good month due to the starting of the school year. Discussion ensued and input was given. It was the consensus of the Board to retain the September date for the retreat, given that the meeting involves strategic planning, and if it was moved up two weeks, everything else would need to be moved up two weeks as well. In addition, August is a difficult month to engage public forums.

### **Public Comment**

#### Mr. David Powell – Government Affairs Director, Stand for Children

Mr. Powell expressed concern and encouraged the SBE not to take a position on assessments and linkage to graduation requirements at this time. His rationale included that there had not yet been a full school year to see how it (HB 2224) plays out, and that during the time that the policy has been in place, graduation rates have come up and remediation rates have gone down significantly. He believes that linking the assessment to high school graduation will ensure that students will be better prepared for their futures; i.e. career and college ready. Lastly, Mr. Powell felt that the importance of a meaningful high school diploma could not be stressed highly enough. He added that his primary concern is that taking a position on delinking right now would essentially take away the accountability for a meaningful diploma without anything else in place.

#### Mr. Daniel Zavala – Director, Policy and Government Relations, League of Education Voters

Mr. Zavala stressed the importance of accountability in the school system, and added that the State Board should be concerned with providing students with the support they need to meet the graduation requirements that are currently in place. He is not in favor of delinking high school assessments for graduation requirements. He felt that the shift should be towards more focus on providing supports to students.

Chair Laverty declared public comment closed at 9:45 a.m.

There was a break in the meeting from 9:45 – 10:00 a.m. and Board Member Ricardo Ricardo Sanchez joined the meeting at 10:00 a.m.

### **Non-Profit Education Advocates Legislative Panel**

Mr. Rick Anderson, Policy Director, Communities in Schools

Mr. Brian Jeffries, Policy Director, Partnership for Learning/Washington Roundtable

Mr. David Powell, Government Affairs Director, Stand for Children

Mr. Steve Smith, Executive Director, Black Education Strategy Roundtable

Mr. Daniel Zavala, Director, Policy and Government Relations, League of Education Voters

A panel of representatives from key nonprofit partners who advocate for K-12 education were invited to the meeting to share their 2018 legislative priorities. Each panelist shared their top priorities as follows:

#### Communities in Schools:

- Integrated students supports funding
- Integrated student data dashboards
- Community and family engagement coordinators

#### Washington Roundtable:

- Pursue the highest leverage opportunities available to reach the following goal: By 2030, 70% of Washington high school students will go on to attain a postsecondary credential by age 26
- Maintain the state's commitment to rigorous learning standards, assessments, and high school graduation requirements
- In the process of implementing the K-12 education funding plan adopted in 2017, continue to direct resources to the students most in need and drive improvements at low-performing schools
- Ensure that Washington's youngest learners enter school ready to learn and excel

#### League of Education Voters

- Early childhood education
- K-12 funding
- Expanded learning opportunities
- Student supports
- Career connected learning
- Postsecondary

#### Stand for Children

- Early warning systems
- Academic acceleration
- Early literacy

#### Black Education Strategy Roundtable

- Advocating and partnering to improve education outcomes for black students
- Increase graduation rates for black students
- Focus around strong teachers; attaining more diverse teachers

Discussion ensued and input was given.

#### **BUSINESS ITEMS**

Members Avery and Brault joined the meeting via teleconference at 11:05 a.m.

Discussion ensued and input was given resulting in the recommendation by Chair Kevin Lavery that Business Item #4, *"Approval of presenting the Performance Improvement Goals (draft amendments to WAC 180-105-020 and WAC 180-105-060) to the Education Committees of the Legislature"* be pulled from the Action Item agenda and deferred until the next meeting in March.

Business item #9, *"Approval of Board Meeting Date Change for 2018 Annual Board Retreat"*, was also stricken from the agenda due to the consensus of the Board to retain the original September date as scheduled.

**Motion made by Member Bolt** to approve the recommendations from the State Board of Education Roles and Responsibilities Task Force as shown in Exhibit C.

**Motion seconded by Member Sanchez.**

**Motion carried unanimously.**



**Motion made by Member Jennings** to adopt a legislative priority for legislation to implement the Recommendations from the State Board of Education Roles and Responsibilities Task Force in Exhibit C, and direct staff and the Executive Committee to take any necessary actions to facilitate introduction and passage of such legislation.

**Motion seconded by Member Sanchez.**  
**Motion carried unanimously.**

**Motion made by Member Wood** to adopt the Threshold Scores for 10<sup>th</sup> Grade Career and College Ready English Language Arts as (2491) between level one and level two, (2577) between level two and level three, and (2678) between level three and level four.

**Motion seconded by Member Koon.**  
**Motion carried unanimously.**

**Motion made by Member Wood** to approve Option 1 as presented in Exhibit D by Superintendent Chris Reykdal.

**Motion seconded by Member Bolt.**  
**Motion amended.**

**Motion amended by Member Reykdal** to approve Option 1 as presented in Exhibit D, with a change in the language as follows:

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

1. State standards in Math, ELA, and Science are not diminished;
2. State assessment results are still used as part of the State's Achievement Index, including results by school and district;
3. Test participation rates remain a focus of emphasis consistent with the expectations of the Every Student Succeeds Act (95% participation rate); and
4. Student-level results from the 10<sup>th</sup> grade ELA and Math Assessments and 11<sup>th</sup> grade WCAS will be used to inform student course taking in subsequent terms to focus on growth and progress towards high school proficiency and career and college readiness.

**Motion seconded by Member Bolt.**  
**Motion carried by a vote of 7 to 6.**

**Motion made by Member Jennings** to adopt the Threshold Scores for 10<sup>th</sup> Grade Career and College Ready Math as (2533) between level one and level two, (2614) between level two and level three, and (2697) between level three and level four.

**Motion seconded by Member Maier.**  
**Motion carried unanimously.**

**Motion made by Member Maier** to approve the process for score-setting for the Washington Comprehensive Assessment of Science recommended by the Superintendent of Public Instruction as shown in Exhibit A.

**Motion seconded by Member Jennings.**

**Motion carried unanimously.**

**Motion made by Member Burke** to direct staff to create a recommendation for a communication plan to utilize the Board's advocacy role to advance the successful implementation of Next Generation Science Standards and report back to the Board.

**Motion seconded by Member Wood.**

**Motion carried unanimously.**

**Motion made by Member Jennings** to approve the basic education compliance report for the 2017-2018 school year for Darrington, Eastmont, and Lopez Island School Districts.

**Motion seconded by Member Sanchez.**

**Motion carried unanimously.**

**Motion made by Member Maier** to approve Ridgefield School District's waiver request from the 180-day school year requirement for one school day for the 2018-19, 2019-20 and 2020-21 school years, for the reasons requested in its application to the Board.

**Motion seconded by Member Burke.**

**Motion carried unanimously.**

**Motion made by Member Sanchez** to adopt the SBE's Equity Statement of Intent, as shown in Exhibit E. (Exhibit E, found on Pg. 120 of the meeting packet)

**Motion seconded by Member Jennings.**

**Motion carried unanimously.**

### **2018 Legislative Session Kick-Off**

Ms. Kaaren Heikes, SBE Director of Policy and Partnerships

In the interest of time, and to respect the scheduled meetings with Legislators, Ms. Heikes advised that Board members depart promptly in order to arrive at the Capitol in a timely manner for their scheduled meetings. Board members departed promptly at this time.

Chair Lavery adjourned the meeting at 12:20 p.m. on Thursday, January 11, 2018.

Minutes prepared by: Ms. Terri Eixenberger

*Complete meeting packets are available online at [www.sbe.wa.gov](http://www.sbe.wa.gov). For questions about agendas or meeting materials, you may email or call 360.725.6027.*



# THE WASHINGTON STATE BOARD OF EDUCATION

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<b>Title: Strategic Planning Process</b>		
<b>As related to:</b>	<input checked="" type="checkbox"/> <b>Goal One:</b> Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> <b>Goal Two:</b> Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> <b>Goal Three:</b> Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> <b>Goal Four:</b> Provide effective oversight of the K-12 system. <input type="checkbox"/> <b>Other</b>
<b>Relevant to Board roles:</b>	<input checked="" type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and facilitating
<b>Policy considerations / Key questions:</b>	The Board will provide direction to staff on the content and timeline for the strategic plan. In addition, the board will seek opportunities to align and collaborate with other agencies engaged in student success and achievement.	
<b>Relevant to business item:</b>	N/A	
<b>Materials included in packet:</b>	<p>This section contains the following documents:</p> <ul style="list-style-type: none"> <li>• Strategic Plan PowerPoint</li> <li>• Foundations Document: Bridging the 2017 Annual Retreat and 2018 Strategic Planning Process</li> <li>• Equity Statement of Intent</li> <li>• Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) PowerPoint</li> </ul> <p>The following documents for this section can be found online only:</p> <ul style="list-style-type: none"> <li>• Equity Lens</li> <li>• EOGOAC 2018 Report to the Legislature</li> <li>• EOGOAC Community Truancy Board Report</li> <li>• Washington Student Achievement Council 2017 Roadmap Progress Report</li> <li>• Workforce Training Board 2018 Talent and Prosperity for All Report</li> </ul>	
<b>Synopsis:</b>	At the March meeting, members begin a new strategic planning process building on the Board's current priorities and foundational work emerging from the 2017 Board retreat. Specifically the Board will review current strategic plan priorities and areas of responsibility and discuss the proposed timeline and outline for the 2018 strategic plan. In addition, the board will engage in a conversation with the equity committee on the use of the equity statement of intent and accompanying equity lens as a foundational element	



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of the plan. Finally, the Board will hear updates and suggestions from three other organizations engaged in related work.

- Educational Opportunity Gap Oversight and Accountability Committee
    - Closing the Opportunity Gap in Washington's Public Education System: 2018 Annual Report
  - Washington Student Achievement Council
    - 2017 Roadmap Progress Report
  - Workforce Board
    - Talent and Prosperity for All
-



## 2018-19 Strategic Plan

Randy Spaulding, Executive Director

March 6, 2018

### Discussion Objectives

- Build consensus around planning process and key deliverables.
- Establish equity as a foundational principle for the plan.
- Review current priorities and responsibilities of the Board.
- Begin to identify opportunities for alignment with other initiatives.



## Conversation today

- Review current strategic plan priorities and areas of responsibility.
- Review proposed timeline and plan outline.
- Engage in a conversation with Equity Committee on the use of the Equity Statement of Intent and accompanying Equity Lens.
- Update and priorities of the Educational Opportunity Gap Oversight and Accountability Committee.
- Update on State Attainment Goals from Washington Student Achievement Council.
- Update on the Talent and Prosperity for All Plan from Workforce Education and Training Board.



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## Role of State Boards

- **Policy**
  - Promote educational quality throughout the state.
  - Establish long-range goals.
  - Adopt regulations and advocate for necessary legislation.
  - Measure system performance.
- **Convening**
  - Consider input from a wide range of stakeholders.
  - Serve as a bridge between educators and policymakers.
- **Questioning**
  - Ask questions about the system and policies that come before the board.
  - Consider the potential impact of any policy they are asked to adopt.



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## Statutory Purpose



*The purpose of the state board of education is to:*

- *Provide advocacy and strategic oversight of public education;*
- *Implement a standards-based accountability framework that creates a unified system of increasing levels of support for schools in order 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 state goals for basic education (RCW 28A.150.210)*

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## Vision and Mission



### **Vision**

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

### **Mission**

The mission of the State Board of Education is to lead the development of state policy for K-12 education, provide effective oversight of public schools, and advocate for student success.

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## Areas of Responsibility



### Statutory Purpose

- The statutory role of the Board is to advocate for the education system and promote the goals of basic education and ensure accountability to the standards.

### Accountability and Improvement

- The Board adopts goals, consults with OSPI to develop, maintain, and report on the state assessment system, establishes the index for system accountability and metrics for system health, and identifies criteria and approves districts for awards and required action.

### HS Graduation Requirements

- Adopt credit and non-credit requirements for high school graduation, establish threshold scores for assessments and alternatives to meet graduation requirements and college readiness, and approve frameworks for CTE equivalencies.

### Basic Education Compliance

- Adopt rules and monitor compliance with basic education, approve private schools operating in Washington, and approve and monitor districts wishing to authorize charter schools.

### Other duties

- Report on various duties, approve changes to the number and boundaries of Educational Service Districts, hold regular public meetings to carry out the business of the Board.

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## Proposed Planning Process



- Review prior work
  - State Board of Education reports, priorities, and planning documents.
  - Plans and goals of partner agencies and organizations.
  - Examples from national research and leading states.
- Engage with stakeholders to:
  - Help define the imperative.
  - Inform Board priorities.
  - Build support for Board initiatives.
- Partner with agencies and organizations with shared goals to:
  - Amplify impact through collective or aligned actions.

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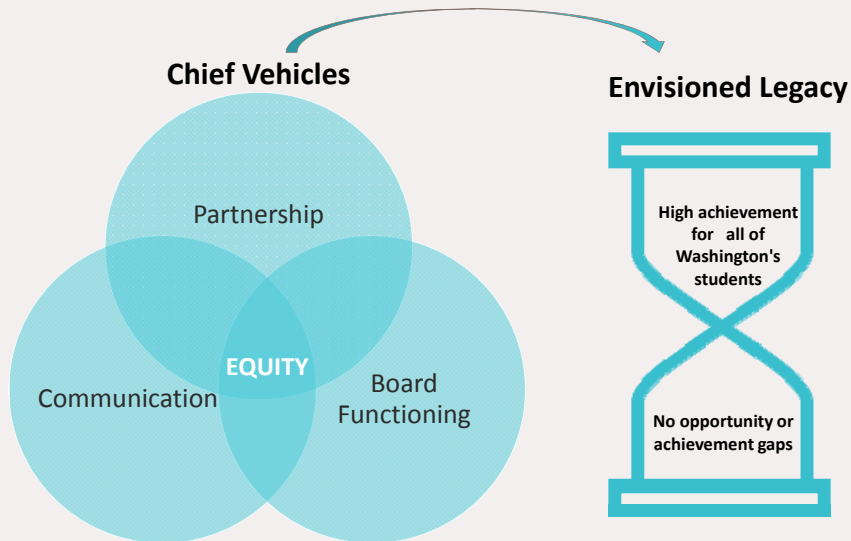


## 2015-2018 Strategic Plan Goals

- Develop and support policies to close the achievement and opportunity gaps.
- Develop comprehensive accountability, recognition, and supports for students, schools, and districts.
- Ensure that every student has the opportunity to meet career and college ready standards.
- Provide effective oversight of the K-12 system.



## SBE Ten Year Vision



## Equity Statement of Intent

The Washington State Board of Education has committed to using equity as a guiding principle in its decision-making related to its statutory charges, strategic planning, and in developing annual policy proposals for consideration by the Washington State Legislature and Governor.

The Washington State Board of Education is committed to successful academic attainment for all students. Accomplishing this will require narrowing academic achievement gaps between the highest and lowest performing students, as well as eliminating the predictability and disproportionality in student achievement outcomes by race, ethnicity, and adverse socioeconomic conditions.

The Board acknowledges that historical and ongoing institutional policies, programs, and practices have contributed to disparate and statistically predictable educational outcomes.

To address persistent inequities within our educational system the Board will work collaboratively with educational and community partners to:

- Ensure that educational equity is a shared priority and is viewed as a process to identify, understand, and eliminate institutional policies, practices, and barriers that reinforce and contribute to disparate and predictable educational outcomes;
- With transparency and humility, honor and actively engage Washington's underserved communities as partners in developing and advocating for equitable educational policies, opportunities, and resources for marginalized students ; and
- Using equity as a lens, engage in a continuous, collective process of policymaking to ensure Washington's education system can meet the needs of all students today and into the future.



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## Equity Lens

- What outcome do we want from our strategic planning process in terms of how equity is embedded in it?
- “Unpack” our Equity Statement.
- Discuss proposed SBE Equity Lens.
- How might we use our Equity Statement and Equity Lens to explicitly influence equity in our educational system?



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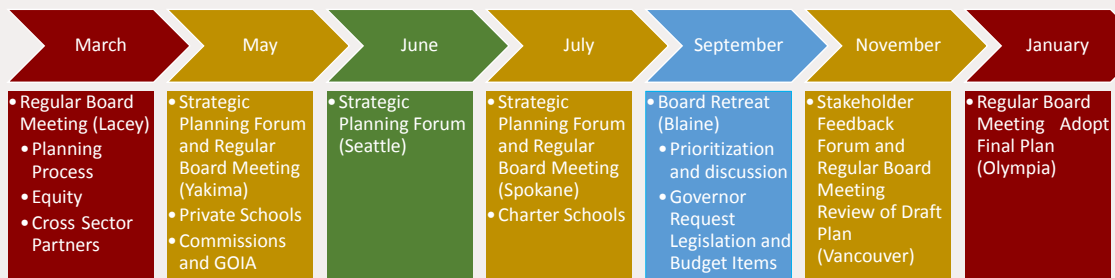
## Strategic Plan Outline

- Imperative
- Goals
- Equity Statement of Intent and Lens
- Priorities
- Strategies and Results expected
- Measuring progress and updates
- Other elements:
  - Letter
  - Board Mission and Vision
  - Board make-up / membership



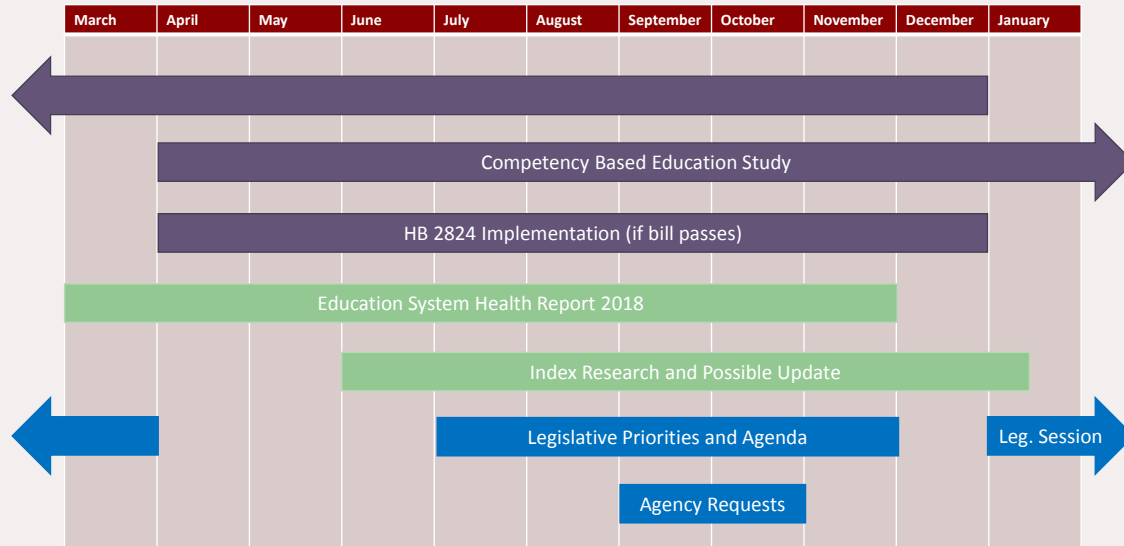
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## Plan Timeline



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## Key related deliverables



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## Measuring Progress

- ESSA Index
- Educational System Health Indicators
- Other Frameworks:
  - OSPI Report Card and Data Analytics
  - Results Washington
  - Student Achievement Council Roadmap Indicators
  - The Governor's STEM Education Innovation Alliance Dashboard
  - Local and Regional measures (e.g. Community Center for Education Results)

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## Multiple Measures Index



Grade Span	Academic Indicators			School Quality or Student Success Indicators
Elementary	Proficiency on the statewide assessments in ELA and Math	Academic growth as measured by Student Growth Percentiles (SGPs)	English Learner Progress	Chronic Absenteeism
Middle				
High	Proficiency on statewide assessments on ELA and Math	Graduation Rate	English Learner Progress	Chronic Absenteeism 9 <sup>th</sup> Graders on Track Advanced Course-Taking (dual credit)

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## Indicators of Educational System Health



Indicator	Trend	2017 Actual	2018 Target
Kindergarten Readiness	Improving	47.4%	51.7%
4 <sup>th</sup> Grade Reading	Improving	55.2%	58.7%
8 <sup>th</sup> Grade Math	Improving	46.6%	50.9%
High School Graduation	Improving	79.3%	80.4%
Readiness for College Coursework	Improving	73.9*	75.5%
Post Secondary Attainment and Workforce	One Year of Data	42%*	44%

\*Note: represents the most recent year of data.

This figure depicts the statutorily required indicators

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## Partner Collaboration (Part 1)

- Educational Opportunity Gap Oversight and Accountability Committee
  - Closing the Opportunity Gap in Washington's Public Education System: 2018 Annual Report
- Washington Student Achievement Council
  - 2017 Roadmap Progress Report
- Workforce Board
  - Talent and Prosperity for All



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



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# THE WASHINGTON STATE BOARD OF EDUCATION

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## **Foundations I: Bridging the 2017 annual retreat and 2018 strategic planning process**

**SBE'S DESIRED LEGACY: Increased/high achievement for all of Washington's students and elimination of opportunity and achievement gaps.**

### **Equity**

1. Develop policy using an equity lens
2. Promote culturally relevant curriculum
3. Challenge our system to increase the expectations of special education students
4. Discuss equity as part of our regular meetings
5. Promote policies that support undocumented families
6. Choosing a handful of issues (be selective)
7. Define opportunity promise
8. Provide leadership and modeling publicly (for equity)
9. Model to local districts on equity leadership
10. Develop policies that will help our schools lead to a more diverse educator workforce
11. Promote social learning that can't be taught in schools
12. Help create a culture of college-going

### **VEHICLES TO ACHIEVE OUR LEGACY:**

#### Partnership

1. Strengthen P-20 relationships with other organizations
2. Communicate regularly with the Governor and WSSDA
3. With diverse stakeholders, identify what "student success" means
4. Get input from our partners during your next strategic planning process
5. Understand goals of partner agencies
6. Seek input and listen to our partners in the field
7. Fiercely transparent with partners and public
8. Partner with stakeholders to reach further than education
9. Public discourse on important issues
10. Deliberately identify our thought partners when starting a new initiative
11. Recognize Governor's role, goals, and authority
12. Listen to students
13. Stronger, more active relationship with legislators
14. Provide platform for public discourse and transparency
15. Enable and honor the professional expertise/trade of our educators
16. Ask partners if SBE is effective
17. Strengthen our routine working relationship with OSPI
18. Better incorporate student engagement in SBE conversations
19. Engage our key partners in next strategic planning process
20. Reach out to citizens in the state without children who have a view on future goals

21. Proactive work with partners
22. Seek opportunities with our partners for joint legislative priorities
23. Listen to innovative educators more than corporations pushing agendas
24. Look for opportunities to recognize and share success in K-20

### Communication

1. Execute an effective communications campaign (about SBE, the AI, etc.)

### Board function

1. Focus more on the influencing part of our job
2. Improve Board professional development
3. Better process within meeting to reach consensus and make decisions
4. Too many = inch deep, mile wide
5. Goals and priorities driven by research
6. Better board member onboarding and info
7. Use established research as a basis for our positions
8. Recognize that the board has different opportunities depending on the policy area
9. Don't overload our plate
10. Have a common, sustainable direction for multiple years
11. Take the graduate themes we want and look for opportunities to advance broad goals
12. Collaboratively identify best means to achieve goals
13. Defining issues more precisely
14. Within lane, project to address future issues
15. Spend time in board meetings proportionate to the importance of the item
16. Use board members and recognize strengths
17. Focus on top priorities
18. Clearly understand where you have authority to make policy
19. Encourage innovation to meet the needs of all students
20. Increase our reflection (on how things went, to focus toward future)
21. Use the power of questioning to comment on important education issues
22. Identify our "why"
23. Adopt a "yes, and" culture
24. Not being afraid to take on new challenges
25. Build on work we've already done
26. Build our bench – understand where our strengths/opportunities are
27. Make sure in implementation push, we're not getting ahead of resources
28. Empower all SBE staff to execute SBE goals
29. Identify changing business needs
30. Identify societal needs

If you have questions regarding this information, please contact Kaaren Heikes at [Kaaren.heikes@k12.wa.us](mailto:Kaaren.heikes@k12.wa.us).





# THE WASHINGTON STATE BOARD OF EDUCATION

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## EQUITY STATEMENT OF INTENT

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- Ensure that educational equity is a shared priority and is viewed as a process to identify, understand, and eliminate institutional policies, practices, and barriers that reinforce and contribute to disparate and predictable educational outcomes;
- With transparency and humility, honor and actively engage Washington's underserved communities as partners in developing and advocating for equitable educational policies, opportunities, and resources for marginalized students; and
- Using equity as a lens, engage in a continuous, collective process of policymaking to ensure Washington's education system can meet the needs of all students today and into the future.

If you have questions regarding this information, please contact Kaaren Heikes at [Kaaren.heikes@k12.wa.us](mailto:Kaaren.heikes@k12.wa.us).

Adopted 01/11/18



# The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)



## Background

# Educational Opportunity Gap Oversight & Accountability Committee (EOGOAC)

- Established in 2009
- Objective = **close K-12 opportunity gaps in WA**
- Bicameral & bipartisan w/ community representation
- Publish annual reports to:
  - Legislature
  - Governor
  - House and Senate Education Committees
  - Office of Superintendent of Public Instruction
  - Professional Educator Standards Board
  - State Board of Education



## Committee Governance

Committee Co-Chairs	EOGOAC Staff	EOGOAC Membership
Three elected EOGOAC members serve as committee co-chairs.	Staffing provided by Special Programs Department at OSPI	Membership established under RCW.280.300.136
<ul style="list-style-type: none"> <li>• Senator John McCoy</li> <li>• Representative Lilian Ortiz-Self</li> <li>• Fiasili Savusa</li> </ul>	<ul style="list-style-type: none"> <li>• Maria Flores, Director</li> <li>• LinhPhung Huynh, Research Analyst</li> <li>• Nickolaus Colgan, Program Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• House &amp; Senate</li> <li>• State Ethnic Commissions</li> <li>• OSPI</li> <li>• OEO</li> <li>• Federally recognized Indian tribes in WA</li> </ul>

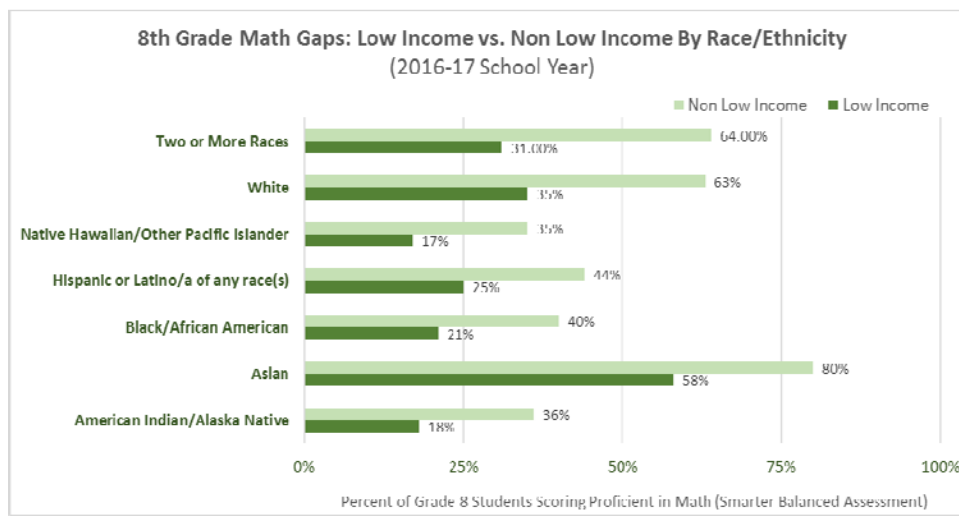
## Legislative Charge (RCW. 28A.300.136)

EOGOAC is charged to recommend policies and strategies in the following areas...

- Parent and community involvement
- Educator cultural competence
- Educator workforce of color
- Programs that narrow gaps
- Data elements that monitor progress
- Innovative school models
- School and school district improvement process



## 'Opportunity Gap'



\*\*\*Note: The OSPI has been collecting student-level data in accordance with federally mandated race and ethnicity categories (shown in the graph above). According to [RCW 28A.300.042](#), and beginning the 2018-19 school year, school districts are required to collect student data using a list of further disaggregated subracial and subethnic categories, which can help administrators and policymakers reveal additional opportunity gaps. Data Source: The Office of Superintendent of Public Instruction, Student Information Department: Comprehensive Education Data And Research System.



# Fourth Substitute House Bill 1541

## History

### **The Educational Opportunity Gap Oversight and Accountability Committee**

- EOGOAC established in 2009
- Recommend policies and strategies to close the achievement gap.

### **In their 2015 Report to the Legislature, the EOGOAC made the following recommendations:**

1. Reduce the length of time students of color are excluded from school due to suspension and expulsion, and provide student support for reengagement plans;
2. Enhance the cultural competence of current and future educators and classified staff;
3. Endorse all educators in English Language Learner (ELL) and second language acquisition;
4. Account for the Transitional Bilingual Instruction Program (TBIP) for instructional services provided to ELL students;
5. Analyze the opportunity gap through deeper disaggregation of student demographic data;
6. Invest in the recruitment, hiring, and retention of educators of color;
7. Incorporate integrated student services (ISS) and family engagement; and
8. Strengthen student transitions.

# Fourth Substitute House Bill 1541

*Fourth Substitute House Bill 1541 implements strategies to close the educational opportunity gap in Washington based on recommendations made by the EOGOAC.*

- Part I: Disproportionality in Student Discipline
- Part II: Educator Cultural Competence
- Part III: Instructing English Language Learners
- Part IV: English Language Learner Accountability
- Part V: Disaggregated Student Data
- Part VI: Recruitment and Retention of Educators
- Part VII: Transitions
- Part VIII: Integrated Student Services and Family Engagement

## Part I: Disproportionality in Student Discipline

- **School Districts MUST:**
  - Annually disseminate discipline policies and procedures to students, families, and the community. (Sec. 102)
  - Use disaggregated data to monitor the impacts of the SD's discipline policies and procedures. (Sec. 102)
  - Periodically review and update discipline rules, policies, and procedures in consultation w/staff, students, families, and the community. (Sec. 102)
  - Adopt and enforce discipline policies and procedures consistent with the WSSDA model policy by the beginning of the 17/18 school year. (Sec. 103)

# Part I: Disproportionality in Student Discipline (cont.)

- **School Districts MUST:**

- Convene a meeting with the student and the student's parents or guardians within 20 days of the student's long-term suspension or expulsion to discuss a reengagement plan (Sec. 107 revises RCW 28A.600.022.)
- Provide an opportunity for a student to receive educational services during a period of suspension or expulsion (Sec. 105).

**Other:**

- Families must have access to, provide meaningful input on, and have the opportunity to participate in a culturally sensitive and culturally responsive reengagement plan. (Sec. 107).

# Part I: Disproportionality in Student Discipline (cont.)

- **School Districts MAY NOT:**

- Impose long-term suspension or expulsion as a form of "discretionary discipline". (Sec. 105)
- Suspend the provision of educational services to a student as a disciplinary action. (Sec. 105 revises RCW 28A.600.015)
- Suspend or expel students for more than the length of an academic term as defined by the school board (can petition for exceptions in limited circumstances). (Sec. 106)

# Part I: Disproportionality in Student Discipline (cont.)

- **WSSDA SHALL:**

- Create model SD discipline policies and procedures and post them publicly by 12/1/2016 with TA/Guidance from OSPI Office of Equity and Civil Rights and the WA state human rights commission. (Sec. 103)

- **OSPI SHALL:**

- Develop a training program (in modules) to support the implementation of discipline policies and procedures under Ch. 28A.600 RCW (Sec.104)
  - Incorporate or adapt existing online training or curriculum
  - Develop in modules that allow access over reasonable # of training sessions; Delivery in person or online; Use in self-directed manner.

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# Part I: Disproportionality In Student Discipline (cont.)

**Other:**

SD's are **strongly encouraged** to provide the trainings to all school and district staff interacting with students, as well as, within a reasonable time following any substantive change to school discipline policies or procedures. (Sec. 104)

**Removes violations** of telecommunication device or dress code policies from list of reasons for which principal's should consider imposing long-term suspension or expulsion. (Sec. 106)

When a SD provides educational services in an alternative setting, the alternative setting **should** be comparable, equitable, and appropriate to the regular education services a student would have received without the exclusionary discipline. (Sec. 106 revises RCW 28A.600.020).

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## Part II: Educator Cultural Competence

- **WSSDA MUST**

- In consultation w/OSPI, PESB, **EOGOAC**, TPEP Steering Committee: Develop a plan for creation and delivery of cultural competency training for school board directors and superintendents. (Sec. 201)

- **OSPI MUST**

- In consultation w/PESB, **EOGOAC**, TPEP Steering Committee, include the foundational elements of cultural competence into the TPEP professional development program for principals, administrators, and teachers. (Sec. 202)
- In collaboration w/**EOGOAC**, PESB, Colleges of Education, and reps from diverse communities and community-based organizations, develop a content outline for professional development and training in cultural competence for school staff (including classified school staff). (Sec. 204)

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## Part II: Educator Cultural Competence

- **School Districts:**

- Foundational elements of cultural competence, focusing on multicultural education and principles of ELA is added as a **mandatory element** of the PD required for Principals and administrators who have evaluation responsibilities. (Sec. 203)
- Required Action Districts (RAD) are **strongly encouraged** to provide cultural competence PD and training developed under RCW 28A.405.106, 28A.405.120 and section 204 of this act for classified, certificated instructional, and administrative staff of the school.

- **ESDs:**

- Are **encouraged** to use the cultural competence PD and training developed under this section to provide opportunities for all school and districts staff to gain knowledge and skills in cultural competence, including in partnership with their local communities. (Sec. 204)

16

## Part III: Instructing English Language Learners

Beginning in the 2019-20 SY, all classroom teachers funded through TBIP MUST hold an endorsement in bilingual education, English Language Learner, or both.

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## Part IV: English Language Learner Accountability

### **OSPI MUST**

- Provide SDs with TA and support in selecting research-based program models, instructional materials, and PD for TBIP program staff, including disseminating information about best practices and innovative programs (Sec. 401).
- Identify schools in the top 5% of schools w/the highest % growth during the previous 2 school years in enrollment of ELL students as compared to previous enrollment trends. OSPI must then notify these schools. (Sec. 402)

### **School Districts who are identified:**

- Are **STRONGLY ENCOURAGED** to provide the school staff with cultural competence PD and training developed under section 204. (Sec. 402)

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# Part V: Disaggregated Student Data

## OSPI MUST

- Collect all student level data using the US ED 2007 race and ethnicity guidelines with the following four modifications (Sec. 501):
  - a) Further disaggregation of the Black category to differentiate students of African origin and students native to the US with African ancestors;
  - b) Further disaggregation of countries of origin for Asian students;
  - c) Further disaggregation of the White category to include subethnic categories for Eastern European nationalities that have significant population in Washington; and
  - d) For student who report as multiracial, collection of their racial and ethnic combination of categories.
- (K-12 Data Governance Group) develop data protocols and guidance for SDs and modify the data system as needed (Sec. 501)..
- Incorporate training for school staff on best practices for data collection into other training being provided (Sec. 501).

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# Part V: Disaggregated Student Data (cont.)

## OSPI MUST (cont.)

- Develop a reporting format and instructions for SDs to collect and submit data as required under RCW.28A.300.042. (Sec. 503)
- Adopt a rule that reduces the minimum n-size to 10 students in a grade level or student subgroup. This should be done by August 1, 2016 and in cooperation w/the K12 data governance group, the ERDC, and the SBE. (Sec. 504).
- Convene a task force to review the USDE 2007 race and ethnicity reporting guidelines and develop race and ethnicity guidance for the state (Sec. 502).
  - EOGOAC
  - the ethnic commissions
  - the Governor's office of Indian Affairs and
  - A diverse group of parents.

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## Part V: Disaggregated Student Data

### School Districts MUST

- Beginning in the 2017-18 SY, collect student level data at the level identified in section 501 (1), for all newly enrolled students and transfer students.
- Resurvey students for whom subracial and subethnic categories were not previously collected.

### School Districts MAY

- Resurvey other students.

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## Part VI: Recruitment and Retention of Educators

### OSPI MUST

- to the extent data is available, add the following to minimum reports made available online (Sec. 601):
  - Percentage of classroom teachers per school district and per school disaggregated as described in RCW 28A.300.042(1) for student-level data.
  - Average length of service classroom teachers per school district, and disaggregated as described in changes for student-level data.

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## Part VII: Transitions

### **Department of Early Learning**

- in collaboration with OSPI, create a community information and involvement plan to inform home-based, tribal, and family early learning providers of the early achievers program.

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## Part VIII: Integrated Student Services and Family Engagement

### **OSPI SHALL/MUST**

- Establish the Center for the Improvement of Student Learning (CISL). (Sec. 804).
- Create a work group to determine how best to implement the framework described in section 801.

### **CISL (within OSPI) MUST**

- Work in conjunction w/parents, ESDs, institution of HE, and education , parent, community, and business organizations (Sec. 802).
- Establish the Washington Integrated Student Supports Protocol (WISSP). Framework includes: Needs assessments, Integration & coordination; Community Partnerships, and must be data driven.

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# Part VIII: Integrated Student Services and Family Engagement

## Changes to LAP

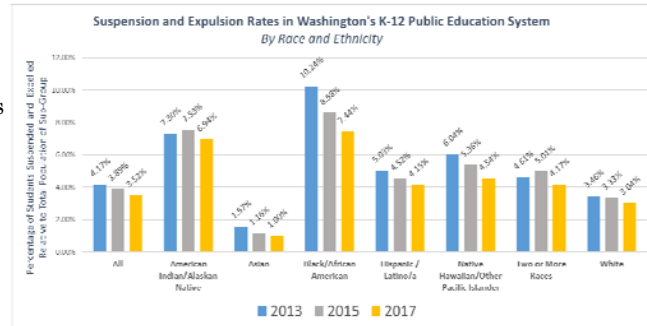
- Strikes the requirement that the expenditures of funds from LAP must be consistent with the provisions of RCW 28A.655.235 (Reading skills—Intensive reading and literacy improvement strategy—Calculation of tested students at or below basic on third grade student assessment—State menu of best practices.)
- Changes the language so that School Boards (rather than OSPI) must approve any community based organization (CBO) or local agency before LAP funds can be spent for readiness to learn.

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# Recommendations from the 2018 Annual Report

# 1. Student Discipline

- **1A:** Before implementing disciplinary practices and policies, schools and school districts must look at disaggregated data to ensure equity in decision making.
- **1B:** School districts must implement a system analysis when facilitating reengagement between a student and their school.



- **1C:** Data teams working at the school district level must include representatives from communities that are most affected by student discipline rules and policies, and must conduct an annual system analysis to inform discipline policies and practices.
- **1D:** The OSPI should further develop model policy and training guidance on family engagement, so schools and school districts are fully equipped to engage students and their families in a culturally and linguistic responsive manner.

## 2. The Truancy Process and Community Truancy Boards

While **CTBs are not the answer to the systemic educational inequities that create the opportunity gap for our students of color**, CTBs can be used as a tool to avoid sending students into the school-to-prison pipeline.

In order to eliminate barriers to school engagement, especially for our students of color, CTBs must:

- be culturally responsive in their development, membership, and application;
- be situated within and representative of local communities;
- conduct a culturally responsive mapping of community resources, so they can connect children and families in crisis and conflict with culturally and linguistically relevant resources and services; and
- bolster educators' efforts to ensure culturally responsive school environments that pull students and families in, rather than push them out.

## Summary of Recommendations for Community Truancy Board Development

Recommendation	Description
<b>2C. Risk Assessment Tools</b>	<ul style="list-style-type: none"> <li>The WARNS tool (and any risk assessment tool used with students) should operate with an equity lens—from development through to adaptation and application.</li> <li>Developers of the WARNS tool should conduct a deeper test on invariance that includes comparisons beyond two student groups (i.e. White and Latinx students).<sup>1</sup></li> <li>In collaboration with community representatives, WARNS tool developers should review and adjust assessment questions to be culturally sensitive/responsive while avoiding assumptions and expectations that are culturally bound.</li> <li>To increase accuracy and valid student responsiveness, assessment tool developers should incorporate positive scaling so there are neutral and positive answer options in the assessment.</li> <li>Districts and schools should ensure school staff are equipped with standardized guidance on how best to implement and use a risk assessment tool.</li> <li>The Legislature should prioritize and fund the development of a risk assessment tool for the elementary school level, as the current WARNS tool is designed for middle and high school age youth.<sup>2</sup></li> <li>While the EGOAC recognizes that the WARNS tool is mentioned specifically in statute, it recommends the Legislature require an analysis of other research-based risk assessment tools that can be used by community truancy boards.<sup>3</sup></li> </ul>
<b>2D. Funding</b>	<ul style="list-style-type: none"> <li>The Legislature should adequately fund treatment and wraparound services for students as outlined in the <a href="#">Washington Integrated Student Supports Protocol</a>, including the professional positions required to deliver these services.</li> <li>The Legislature should support the use of a risk assessment tool at the school and district levels by providing universal funding for access.</li> <li>To reduce disproportionate discipline rates and the reliance on the juvenile justice system, the Legislature must provide training funds for all school districts to undergo community truancy board development.</li> </ul>

<sup>1</sup> An update from WARNS developers at the Washington State University: "Thanks to the many school districts using the WARNS this academic year we anticipate having a sample size that will allow for invariance testing on one or more other groups (African American, Asian, Hawaiian/Pacific Islander, Native American) by the end of the present academic year. Further analyses will be conducted when sufficient sample sizes are obtained. Our plan is to conduct these analyses in July 2018 and report on them prior to the beginning of the 2018-2019 school year. Additionally, we are planning to prepare a request for federal funds to further examine WARNS and truancy as they relate to minority populations."

<sup>2</sup> An update from WARNS developers at the Washington State University: "We have generated a draft instrument consisting of items relevant to an elementary school population. We plan to seek IRB approval for a study and recruit elementary school principals to pilot test the instrument. However, the bulk of our recent instrument development and validation efforts have been focused on obtaining a data set that will allow for the generating data-based norms for the Middle School version of the WARNS. We have school partners in Spokane and Poulsoo working with us on this project."

<sup>3</sup> An update from WARNS developers at the Washington State University: "In cooperation with the BECCA Task Force and OSPI, we will convene a work group charged with providing recommendations to school and courts regarding the use of tools other than the WARNS to satisfy current state law."

## Summary of Recommendations for Community Truancy Board Development

Recommendation	Description
<b>2A. Community Truancy Board Membership</b>	<ul style="list-style-type: none"> <li>To ensure authentic community participation, school districts must develop a community truancy board membership menu of individuals, from various professional and personal backgrounds, that are representative of and reflect the ethnic/racial makeup of students' communities.</li> <li>To promote more diverse and inclusive membership, school districts should explore the possibility of providing stipends to CTB members as a means of offsetting the costs of membership (i.e. expenditures for time, travel, childcare, etc.).</li> <li>Districts should provide a sufficient number of family engagement coordinators as they are instrumental in involving families and communities to promote student attendance.</li> </ul>
<b>2B. Community Truancy Board Training Content &amp; Process</b>	<ul style="list-style-type: none"> <li>The community truancy board training manual should explicitly define cultural competency, incorporating language from both <a href="#">Second Substitute House Bill 2469</a> and the EGOAC's <a href="#">2017 Report</a> to the Legislature.</li> <li>Training for community truancy board members should be infused with culturally competent strategies that emphasize community representation and local expertise.</li> <li>All community truancy boards should perform a culturally competent mapping of community needs and resources.</li> <li>When possible, a community truancy board should involve institutions of higher education (IHEs) in its efforts to build diverse membership and to map community resources.</li> <li>Community truancy boards should incorporate or reference existing resources in their cultural competency training.</li> <li>Schools boards must be a part of the CTB training process in order to promote CTBs as a district-wide priority and to ensure accountability.</li> </ul>
<b>2C. Risk Assessment Tools</b>	<ul style="list-style-type: none"> <li>The WARNS tool (and any risk assessment tool used with students) should operate with an equity lens—from development through to adaptation and application.</li> <li>Developers of the WARNS tool should conduct a deeper test on invariance that includes comparisons beyond two student groups (i.e. White and Latinx students).<sup>1</sup></li> <li>In collaboration with community representatives, WARNS tool developers should review and adjust assessment questions to be culturally sensitive/responsive while avoiding assumptions and expectations that are culturally bound.</li> <li>To increase accuracy and valid student responsiveness, assessment tool developers should incorporate positive scaling so there are neutral and positive answer options in the assessment.</li> </ul>

<sup>1</sup> An update from WARNS developers at the Washington State University: "Thanks to the many school districts using the WARNS this academic year we anticipate having a sample size that will allow for invariance testing on one or more other groups (African American, Asian, Hawaiian/Pacific Islander, Native American) by the end of the present academic year. Further analyses will be conducted when sufficient sample sizes are obtained. Our plan is to conduct these analyses in July 2018 and report on them prior to the beginning of the 2018-2019 school year. Additionally, we are planning to prepare a request for federal funds to further examine WARNS and truancy as they relate to minority populations."



## 3. Disaggregated Data

- Report: Cultural Competence Training & Family and Community Engagement Needs for Community Truancy Boards (December 2017)
- **Recommendation 3A:** Schools and school districts—under the guidance of the OSPI—must collect, use, and protect student data according to the best practices outlined in the [RESD Task Force's Guidance](#).
- It is imperative that:
  - Data collectors at the school and district levels are equipped with the appropriate skills and disposition to engage students and families in a culturally competent manner;
  - Best practices for data collection (e.g. observer identification), data usage, and protection of student information are implemented consistently and reliably;
  - School and district staff receive adequate and appropriate training, so they properly collect and retain data without harming students, their families, and their communities; and
  - At least one other staff person in the district is designated and trained to serve as a back-up in the data collection, usage, and retention processes in order to maintain accuracy and consistency in data input.

## 3. Disaggregated Data (cont'd.)

- **3B:** The OSPI must identify school districts that exhibit frequent use of observer identification in collecting student race and ethnicity data, and must work with those districts to reduce that rate.
- **3C:** All educator workforce data—including data for teacher candidates, current teachers, principals, and classified staff—should be disaggregated by race and ethnicity to promote the continued diversification of the educator workforce.

## 4. School Improvement

- The Every Student Succeeds Act ([ESSA](#)) specifies that states must identify schools in need of improvement for comprehensive and targeted supports.
- This will be a paradigm shift for many schools:
  - There will be schools identified for school improvement under this new scheme—due to the detection of large opportunity gaps for students of color—that were not identified for improvement under No Child Left Behind (NCLB).
- **Recommendation 4A:** The Office of System and School Improvement at the OSPI must develop a communication plan—in consultation with the EOGOAC, the ethnic commissions, and the Governor’s Office of Indian Affairs (GOIA) and Tribal Leaders Congress—that standardizes how the OSPI will communicate with the families and communities of Targeted Support schools about their status.

## 5. Cultural Competency Training

- **5A:** All cultural competency training for educators, developed or provided by a state agency, must align to the Professional Educator Standards Board cultural competency standards.
- **5B:** The PESB—in consultation with ethnic commissions, GOIA, and the EOGOAC—must review the cultural competency of exams that teacher candidates are required to pass in order to enter a teacher preparation program and to exit into the educator workforce (i.e. WEST-B and edTPA).
- **5C:** The Legislature should fund a study, conducted by an educational research group, that assesses the extent to which each college of education in Washington adequately prepares candidates to meet [Standard 5—Knowledge and Skills](#).

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***Cultural competenc[y] is a professional and organizational development model designed to promote reflective, inclusive, and culturally relevant practices by school professionals and school systems.***

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- The Equity & Civil Rights Office, OSPI



# Future Work



## Common Roots of Racial Disproportionalities

- Problems in education cannot be thought about or solved in isolation.
- Racial disproportionalities exist within systems, and can be exacerbated and reinforced across interconnected systems.
- The EOGOAC will design a study that explores the common threads connecting systems that perpetuate racial disproportionalities.
- Guiding questions:
  - *How does each decision point affect the overall impact of the system?*
  - *What decisions—and made by whom—affect which of our students?*

# Time- and Competency-based Curriculum

- Our public education curriculum is determined by standards based on age, grade, seat time, and competencies that:
  - (1) do not align with children’s natural development; and
  - (2) do not accommodate individual rates of progress.
- The EOGOAC will design a study that tests the concepts of time-based learning and competency-based learning, with the following question in mind:

*What if we threw out these concepts of time and take the pressure off students to learn at a certain standardized rate?*

# Culturally Responsive Attendance Policies

- **Culturally Responsive School Calendars:**
  - Review OSPI’s rules on excused and unexcused absences—see how schools and districts can use the rules to create calendars that are culturally responsive to their local communities.
  - Schools and districts should periodically update their calendars to reflect the cultural and religious practices of a constantly shifting student demographic.
- **Cultural and Family Leave:**
  - Students do not stop learning when they leave the classroom.
  - EOGOAC will recommend best practices and policies that allow schools and districts:
    - to incorporate the development of culture and identity into students’ education;
    - the ability to pause classroom instruction and resume when the student population returns from leave; and
    - to integrate cultural experiences as credit-earning learning, so students are able to earn credit for indigenous and cultural knowledge.

# Alternative Education

- **Investigate:**

- The reasons for referral to an alternative school: Are schools referring students for legitimate reasons?
- Outcomes: What positive and negative effects does an alternative education have on students?
- Disaggregated data: Are low-income students and students of color disproportionately referred, and are these students overrepresented in alternative schools?

- **High School 21+ Program:**

- Explore the benefits of expanding this program to capture students who are younger than 21 years old, but are at high risk of dropping out of school.
- Advantages of dropping the eligibility age to 16 years

## Contact Us

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## THE WASHINGTON STATE BOARD OF EDUCATION

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

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<b>Title: Next Generation Science Standards (NGSS) Communication Plan - Update</b>		
<b>As related to:</b>	<input checked="" type="checkbox"/> <b>Goal One:</b> Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> <b>Goal Two:</b> Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> <b>Goal Three:</b> Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> <b>Goal Four:</b> Provide effective oversight of the K-12 system. <input type="checkbox"/> <b>Other</b>
<b>Relevant to Board roles:</b>	<input checked="" type="checkbox"/> Policy leadership <input type="checkbox"/> System oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and facilitating
<b>Policy considerations / Key questions:</b>	How can the Board strengthen its collaboration with other organizations and utilize the Board's advocacy role to advance the continued sustainability of the NGSS?	
<b>Relevant to business item:</b>	N/A	
<b>Materials included in packet:</b>	NGSS Communication Plan Progress Memo NGSS Communication Plan Draft Ready WA One Pager	
<b>Synopsis:</b>		

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At the March meeting, members will hear from a panel that will include Ingrid Stegemoeller, Partnership for Learning, Communications Manager; Member Jeff Estes; as well as State Board of Education (SBE) staff Alissa Muller. This will be an update on a recommendation for a NGSS communication plan as well as a report on the progress staff has made in lining up collaboration agreements with partner organizations.



# THE WASHINGTON STATE BOARD OF EDUCATION

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

## NGSS COMMUNICATION PLAN PROGRESS

### Background

In [January](#), the Board heard from staff, Jeff Estes, Dr. Ellen Ebert, and Dr. Philip Bell regarding a rationale for why a communication plan supporting the Next Generation Science Standards (NGSS) would align well with the State Board of Education's (SBE) statutory responsibilities.

The Board also approved a motion directing staff to create a recommendation for a communication plan to utilize the Board's advocacy role to advance the successful implementation of Next Generation Science Standards and report back to the Board.

After developing a draft communication plan, staff met with various partner agencies to gauge interest in this work, see what work on behalf of NGSS communication was being undertaken already by partners, and to obtain specific commitments from partner organizations to work together on a sustained NGSS communication effort to support high-quality science education in the state.

The organizations staff met with were all supportive and excited about this work, and all agreed to support this work in different ways (see the following section for specifics).

An attached draft communication plan follows this memo, for your consideration and feedback.

### Partner Commitment

Partners that have indicated a willingness to collaborate include the following:

1. ***Ready Washington*** – a coalition of state and local education agencies, associations and advocacy organizations that support college- and career-ready learning standards and assessments: Common Core Standards, Next Generation Science Standards and Smarter Balanced assessments. The coalition believes all students should be better prepared for college, work and life to build the skills to compete for the quality jobs that our state has to offer.

Ingrid Stegemoeller, the Partnership for Learning Communications Manager who leads the Ready Washington coalition, will be presenting on Ready Washington's NGSS communication plans at our Board March meeting.

***Ready Washington has explicitly agreed to partner with SBE on this NGSS communication effort in the following ways:***

Ready Washington has agreed to lead on:

- Content creation and dissemination to several audiences. They have relationships with all of our key audiences, except for legislators (district and school administration and school boards, science teachers, families and students, and industry, higher education and communities).

- Creation and funding of one pagers (targeted to school administration) and posters (targeted to teachers and students at the elementary, middle and high school levels).
- Press outreach: Setting up visits with state editorial boards across the state, having teachers, administrators, and students write OpEds, and inviting reporters to visit high performing science classrooms. This could also be done in partnership with Education Service Districts.
- Developing an editorial calendar (timeline for key messages and dates for a communication campaign) that all lead partners agree to focus efforts around.
- Lead and support social media efforts.

Additionally, Ready WA had a video filming in February at Cedarcrest Middle School in Marysville and another in Yakima focused on the value of the new science standards. We will co-brand this video, and it will be released later this spring.

2. **OSPI – Office of Science Teaching and Learning** – provides guidance for the development and implementation of Washington learning standards. The office conducts a portfolio of outreach efforts in the areas of leadership, professional learning and resource dissemination.

***The OSPI Office of Science Teaching and Learning has explicitly agreed to partner with SBE on this NGSS communications effort in the following ways:***

OSPI Science has agreed to brainstorm and help provide content expertise in developing materials, reviewing materials, as well as disseminating materials through the [Science Fellows network](#). The Fellows’ Network is a group of instructional leaders convened by the Office of Superintendent of Public Instruction (OSPI) and the Association of Educational Service Districts (AESD) to support district and community implementation of state learning standards in mathematics, English Language Arts (ELA), and science, and the Early Learning Guidelines. The Fellows engage in professional development 3-4 times a year, and then go back and train teachers in their own school or district.

OSPI Communications has agreed to help develop and disseminate materials, as well as to help film additional videos demonstrating how schools are responding to the NGSS.

3. ***Washington Association of Educational Service Districts (WAESD)*** – The nine ESDs are united in a shared goal to help all students succeed. Working in partnership with OSPI, the ESDs deliver statewide initiatives that benefit schools and local communities. This includes an effort to improve NGSS-focused science instruction by providing equitable access to technical assistance and professional development. These ESD efforts are often complimented by community-based STEM education networks sponsored by the non-profit organization, Washington STEM.

***The WAESD (or individual ESDs) has agreed to explicitly partner with SBE on this NGSS communications effort in the following ways:***

WAESD is very supportive of this effort, and has asked to be kept up to date on this effort. They are willing to help as they have capacity, but at a minimum, to disseminate materials through the [Science Fellows network](#).



4. ***Washington Student Achievement Council (WSAC)*** – provides strategic planning, oversight and advocacy to support increased student success and higher levels of educational attainment in Washington.

***WSAC has explicitly agreed to partner with SBE on this NGSS communications effort in the following ways:***

WSAC Communications has agreed to review, provide feedback, and then disseminate materials.

WSAC (Stephanie Gardner, Associate Director, Academic Affairs and Policy) has agreed to help brainstorm and provide review of materials.

5. ***Washington STEM*** – Its mission is to advance excellence, equity and innovation in STEM education for all Washington students.

***Washington STEM has explicitly agreed to partner with SBE on this NGSS communications effort in the following ways:***

Washington STEM is looking forward to collaborating with SBE to promote our work and to have us promote their work in this endeavor. They are already in the process of recruiting twenty 18-24 year old advocates from around the state to promote the importance of STEM and career-connected learning. They will have two advocates from each of the ten STEM districts, and each advocate will be paid a small stipend for their year-long commitment. Part of this program will include producing three videos focused on STEM that SBE will be able to promote as part of this work.

6. ***Governor's STEM Education Innovation Alliance*** – Brings together leaders from a broad range of business, labor, education, government, and nonprofit organizations, with the role of advising Washington's Governor and Legislature on policy and strategic planning in support of STEM education initiatives.

***The STEM Education Innovation Alliance has explicitly agreed to partner with SBE on this NGSS communications effort in the following ways:***

The STEM Education Innovation Alliance is very supportive of this effort, and individual members of the alliance have been in touch with staff regarding how to partner. Individual members that have been in touch include the Logan Center for Education, the Washington State Opportunity Scholarship, and Everett Public Schools.

## **Policy Considerations**

The SBE is required under [RCW 28A.305.130\(4\)\(b\)](#) to identify the scores students must achieve to meet standard on statewide assessments. At the January 2018 Board meeting, SBE heard a presentation from OSPI regarding the recommended process for score-setting for the [Washington Comprehensive Assessment of Science \(WCAS\)](#). The WCAS is aligned to the Next Generation Science Standards (NGSS).

The NGSS align with the Board's work regarding the 24 credit graduation requirement and increasing the science credit requirement. In addition, the standards were designed with a commitment to equity in science education, to the extent that implementing the standards with fidelity means a commitment to educational equity. A communication effort on behalf of NGSS standards implementation complements and reinforces the Board's interest in advocacy for equity in education.

The Next Generation Science Standards (NGSS) are internationally benchmarked, rigorous, research-based and aligned with expectations for college and careers. [NGSS](#) are also interdisciplinary and focus on developing both academic and soft skills, as “a high-quality science education means that students will develop an in-depth understanding of content and develop key skills—communication, collaboration, inquiry, problem solving, and flexibility—that will serve them throughout their educational and professional lives.”

Additional policy considerations and how NGSS aligns to SBE’s statutory responsibilities are contained in the NGSS Communication Plan agenda item materials from [January](#).

## Resources

The amount of already existing resources for Next Generation Science Standards for educators is truly astounding. As part of our communications effort, we plan to have a webpage on our SBE website as a sort of one-stop-shop for NGSS information and resources. We have begun gathering resources. Here is a sample, in case you want to see the types of information already available:

- [Next Generation Science Standards Website](#):
  - Seven case studies of diverse student groups:  
<https://www.nextgenscience.org/appendix-d-case-studies>
  - Parent guides: <https://www.nextgenscience.org/parentguides>
  - Resources you can filter by type and audience:  
<https://www.nextgenscience.org/resource-library>
  - Video Hub: <https://www.nextgenscience.org/video-hub/video-hub>
  - Instruction and Assessment Results: <https://www.nextgenscience.org/instruction-and-assessment-supports/instruction-and-assessment-supports>
- [STEM Teaching Tools Website](#)
  - PowerPoint about STEM teaching tools: <https://drive.google.com/file/d/0B1rvxYW3BEHWZmt3UmR0c3ZLdzQ/view>
  - There’s currently 51 practice briefs: <http://stemteachingtools.org/tools>
    - Categorized by topics, including equity: <http://stemteachingtools.org/tgs/Equity>
  - Other PD resources: <http://stemteachingtools.org/pd>
- [National Science Teachers Association](#):
  - Webinar series: [http://learningcenter.nsta.org/products/symposia\\_seminars/NGSS/webseminar.aspx](http://learningcenter.nsta.org/products/symposia_seminars/NGSS/webseminar.aspx)
  - NSTA Web Seminar Archives: [http://learningcenter.nsta.org/products/web\\_seminar\\_archive\\_sponsor.aspx?page=NGSS](http://learningcenter.nsta.org/products/web_seminar_archive_sponsor.aspx?page=NGSS)

## Action

No formal action will be taken on this agenda item. The Board will have the opportunity to provide feedback on this agenda item to staff to be incorporated as NGSS communication work moves forward.

If you have questions regarding this memo, please contact Alissa Muller at [alissa.muller@k12.wa.us](mailto:alissa.muller@k12.wa.us).



# THE WASHINGTON STATE BOARD OF EDUCATION

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

## 2018 NGSS Implementation Communication Plan Draft

<b>Objective: Advance and amplify the successful implementation of NGSS &amp; continued sustainability of high-quality science education in the state of Washington.</b>	
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Ready Washington</li> <li>• Office of Superintendent of Public Instruction (OSPI)</li> <li>• Washington Student Achievement Council (WSAC)</li> <li>• Washington STEM</li> <li>• Association of Educational Service Districts (AESD)</li> <li>• STEM Education Innovation Alliance</li> </ul>
<b>Audience (Primary)</b>	<ul style="list-style-type: none"> <li>• District and school administration, school boards</li> <li>• Legislators</li> </ul>
<b>Audience (Secondary)</b>	<ul style="list-style-type: none"> <li>• Science teachers</li> <li>• Families and students</li> <li>• Industry, Higher education, Communities</li> </ul>
<b>Key Information</b>	<ul style="list-style-type: none"> <li>• WA STEM 2017 Voter Survey: 94% of Washington voters believe that every child in the state should have access to a high-quality STEM education in Washington’s K-12 public schools.</li> <li>• Focus will be on increasing awareness of NGSS resources, grants, etc.             <ul style="list-style-type: none"> <li>○ NGSS implementation has been uneven, leading to inequities</li> <li>○ While we will not ignore the Washington Comprehensive Assessment of Science (WCAS), it will not be a primary focus</li> </ul> </li> </ul>
<b>Key Messages</b>	<ul style="list-style-type: none"> <li>• Every student can be scientifically literate</li> <li>• Embracing diversity enhances learning</li> <li>• NGSS includes the critical thinking and communication skills that students need for postsecondary success and citizenship</li> <li>• NGSS weave together three dimensions: disciplinary core ideas, science and engineering practices, and cross-cutting concepts</li> <li>• No problem facing society now is one dimensional: our children need to be able to think across sectors</li> <li>• NGSS includes the opportunity for: 3D science teaching and learning; rigor, relevance, workforce development; business, community and school engagement</li> <li>• How STEM helps students in other subjects and in life</li> <li>• Connecting science learning to student’s interests and experiences</li> </ul>
<b>Communication Channels and Vehicles</b>	<ul style="list-style-type: none"> <li>• Webpage (build SBE webpage for NGSS information &amp; resources)</li> <li>• Social media (Combination of articles, fact sheets/one pagers, infographics, blogs)</li> <li>• Posters and one pagers sent to districts</li> <li>• Create short videos</li> <li>• Press outreach: Visits with state editorial boards across the state/OpEds from teachers/administrators/students</li> <li>• Additional relevant meetings, workshops, conferences?</li> </ul>



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<p><b>Timeline</b></p>	<ul style="list-style-type: none"> <li>• End of February: Ready WA video on NGSS (in schools in Yakima/Marysville)</li> <li>• Late February/March: Editorial calendar that all lead partners agree to focus efforts around</li> <li>• After March SBE meeting:             <ul style="list-style-type: none"> <li>○ Meet with other partners (WSSDA, WASA, higher ed, businesses, etc.)</li> <li>○ Design one pagers/posters for elementary, middle and high schools</li> <li>○ Shoot more videos as budgets/time allows</li> </ul> </li> <li>• Mid-March soft launch/Spring 2018 provide one pagers to school/district administration</li> <li>• March, May and July community forums (Lacey, Yakima, Spokane)</li>   <li>• Fall: Launch event: Back to school/fall big push             <ul style="list-style-type: none"> <li>○ In a classroom with students/live stream                 <ul style="list-style-type: none"> <li>▪ Have Randy Spaulding and possibly the SPI and Governor attend</li> </ul> </li> </ul> </li> <li>• Fall: Press release regarding event the upcoming event/the webpage/one pagers &amp; posters being disseminated to schools             <ul style="list-style-type: none"> <li>○ Publicize webpage</li> <li>○ Release videos strategically</li> </ul> </li> </ul>
<p><b>Action Steps</b></p>	<ul style="list-style-type: none"> <li>• Continue work on SBE NGSS Resource webpage</li> <li>• Begin content for one pagers (school/district administration) and posters (targeted toward teachers/students at elementary, middle, and high schools)</li> </ul> <p>Video campaigns:</p> <ul style="list-style-type: none"> <li>• 1. Ready WA video on NGSS (Yakima/Marysville) –End of February</li> <li>• 2. OSPI/Stephanie Liden video collaboration opportunities             <ul style="list-style-type: none"> <li>a. Video campaign asking students “What problem do you want to solve?” (Rather than “What do you want to be when you grow up?”)</li> </ul> </li> <li>• 3. Additional video campaign (if budget allows): Examples of how schools are responding—bringing recognition to districts across the state and showing how they are proactively taking action to respond to the new science requirements.</li> </ul>



## A coalition supporting college and career ready learning standards and assessments.

**Who we are:** The [Ready Washington](#) coalition, led by Partnership for Learning and the Office of Superintendent of Public Instruction, believes all students should be prepared for college, work and life. Ready Washington helps build awareness and understanding about the importance of high expectations to ensure students are mastering the skills and concepts they need to succeed after high school. Coalition members include state education agencies, associations and advocacy organizations that support college and career ready learning standards and aligned assessments.

**How we work:** Through fact sheets, videos, posters, presentations and digital content, Ready Washington provides families and schools with information about how learning standards and assessments help students get ready for postsecondary education, including college, apprenticeships, industry training or other certification, and career. Learn more at [ReadyWA.org](#).

### Where to find us:

Website: [www.ReadyWA.org](http://www.ReadyWA.org)  
Facebook: [Facebook.com/ReadyWA](https://www.facebook.com/ReadyWA)  
Twitter: [@ReadyWA](https://twitter.com/ReadyWA)  
Instagram: [Instagram.com/ReadyWashington](https://www.instagram.com/ReadyWashington)  
YouTube: [YouTube/ReadyWA](https://www.youtube.com/ReadyWA)

### Resources:



**School Poster:** What Does Your Future Look Like? Plan your path today.



**Flyer:** State learning standards and assessments information, in 16 languages.



**Video Series:** Featuring student and teacher voices.

**What Are Smarter  
Balanced  
Assessments?**

**Using Smarter Balanced  
Scores to Chart Your Path**

**School Poster: What  
Does Your Future Look  
Like?**



# THE WASHINGTON STATE BOARD OF EDUCATION

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<b>Title:</b>	<u>Statewide School Accountability</u>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	The development of the new Index represents a substantial effort from the Office of the Superintendent of Public Instruction (OSPI), the State Board of Education (SBE), and numerous other stakeholders participating in the Every Student Succeeds Act (ESSA) workgroups. The Board will want to be assured that the new Index follows the methodology described in the ESSA plan, meets the requirements specified in state law, and begin to consider the manner in which to improve the Index.	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>The memo provides the first glimpse of the winter 2018 version of the School Index results that are derived from the new indicators and following the methodology described in the ESSA plan. The memo elaborates on the key findings summarized below.</p> <ul style="list-style-type: none"> <li>• The new Index may favor elementary schools, as these schools have the highest average Index rating and appear to be disproportionately over-represented in the highest performing school list.</li> <li>• The new Index ratings appear to be more strongly correlated to socioeconomic status of the school, than the old Index.</li> <li>• The performance on the School Quality and Student Success (SQSS) measures is substantially different on the basis of school level. Elementary schools perform better on the measures than do middle or high schools.</li> </ul>	



# THE WASHINGTON STATE BOARD OF EDUCATION

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

## STATEWIDE SCHOOL ACCOUNTABILITY

### Policy Considerations

Among the many duties specified in 28A.657.110, Sections (2) (3) and (4) authorize the State Board of Education (SBE) to develop the Washington Achievement Index to identify schools and school districts for recognition, for continuous improvement, and for additional state support. In cooperation with the OSPI, the SBE shall annually recognize schools for exemplary performance as measured on the Washington Achievement Index.

In September 2017, the Office of the Superintendent of Public Instruction (OSPI) submitted the [Washington Every Student Succeeds Act \(ESSA\) State Plan](#) to the U.S. Department of Education (USED) for approval. As required, the USED approved Washington's plan and notified the OSPI about the approval in January 2018. The Washington ESSA plan included a description of the School Achievement Index (Index) that was cooperatively developed by the SBE and OSPI through a series of meetings of the ESSA Accountability Systems Workgroup in 2016 and 2017.

This is the first report to the SBE on the new school Index that is derived from the new indicators and from the new methodology described in the approved ESSA plan. The Board will want to be assured that the new Index follows the methodology described in the ESSA plan, meets the requirements specified in state law, and consider the manner in which the SBE should lead the effort in improving the Index.

### Summary of Key Findings

- The new Index appears to favor elementary schools, as these schools have the highest average Index rating and appear to be disproportionately over-represented in the highest performing school list.
- The new Index ratings appear to be more strongly correlated to socioeconomic status of the school, than the old Index.
- The performance on the School Quality and Student Success (SQSS) measures is substantially different on the basis of school level. The inclusion of the SQSS indicator appears to favor elementary schools. Additional work will be undertaken to determine whether this is true of other indicators.

### Achievement Index

Beginning in December 2017 and through January 2018, school district personnel were provided with the raw data that would be used in the Index computations. This data review period was the school districts' primary opportunity to clean up data and to ensure that the results were as clean and accurate as possible. When the review period concluded, the OSPI ran the Index coding, computed Index ratings per the approved methodology, and when ready, provided school districts with preliminary Index ratings for their schools.

The OSPI Office of Student Information provided Index results to the SBE in mid-February. The public release is planned for mid-March, so the results and findings discussed here should be considered

preliminary, although substantive updates or changes to the results are not anticipated. Because this is the first year of the new index several major changes to the Index are noteworthy.

1. The new Index uses an aggregated three-year average of data rather than three individual years of data to calculate Index ratings.
2. The new Index no longer uses the Targeted Subgroup calculation (a simple average of seven historically lower performing student groups that has the potential to carry substantial weight) which most often lowered the overall Index rating for a school.
3. The new Index includes the new indicators of English Learner (EL) Progress and School Quality and Student Success (SQSS).

Because of the changes specified above, it would be inappropriate to compare the Index ratings from years past to the current Index ratings on a school by school basis. However, it would be appropriate to consider broad and higher level characteristics of the Index ratings and the characteristics of the highest and lowest rated schools on the Index.

### *Index Ratings*

Based on the new Index methodology described in the ESSA State Plan, an Index rating was calculable for 1971 schools (Figure 1). School Index ratings ranged from a low of 1.000 to a high of 10.000. The average school Index rating was 5.7168. Findings from the analysis shown in Figure 1 are as follows.

- The new methodology of aggregating three years of student data resulted in calculating ratings for approximately 170 additional schools because of the new methodology of aggregating three years of student data.
- The average Index rating of elementary schools is the highest at 6.044 and the average rating of high schools is lowest at 5.269, while middle schools are just a little higher at 5.499.
- Elementary schools represent approximately 63 percent of all schools with an Index rating but 79 percent of the highest performing schools.
- High schools represent approximately 18 percent of all schools with an Index rating but only three percent of the highest performing schools.

Figure 1: shows the Index ratings and number of highest/lowest performing schools by school level.

	<b>Elementary Schools</b>	<b>Middle Schools</b>	<b>High Schools</b>	<b>All Schools</b>
Number	1037	354	352	1971
Mean (Index)	6.0443	5.4985	5.2693	5.7168
<b>Distribution of Highest and Lowest Performing Schools</b>				
Schools in Top Five Percent*	81	16	< 10	103
Schools in Bottom Five Percent*	50	19	17	105
*Note: the number of schools in the top five percent and bottom five percent differs because of counting tie scores at the threshold cut points.				

### *Correlation to School Socioeconomic Status*

The data file provided by the OSPI did not contain the information necessary to compute precise correlational data between the various outcome measures and socioeconomic status, the percentage of



students qualifying for the Free and Reduced Price Lunch (FRL) program. However, a school FRL proxy variable was computed to replace the traditional school FRL rate, as the school FRL rate was not included in the data file and, a one-year FRL rate may not be the best representation of a three-year roll up of student data. The FRL proxy for school poverty used here is the three-year average school FRL rate for the 2014-15, 2015-16, and 2016-17 school years.

In Figure 2, the correlation coefficients (Pearson r) are rounded to the nearest tenth because the computed values can only be estimated given the data included in the data file. Overall, an estimate of the Index rating to the FRL proxy is -0.600, which means that approximately 35 to 40 percent of the variance found in the Index rating is explained by the proxy for school FRL rate. Given the fact that educational outcomes are highly correlated with poverty (student-level and school-level), the correlation to poverty indicated here is not surprising.

Figure 2: shows the correlation coefficients for the FRL proxy and various elements of the outcome measures and indicators.

Indicator	Correlation Between FRL 3YR Proxy and Outcome Measure	Comments
Index Rating*	Pearson r $\approx$ -0.600, N = 1899 Moderately strong and negative correlation	Low poverty schools tend to perform much better on the overall Index.
Proficiency	Pearson r $\approx$ -0.700, N = 1899 Moderately strong and negative correlation	Low poverty schools tend to perform much better on the achievement indicator.
Student Growth Percentiles*	Pearson r $\approx$ -0.400, N = 1542 Moderate and negative correlation	Low poverty schools tend to perform a little better on the growth (SGP) indicator.
Graduation (4-Year)	Pearson r $\approx$ -0.300, N = 460 Weakly moderately and negative correlation	Low poverty schools tend to perform a little better on the graduation indicator.
Graduation (Extended) Adjustment*	Pearson r $\approx$ 0.200, N = 460 Weak and positive correlation	Higher poverty schools are benefitting from this new element of the Index.
Graduation (Total)*	Pearson r $\approx$ -0.400, N = 460 Weakly moderately and negative correlation	Overall, low poverty schools tend to perform a little better on the graduation indicator.
English Learner Progress	Pearson r $\approx$ -0.400, N = 1019 Weakly moderately and negative correlation	Low poverty schools tend to perform a little better on the EL progress indicator.
Regular Attendance	Pearson r $\approx$ -0.300, N = 1899 Moderate and negative correlation	Low poverty schools tend to perform a little better on the attendance indicator.
Ninth Grade On Track	Pearson r $\approx$ -0.500, N = 444 Moderate and negative correlation	Low poverty schools tend to perform better on the measure.
Dual Credit	Pearson r $\approx$ -0.200, N = 489 Weak and negative correlation	High poverty schools do not benefit from this as much as low poverty schools.
SQSS Combined*	Pearson r $\approx$ -0.600, N = 1899 Moderate and negative correlation	25 percent of the variance in the measure is explained by school FRL rate.
*Note: indicates an outcome measure for which the correlation was computed from decile rating, with other correlations computed from the outcome measure percentage. Values are rounded to the nearest tenth and were computed only for schools with an Index rating $\geq$ 1.000		

### *Identification of Highest and Lowest Performing Schools*

Until the Index calculations are finalized, the exact composition of the highest and lowest performing schools cannot be made public. Also, the list of schools identified for Comprehensive or Targeted support cannot be made public until the school districts have been notified of the identifications by the OSPI. The OSPI preliminarily identified 879 schools for either Comprehensive support or Targeted support following the methodology described in the Washington ESSA plan. A summary of the schools preliminarily identified as in need of support are tabulated in Figure 3.

- 269 schools were preliminarily identified for Comprehensive support (per the ESSA, 108 of these schools that were identified for a low graduation rate may at the district discretion, opt out of support services because the enrollment at the school is less than 100).
- 610 schools were preliminarily identified for Targeted support
- 41 schools were preliminarily identified for Targeted English Learner Progress support

Figure 3: shows the number of preliminary school identifications derived from the new Index.

<b>Identification Type</b>	<b>Number of Schools</b>
Comprehensive (Low Index Rating)	105
Comprehensive Low Graduation Rate	56
Comprehensive Low Graduation Rate Opt Out Eligible	108
Targeted 1-2 Student Groups	490
Targeted 3+ Student Groups	120
Targeted English Learner (EL) Progress	41
No Supports	1123
No Index Rating*	337
*Note: of the 2380 schools tabulated in the Index, 337 schools were not assigned an Index rating. This is most often the result when a school has a small enrollment and the indicator value is suppressed	

The relationship between school socioeconomic status and overall Index rating is more apparent when examining the highest and lowest performing groups of schools, but the relationship to school geopolitical setting is less obvious (Figure 4).

- Most of the highest performing schools are in urban or suburban geopolitical settings and the schools have relatively low school FRL rates.
- Most of the lowest performing schools are in urban or rural geopolitical settings and the schools have relatively high school FRL rates.

Figure 4: shows the number of highest and lowest rated schools and average school FRL rate by the school geopolitical setting.

	Urban		Suburban		Town		Rural		All Schools	
	N	FRL %	N	FRL %	N	FRL %	N	FRL %	N	FRL %
Schools in Highest Five Percent*	29	16.2	65	15.4	< 10	17.8	< 10	25.6	103	16.2
Schools in Lowest Five Percent*	41	78.8	17	69.5	13	84.0	24	79.9	105	77.1
*Note: the average school FRL rate is shown for the schools for which the rate could be computed. For reference purposes, the average school FRL rate (3-Year FRL proxy) for the state was approximately 47.2 percent.										

The schools identified for Targeted support are tabulated in Figure 5, which includes the school FRL rate and the overall Index rating. Schools with larger numbers of low performing student groups are typified by higher school FRL rates and lower overall Index ratings.

Figure 5: shows the number of schools, the FRL rates, and the overall Index ratings for schools preliminarily identified for Targeted support.

	Schools	Average School FRL Rate*	Average School Index Rating
Targeted – 1 Group	366	52.4	5.262
Targeted – 2 Groups	138	58.0	4.251
Targeted – 3 Groups	53	59.9	3.676
Targeted – 4 Groups	40	63.1	3.126
Targeted – 5 Groups	18	69.5	2.794
Targeted – 6 Groups	< 10	69.6	2.667
Targeted – 7 Groups	< 10	73.6	2.683
<b>All Targeted</b>	<b>624</b>	<b>55.7</b>	<b>4.658</b>
*Note: the average school FRL rate (FRL proxy variable) was calculable for 612 schools.			

### *Impact of the SQSS*

One of the biggest changes to the Index is the addition of measures of School Quality and Student Success (SQSS), although the SQSS indicator was assigned a fairly low weight (5 to 15 percent) in the Index calculation. Figure 6 shows the average SQSS decile rating for the SQSS indicator by school level and then individually by measure for the school levels. Elementary schools perform better than middle and high schools (6.420, 4.728, and 4.946, respectively) on the SQSS indicator overall. So, the addition of the SQSS indicator appears to benefit elementary schools more than other schools.

Looking more closely at the SQSS measures in general and the Regular Attendance measure in particular, notice that the average decile rating for elementary schools (6.420) is substantially greater than middle schools (4.650) and more than double the average decile rating for high schools (3.000). This finding supports the findings of [other research](#) showing that regular attendance is most prevalent in

the early grades and is lowest in the upper grades. The inclusion of regular attendance in the Index benefits elementary schools over middle and high schools.

A total of 24 middle schools and junior high schools earning an Index rating operated under a grade configuration that included the 9<sup>th</sup> grade (grades 7-9 and 8-9). For analytical purposes, these 24 schools are categorized as middle schools, yet the schools were rated on SQSS measures that include Ninth Grade On-Track and Dual Credit participation, measures typically associated with high schools. On the Ninth Grade On-Track measure, middle schools posted a substantially higher average decile rating (7.750) than the average high school rating (5.540) on the same measure. On the Dual Credit participation measure, middle schools perform considerably lower (4.500 decile average) than high schools (6.760 decile average).

Figure 6: Average decile rating and percentage for the SQSS measures by school level.

	Elementary Schools	Middle Schools	High Schools	All Schools
Schools with an Index Rating	1037*	354*	352*	1971*
Decile Ratings				
School Quality and Student Success	6.420	4.728	4.946	5.736
Regular Attendance	6.420	4.650	3.000	5.380
Ninth Grade On-Track		7.750	5.180	5.540
Dual Credit		4.500	6.760	6.170
Percent of Students				
Regular Attendance	89.7	85.1	73.1	85.1
Ninth Grade On-Track		82.5	68.4	70.0
Dual Credit		25.1	46.2	40.1
*Note: the value represents the number of schools by school level with an Index rating $\geq$ 1.000.				

### School Recognition

In February 2018, the SBE and the OSPI met with the Educational Opportunity Gap Oversight Accountability Committee to discuss several accountability-related topics including the topic of school recognition for exemplary performance. The SBE is preparing an update on some possible options for school recognition that the Board is expected to discuss. In particular, the SBE, OSPI, and EOGOAC all expressed an interest in limiting recognition to schools with small or decreasing performance gaps. However, the manner in which to accomplish this requires further discussion of the Board and with partner agencies.

### Required Action Districts

Five school districts are currently designated for Required Action (RAD) by the OSPI and SBE. The preliminary school identifications for the RADs are as follows.

- Marysville SD: of the 27 schools in the district, more than 10 were preliminarily identified for support.
- Soap Lake SD: three schools are in the district.
- Tacoma SD: of the 64 schools in the district, more than 10 schools were preliminarily identified for support.
- Wellpinit SD: of the 8 schools in the district, at least one school was preliminarily identified for support.
- Yakima SD: of the 28 schools in the district, at least 10 schools were preliminarily identified for support.

### **Action**

No Board action is anticipated for this agenda item.

### *Links Referenced in the Memo*

Washington ESSA State Plan

<http://www.k12.wa.us/ESEA/ESSA/default.aspx>

Balfanz, R. & Byrnes, V. (2012). The Importance of Being in School: A report on Absenteeism in the Nation's Public Schools. Retrieved from [https://new.every1graduates.org/wp-content/uploads/2012/05/FINALChronicAbsenteeismReport\\_May16.pdf](https://new.every1graduates.org/wp-content/uploads/2012/05/FINALChronicAbsenteeismReport_May16.pdf).

Please contact Andrew Parr at [andrew.parr@k12.wa.us](mailto:andrew.parr@k12.wa.us) if you have questions regarding this memo.

# Washington's ESSA Consolidated Plan

Implementation 101

STATE BOARD OF EDUCATION BOARD MEETING  
MARCH 6, 2018



## Starting with the Why...

### Every Student Succeeds Act

Pursuing Equity through Closing Gaps

Continuous Improvement for All Schools

Obtain and Retain Effective Educators

Flexibility on Use of Resources



# Improvement Mindset

Everyone is in the business of continuous improvement.

Schools are identified for support to improve student learning—they are not identified as failing.

Honor what works + explore opportunities to innovate

Different needs require different supports.

Change takes time.



OSPI Leaders

ESD Leaders

District/  
School Leaders

Teacher Leaders

Students



# The What: Accountability Framework

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## Description

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ESSA says states must annually meaningfully differentiate schools, and specifies some measures that must be included and gives flexibility on other measures.

Washington's framework: each measure is mapped from a percentage to a 1–10 score.

Those measure scores are combined to yield an overall index score ranging from 1–10.

Using that ESSA index score, the lowest performing 5 percent of schools are identified as comprehensive support schools.

Schools will be identified for targeted support using the same threshold for specific student groups.

The approach emphasizes continuous improvement for ALL schools, not just whether a school is on or off a list.

Opportunity gaps will be visible by individual measure and overall.





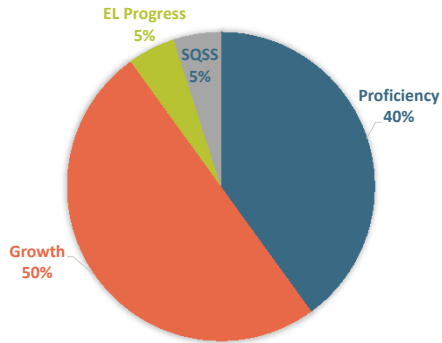
## ESSA Indicators

	1	2	3	4	5		
	Proficiency ELA & Math	Student Growth	English Learner Progress	Graduation	SQSS: Attendance	SQSS: 9th graders on track	SQSS: dual credit
Elem & Middle	✓	✓	✓	no	✓	no	no
High School	✓	no	✓	✓	✓	✓	✓

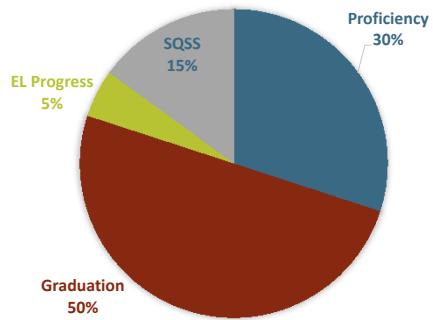


## ESSA Index Weights

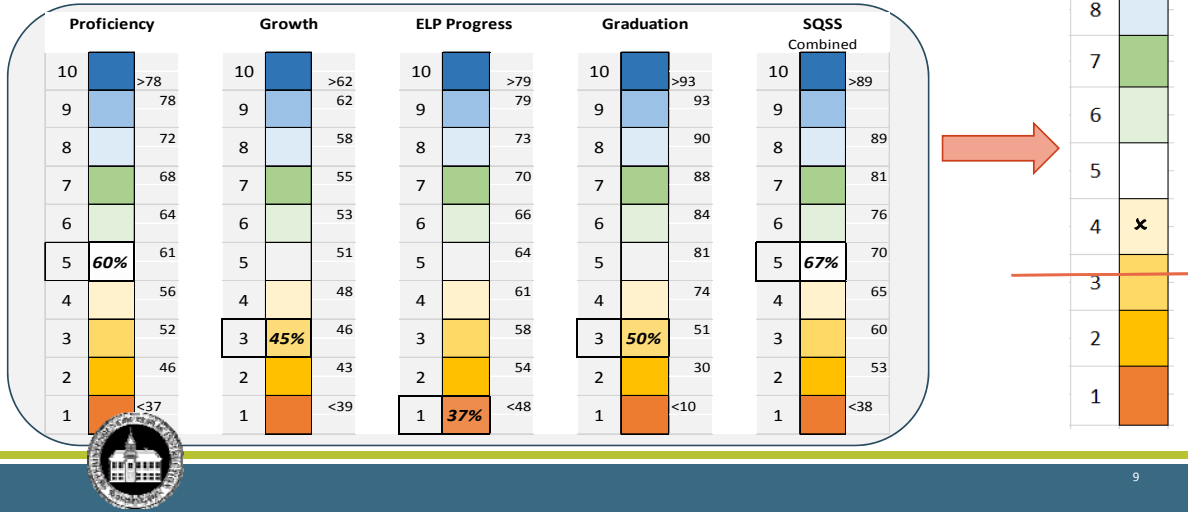
ELEMENTARY AND MIDDLE



HIGH SCHOOLS



## ESSA Index & Lowest Performing 5%

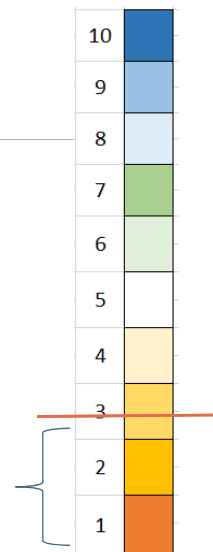


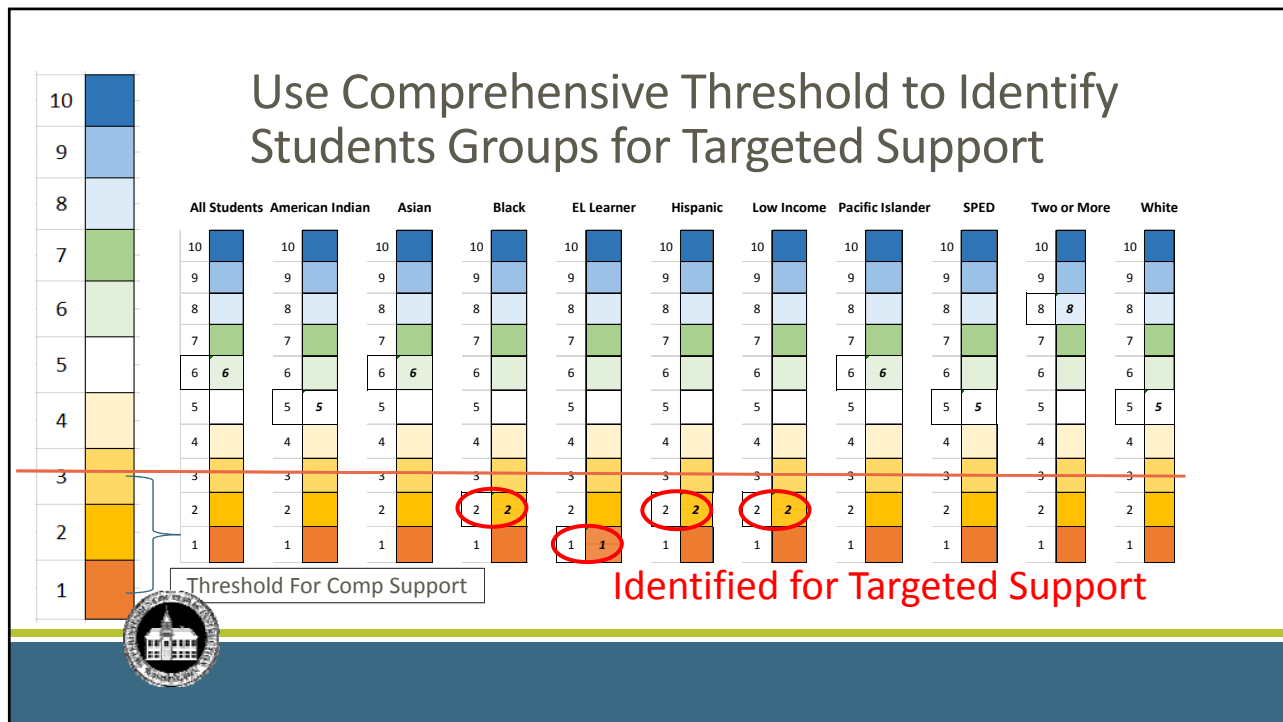
## ESSA Index & Lowest Performing 5 Percent

Set a threshold marking the lowest performing 5 percent of schools (Comprehensive Support Schools).

The same threshold will be used for student group identification for Targeted Support.

Identified for Comprehensive Support





## Graduation Rate

The graduation rate indicator has the four-year rate as its foundation, for which schools will receive a 1–10 score.


- Then a school may get “extra credit” (or an additional point or two) based on extended-year graduation rates.
- The “extra credit” is based on the additional percentages of students that graduate in the extended timeframes (5 years, 6 years, or 7 years).
- Schools that graduate the highest percentages of students in the 5th, 6th, and 7th years will move up 2 points on the 1-10 scale, and the next highest schools will move up 1 point. Most schools will stay at the 1-10 scores that were determined by the four-year graduation rate.



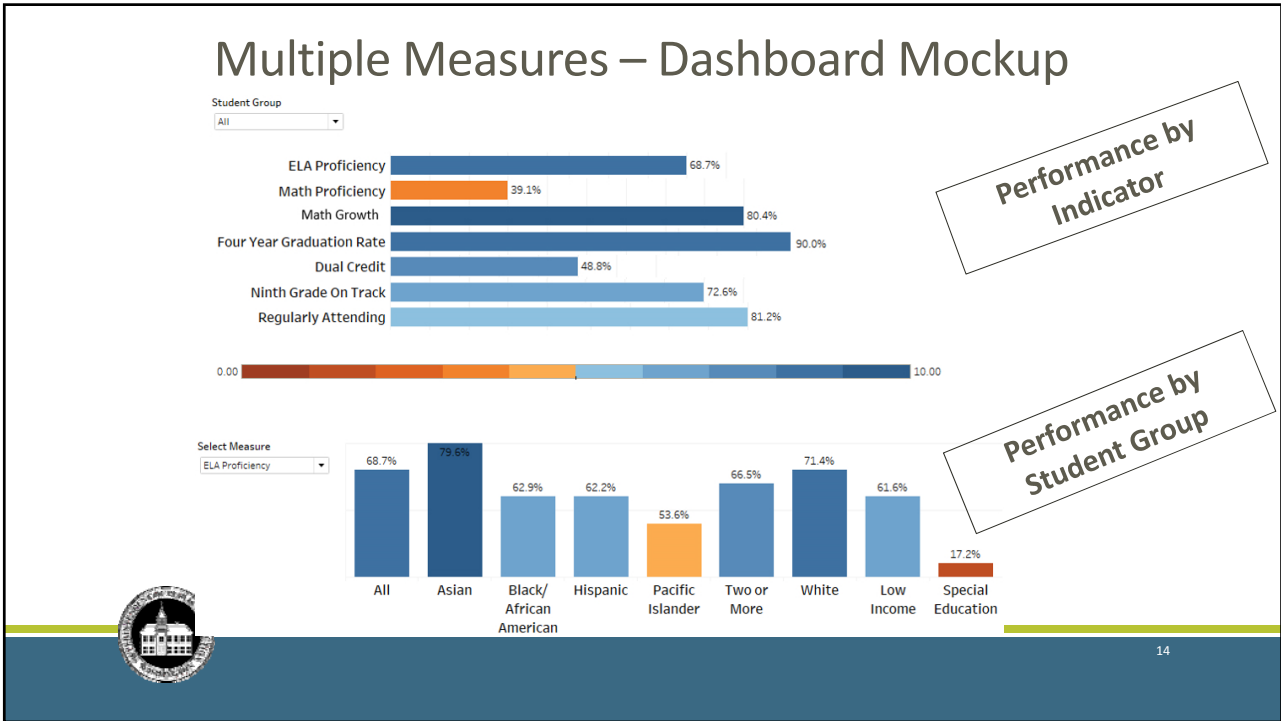
### Timeline of Accountability

	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
<b>ESSA Identification and Support</b>	Proficiency Growth Graduation English Learner Progress SQSS			Data calculations Identify Planning	Support	Support	Support			
<b>ESSA Identification and Support</b>				Proficiency* Growth Graduation English Learner Progress SQSS**			Data calculations Identify Planning	Support	Support	Support

\* Will include Science, in addition to ELA and Mathematics  
 \*\* Inclusion of additional SQSS measures will be considered in Round II



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# Informing Schools and Parents about the ESSA Index

### ESSA Achievement Index Highlights

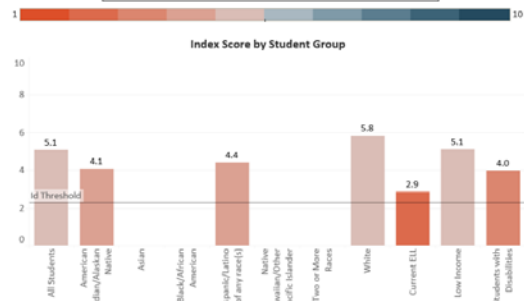
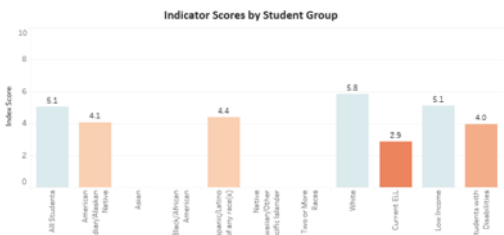
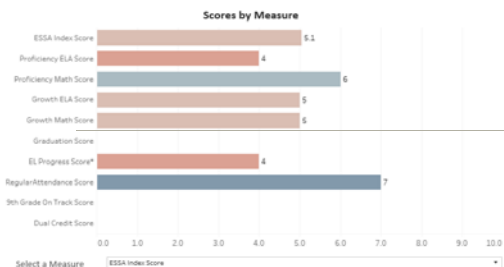
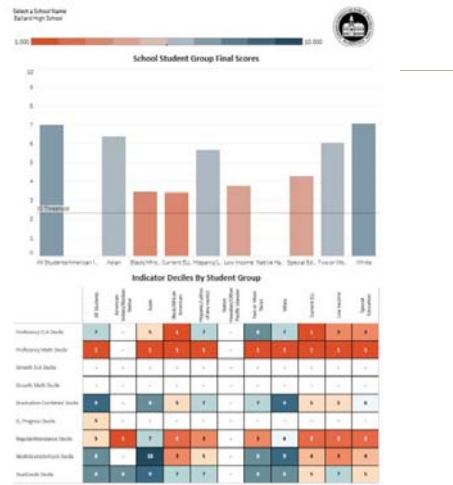
The Achievement Index includes each student subgroup individually, creating a holistic vision of a school through two lenses: the performance of the All Students group and that of their student subgroup populations. Effectively, all subgroups will be held to the same standard as set by the All Students group.

#### How are your schools measured?

**Deciles Combine into Score**  
Each indicator described above is mapped to a 1-10 decile score. These deciles are combined based on the grade span of the school, creating a composite total score.

**Student Privacy - Minimum Number**  
To protect student privacy, a minimum number of students is required so no one student can be identified. For the Achievement Index, the minimum number of students is 20.

For more information about the Multiple Measures Index or to dig into school data, visit <http://www.k12.wa.us/ESEA/ESS>



### Measures by Student Group

	All Students	American Indian/Alaskan Native	Asian	Black/African American	Hispanic/Latino of any race	Native Hawaiian/Other Pacific Islander	Two or More Races	White	Current ELL	Low Income	Students with Disabilities
ELA Proficiency Rate	49.7%	27.6%	61.3%	44.6%	52.2%	66.7%	23.5%	47.6%	25.2%		
Math Proficiency Rate	49.9%	47.4%	54.8%	45.1%	38.4%	56.6%	27.5%	47.6%	20.4%		
ELA Median SGP	48	41	49	49	48	48	48	48	51		
Math Median SGP	50	56	43	43	42	36	48	49	49		
Graduation Rate	64.3%										
EL Progress Rate*	64.3%										
Regular Attendance Rate	91.9%	84.7%	90.2%	87.5%	93.3%	87.7%	92.5%	93.6%	90.9%		
9th Grade On Track Rate											
Dual Credit Rate											



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# The How: System and School Support

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NCLB Era: We identified the bottom 10% of schools in  
Priority and Focus.

## **NCLB Index**

1. Achievement
2. Graduation Rate

By All Students + Disaggregated by  
Student Population



ESSA Era: We've established a baseline of performance  
and all schools that fall under this are identified as  
either Comprehensive or Targeted.

## ***ESSA Index***


1. Achievement
2. *Growth*
3. Graduation Rate
4. *English Learner Progress*
5. *Attendance*
6. *CCR: 9<sup>th</sup> Graders on Track*
7. *CCR: Advanced Course Taking*

By All Students + Disaggregated by  
Student Population

NCLB Era: We identified the bottom 10% of schools in Priority and Focus.



ESSA Era: We've established a baseline of performance and all schools that fall under this are identified as either Comprehensive or Targeted.

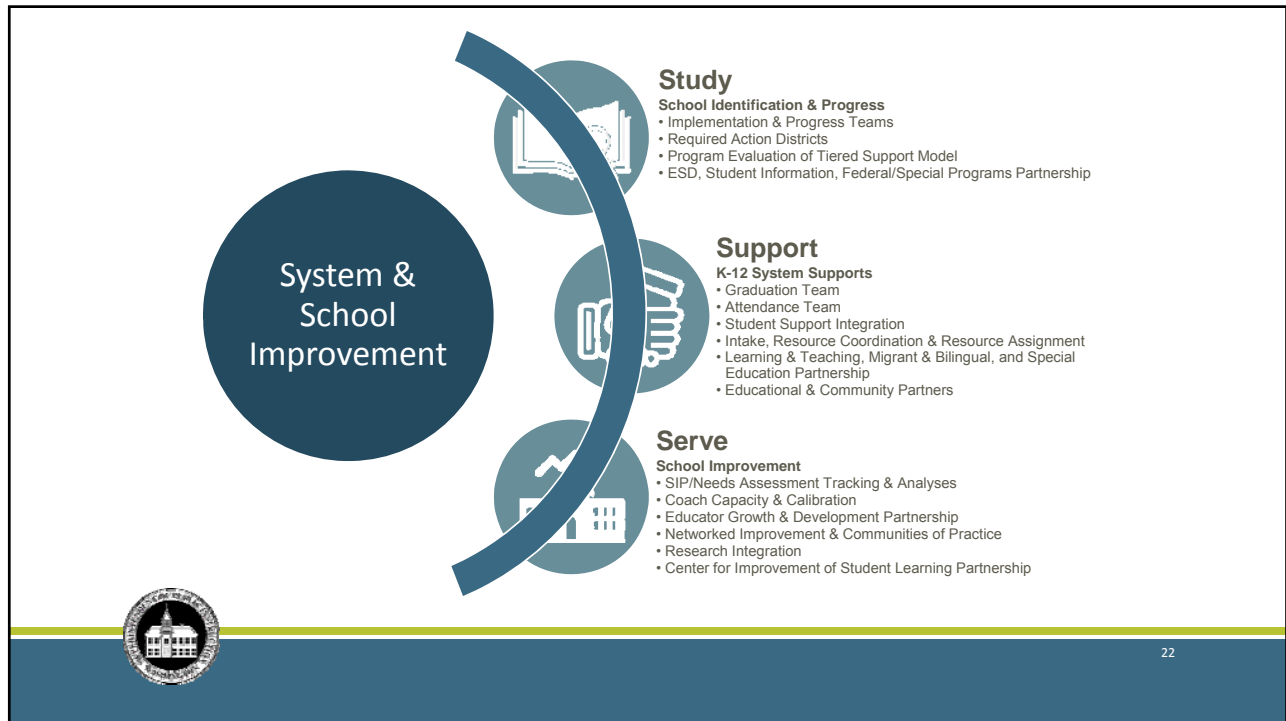
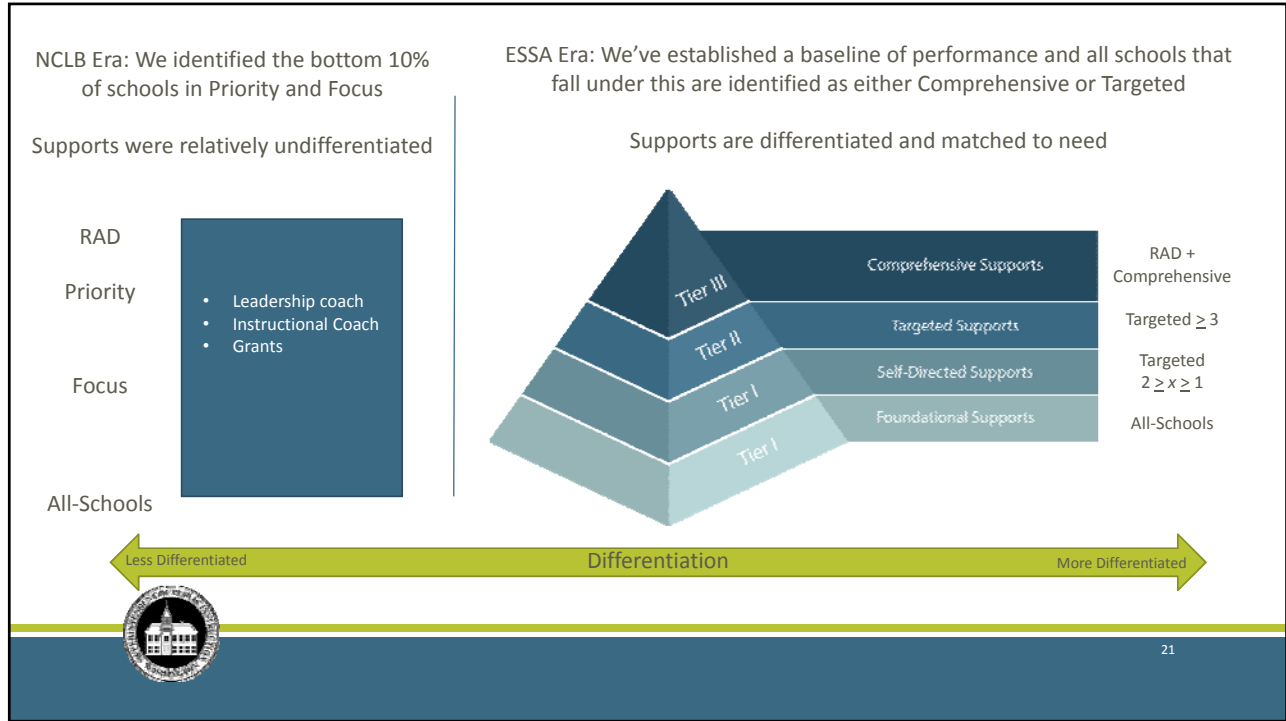
<b>Required Action Districts (RAD)</b>	<ul style="list-style-type: none"><li>• Persistently lowest-achievement (Bottom 5%)</li></ul>	<b>Comprehensive – All Students</b>	<ul style="list-style-type: none"><li>• Composite score for all students and all indicators is below the cut score</li></ul>
<b>Priority</b>	<ul style="list-style-type: none"><li>• Low performance on the "All Students" category</li></ul>	<b>Comprehensive Graduation Rate</b>	<ul style="list-style-type: none"><li>• Graduation Rate &lt; 67%</li></ul>
<b>Focus</b>	<ul style="list-style-type: none"><li>• Low performance based on student group category</li></ul>	<b>Targeted</b>	<ul style="list-style-type: none"><li>• One or more student groups are below the cut score</li></ul>



NCLB Era: We identified the bottom 10% of schools in Priority and Focus.

ESSA Era: We've established a baseline of performance and all schools that fall under this are identified as either Comprehensive or Targeted.

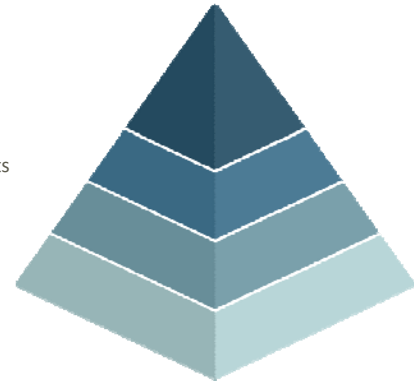






# Begin Alignment of Programmatic Supports for Fall 2018-19

- Complete Agency PD Inventory (CISL)
- Communicate to schools
  - Comprehensive—personal notification, base funding and competitive grants for deeper work
  - Targeted—self directed, foundational supports
  - All schools—ESSA Index information
  - Superintendent Data Dives by ESD
- Implement Common Web Presence



## EXAMPLE

Reach out to us for help!



State of Washington  
**OSPI**  
 Office of Superintendent of Public Instruction

Home | Certification | Offices & Programs | Learning & Teaching | Assessment | Finance & Grants | Data & Reports | Website Accessibility

System and School Improvement  
*System and School Improvement*

Office of System and School Improvement (OSPI) is committed to closing the opportunity gap by working collaboratively with educational partners, researchers, districts and community leaders to create a coordinated, regionalized, and responsive support and improvement model for Washington schools. OSPI provides leadership, technical assistance and resources to schools and districts to support their efforts to prepare every student for post-secondary aspirations, career, and life.

<b>Study</b> School Identification and Progress	<b>Support</b> K 12 System Supports	<b>Serve</b> School Improvement
--	--	------------------------------------

Find out what is happening...

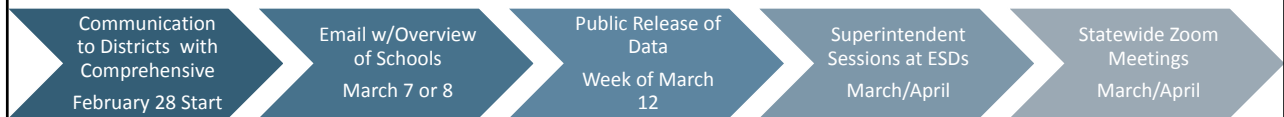
Graduation	Attendance	9th Graders on Track	Advanced Course Taking	Need Assistance?
------------	------------	----------------------	------------------------	------------------

<http://www.k12.wa.us/OSSI>

EXAMPLE

The screenshot shows the OSPI website page for "Attendance and Chronic Absenteeism". The header includes the OSPI logo, "State of Washington Office of Superintendent of Public Instruction", and navigation links like "Home", "Certification", "Offices & Programs", "Learning & Teaching", "Assessment", "Finance & Grants", "Data & Reports", and "Website Accessibility". A search bar is also present. The main content area features a sidebar with categories like "Getting Started", "Data", "Laws and Guidance", "Communications Materials", and "Resources". The main text explains why attendance is important and lists resources such as "Getting Started Toolkit", "Rubric or Assessment Tool", "Best Practices Strategies or Interventions", "Research Summary", "Resources", "Laws & Policies", and "FAQ". There is also a "What's New" section with "Upcoming Events" and "Contact Us" information.

# Notification and Support Timelines



## Notification and Support Timelines

	Comprehensive	Comprehensive Grad Rate	Targeted	All Schools
Video	✓	✓	✓	✓
Individualized Communication	✓	✓	☒	☒
Email	✓	✓	✓	✓
ESD Awareness	✓*	✓*	✓*	✓*

\* After district notification



## More Information to Come...

- Fiscal guidance
- New electronic grants system
- Revised Consolidated Programs Reviews
- Tiered Supports
- Family and Parent Notification Guidance
- Model Communication Documents



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Thank you!  
Office of Superintendent of Public Instruction

Study



Support



Serve





# THE WASHINGTON STATE BOARD OF EDUCATION

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<b>Title: Student Presentation</b>	
<b>As related to:</b>	<input checked="" type="checkbox"/> <b>Goal One:</b> Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> <b>Goal Two:</b> Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input type="checkbox"/> <b>Goal Three:</b> Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> <b>Goal Four:</b> Provide effective oversight of the K-12 system. <input checked="" type="checkbox"/> <b>Other</b>
<b>Relevant to Board roles:</b>	<input checked="" type="checkbox"/> Policy leadership <input type="checkbox"/> System oversight <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and facilitating
<b>Relevant to business item:</b>	There is no board action expected on this topic at this board meeting.
<b>Materials included in packet:</b>	This section contains: <ul style="list-style-type: none"><li>• PowerPoint presentation on social-emotional learning.</li></ul>
<b>Synopsis:</b>	Student presentations allow SBE board members an opportunity to explore the unique perspective of their younger colleagues. Lindsey Salinas and Joe Hofman will present on social-emotional learning.

---

# Social-Emotional Learning

March 2018

Lindsey Salinas & Joe Hofman

## Student Update – Lindsey

- 60 school days until graduation
- Senioritis
- Decisions



## Student Update – Joe

- Elected as ASB President for 2018-2019 school year
- Begun AP Research Experiments



- Placed first at WESCO Districts and Second at the 4A State Championships in diving.



## What is Social-Emotional Learning (SEL)?

According to CASEL -

“Social and emotional learning (SEL) is the process of developing and using the *skills, attitudes, and knowledge* that help youth and adults:

- To *identify and regulate* emotions
- To *develop* positive relationships
- To *make* responsible decisions

SEL is a universal approach:

*“It helps build the foundation for teaching and learning at schools.”*

- Collaborative for Academic, Social, and Emotional Learning

## Core SEL Competencies

1. Self-Awareness
2. Self-Management
3. Responsible Decision Making
4. Relationship Skills
5. Social Awareness



© CASEL 2017





CASEL - 2013

What has been your own experience with social-emotional needs and learning?

What has been your own experience with social-emotional needs and learning?

- Strong supports at school.
- NAVIANCE allows for self-directed career planning and goal setting.
- Teachers have done “classroom norm” exercises where students create the environment in which they learn.
- Leadership class has taught how to utilize SOFT skills and communicate emotions effectively. We do lots of planning (which develops critical thinking skills) and reflection (which helps to regulate emotions).

How have you developed your own social-emotional wellbeing?

## How have you developed your own social-emotional wellbeing?

- School involvement is HUGE; the foundation of the SEL Wheel is Communities, Schools, and Classrooms.
- Being involved in clubs has allowed for development in Self-Awareness when recognizing strengths, weaknesses, and interests.
- Being exposed to many different groups at school has allowed for social awareness and relationship skills.

## continued...

- Working and being involved with different diversity groups within and outside of the school
- School involvement as ASB president

## What sort of SEL supports does your school offer?

### What sort of SEL supports does your school offer?

- Staff have done professional development around how to be aware of adverse childhood experiences.
- Implementation of the Panorama Survey to identify problem areas.
- Teacher greetings and co construction of classroom norms.

continued...

- Full time counselor who uses the 2nd Step curriculum
- Uses tier I, II, and III interventions
- Also a Social Skills Coach to support those students that need tier II, and III

**How do students find out  
about SEL supports and  
access them?**

## How do students find out about SEL supports and access them?

CASCADE HIGH SCHOOL: A SCHOOL OF PRIDE

**PROFESSIONALISM**  
**RESPONSIBILITY**  
**INCLUSIVITY**  
**DIGNITY**  
**ENGAGEMENT**



- Link Crew - led "Freshmen 'Jump Start' Day"
- Guest speakers that speak to AVID students about how to goal-set and how to regulate test anxiety.
- P.R.I.D.E. Matrix
  - Professionalism, responsibility, inclusivity, dignity, and engagement.

# What is the relevance of social-emotional learning to career readiness?

## What is the relevance of social-emotional learning to career readiness?

Definition of career readiness (taken from Baxter's presentation):

“Career readiness is a convergence of all of these definitions (21st Century Skills). A career-ready person effectively navigates pathways that connect education and employment to achieve a fulfilling, financially-secure and successful career. *A career is more than just a job.*”

- Career Readiness Partner Council

## What is the relevance of social-emotional learning to career readiness? – Cont.

The five SEL competencies are prerequisites to being "career ready."

- You must be self aware in order to find a career that interests you.
- You must be able to self-manage and emotionally-regulate in order to take on daily job stressors.
- You must be able to be socially aware to assimilate into new environments.
- You must have social skills in order to interview well and develop relationships.
- You must be able to make responsible decisions to solve problems effectively.



Teamwork and soft skills are essentials in the workplace.

*A students "habits of mind," social skills, and emotional self-regulation matter to career readiness just as much as academic skills do.*



# Recommendations

- Make sure students know what SEL is and introduce it as a checklist or goal sheet concept.
- Introduce the concepts early - perhaps middle school or early high school.
- Put more stress on “Self management and Emotion Regulation” competency, as students experience much stress without learning how to deal with it.
- Allow reflection exercises, specifically concerning the “self-awareness” competency, in order to continue to build a strong basis for one’s interests.

## At the State level...

The state has been developing guidance for implementing a successful system of supports in the WISSP. Social-Emotional Learning is an important component of that Multi-Tiered System of Supports. Ms. Andrea Cobb of CISL will be presenting on this shortly.

Thank You




# THE WASHINGTON STATE BOARD OF EDUCATION

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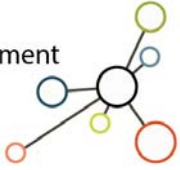
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<b>Title: Center for the Improvement of Student Learning</b>	
<b>As related to:</b>	<input checked="" type="checkbox"/> <b>Goal One:</b> Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> <b>Goal Two:</b> Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input checked="" type="checkbox"/> <b>Goal Three:</b> Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> <b>Goal Four:</b> Provide effective oversight of the K-12 system. <input type="checkbox"/> <b>Other</b>
<b>Relevant to Board roles:</b>	<input checked="" type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input type="checkbox"/> Advocacy <input type="checkbox"/> Communication <input type="checkbox"/> Convening and facilitating
<b>Policy considerations / Key questions:</b>	How can CISL's Integrated Student Supports Protocol inform the Board's strategic planning and policy development?
<b>Relevant to business item:</b>	N/A
<b>Materials included in packet:</b>	Center for the Improvement of Student Learning PPT Presentation Washington Integrated Student Support Protocol
<b>Synopsis:</b>	<p>In 2016, the Washington State Legislature created the Washington Integrated Student Supports Protocol (WISSP) through 4SHB 1541. The WISSP was one of an extensive set of interdependent strategies for closing educational opportunity gaps recommended by the State's Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC). The components of the WISSP framework include needs assessments, community partnerships, coordination of supports, integration within the school, and a data-driven approach.</p> <p>The WISSP is housed within the Center for the Improvement of Student Learning (CISL). Andrea Cobb, CISL's Executive Director, presented the WISSP's development to the Board last March. This March, Andrea Cobb will share the finalized WISSP with the Board and provide an update to the Board.</p>

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**OSPI** | Center for the Improvement  
of Student Learning




## Washington Integrated Student Supports Protocol: Overview and Next Steps for Implementation

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ANDREA COBB, CENTER FOR THE IMPROVEMENT OF STUDENT LEARNING  
STATE BOARD OF EDUCATION  
MARCH 6, 2018




**OSPI** | Center for the Improvement  
of Student Learning



### Our Mission

To **connect** people to the research and  
information they need to eliminate  
educational opportunity gaps and improve  
learning and teaching in Washington State.



# Overview

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- What is Integrated Student Supports
- Overview of CISL's Legislative Charge
- Developing the WISSP: What did we learn?
- Overview of the WISSP
- Next Steps for Implementation



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According to Child Trends, a national child, youth, and family research organization:

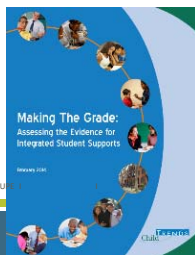
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“Integrated Student Supports (ISS) are a school-based approach to promoting students’ academic success by developing or securing and coordinating supports that target academic and non-academic barriers to achievement” (Child Trends, 2014).



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## Examples of National Integrated Student Supports Models

- Beacon Initiative
- Children's Aid Society Community Schools
- City Connects
- Comer Schools
- Communities in Schools
- CoZi Initiative
- Say Yes to Education
- Schools of the 21st Century
- University-Assisted Community Schools

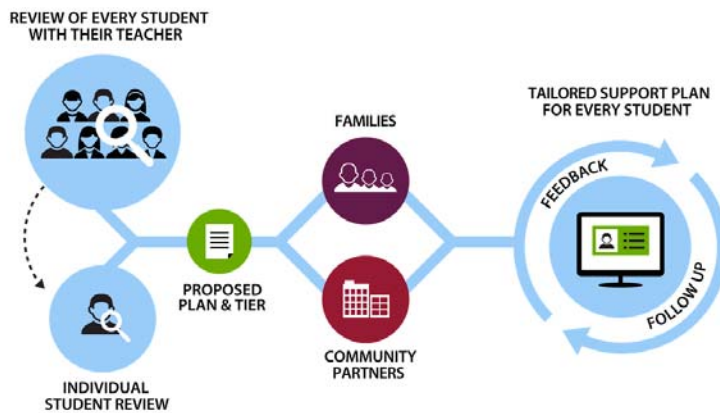


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## City Connects



Retrieved from <http://www.bc.edu/bc-web/schools/lsoe/sites/cityconnects/our-approach.html>



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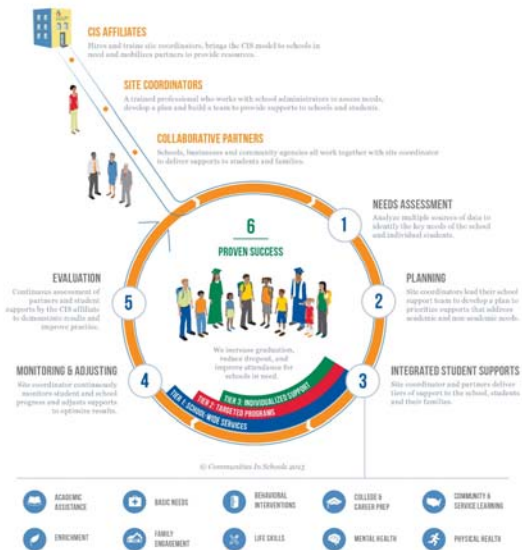
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# Communities in Schools

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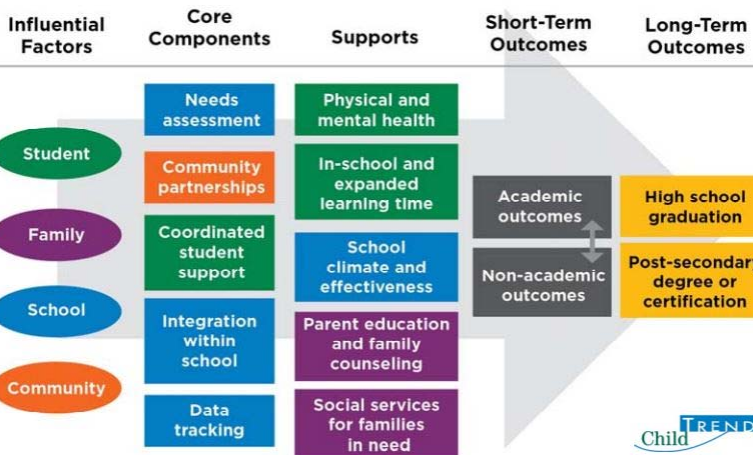
## OUR UNIQUE MODEL



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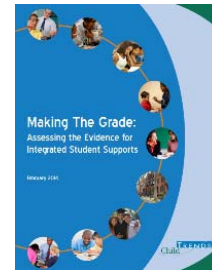


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## Washington Integrated Student Supports Protocol (WISSP) - Background

- Created by the Legislature in **4SHB 1541 (2016)**
- Based on Recommendations of the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)
- Informed by a synthesis of the evidence supporting ISS produced by Child Trends (2014)



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## Legislative Charge, Part I Develop the Washington Integrated Student Supports Protocol (WISSP)

### WISSP Framework (RCW 28A.300.139)

- **Needs assessments** - A needs assessment must be conducted for all at-risk students in order to develop or identify the needed academic and nonacademic supports within the students' school and community. These supports must be coordinated to provide students with a package of mutually reinforcing supports designed to meet the individual needs of each student
- **Integration & Coordination** - The school and district leadership and staff must develop close relationships with providers of academic and nonacademic supports to enhance the effectiveness of the protocol
- **Community Partnerships** - Community partners must be engaged to provide nonacademic supports to reduce barriers to students' academic success, including supports to students' families
- **Data Driven** - Students' needs and outcomes must be tracked over time to determine student progress and evolving needs



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## Legislative Charge, Part I Develop the Washington Integrated Student Supports Protocol (WISSP)

### Purpose of the WISSP (RCW 28A.300.139)

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



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## Legislative Charge, Part I Develop the Washington Integrated Student Supports Protocol (WISSP)

### Requirements of the WISSP (RCW 28A.300.139)

- Must be sufficiently flexible to adapt to the unique needs of schools and districts across the state, yet sufficiently structured to provide all students with the individual support they need for academic success.
- Must facilitate the ability of any academic or nonacademic provider to support the needs of at-risk students, including, but not limited to: Out-of-school providers, social workers, mental health counselors, physicians, dentists, speech therapists, and audiologists.



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# Legislative Charge, Part 2 Integrated Student Supports Workgroup

## Workgroup membership

"Office of the Superintendent of Public Instruction shall create a work group to determine how to best to implement the framework described in section 801 of this act throughout the state" (C 72, L 2016).

- Superintendent of Public Instruction or designee
- Three principals
- Three superintendents
- Representative from a statewide organization specializing in out-of-school learning
- Representative from a statewide organization with expertise in the needs of homeless students
- School counselor from an elementary school, a middle school and a high school
- Representative of an organization that is an expert on a multi-tiered system of supports
- Representative from a career and technical student organization

## Consultation

"The Superintendent of Public Instruction shall consult and may contract for services with a national nonpartisan, nonprofit research center that has provided data and analyses to improve policies and programs servicing children and youth for over thirty-five years" (C 27, L 2016).

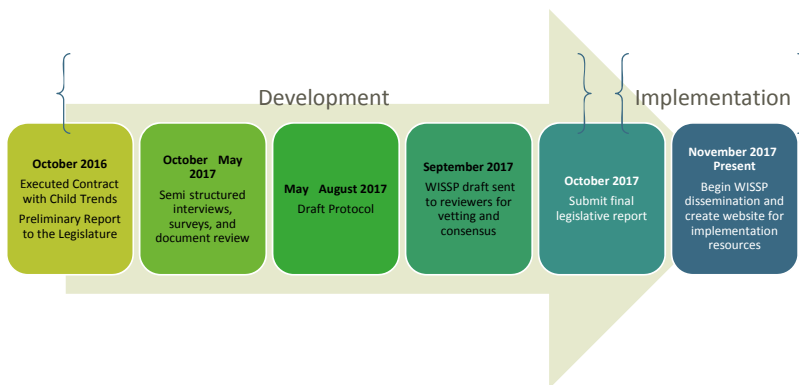


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# Development & Implementation of the WISSP



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## Two Key Lessons Learned

There is a vast body of literature on the subject of (or on subjects related to) integrated student supports

- Family, school, community partnerships
- Community Schools
- School linked services
- Multi stakeholder collaboration

There are some elements of integrated student supports being implemented in most schools and districts across the state

- School improvement (broadly)
  - Comprehensive, Integrated Multi tiered System of Supports
    - Positive Behavior Interventions and Supports
    - Academic Response to Intervention
    - Other supports
  - Communities in Schools (CIS) of Washington
  - Full Service Community Schools Model
  - Family and Community Resource Centers
  - Housing and Education Partnerships
  - Integrated Student Services Model – ESA Staff (nurses, counselors, social workers, psychologists)
  - School based Health Services
  - Wraparound Services



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# www.k12.wa.us/cisl/iss

The screenshot shows the OSPI website with the following content:

- Header:** State of Washington OSPI Office of Superintendent of Public Instruction. Navigation links include Home, Certification, Office & Programs, Learning & Teaching, Assessment, Finance & Grants, Data & Reports, and Website Accessibility. There is also a search bar and a 'Print Version' link.
- Page Title:** Center for the Improvement of Student Learning (CISL)
- Left Sidebar:**
  - CISL Home**
  - Integrated Student Supports**
  - Contact Us**
  - For more information contact CISL: 360-725-6032 or cisl@ospi.wa.us
- Main Content:**
  - Washington Integrated Student Supports Protocol (WISSP)**
  - In 2016, the Washington State Legislature created the Washington Integrated Student Supports Protocol (WISSP) when it passed [SB 5141](#). The WISSP was one of an extensive set of interdependent strategies for closing educational opportunity gaps recommended by the State's [Educational Opportunity Gap Oversight and Accountability Committee](#) (EOGAC). The components of the WISSP framework include needs assessments, community partnerships, coordination of supports, integration within the school, and a data-driven approach.
  - The purpose of the protocol, as outlined in [45B-1541](#), is as follows:
    - Support a school-based approach to promoting the success of all students;
    - Fulfill a vision of public education where educators focus on learning, students focus on learning, and auxiliary supports enable teaching and learning to occur unimpeded;
    - Encourage the creation, expansion, and quality improvement of community-based supports that can be integrated into the academic environment of schools and school districts;
    - Increase public awareness of the evidence showing that academic outcomes are a result of both academic and nonacademic factors; and
    - Support statewide and local organizations in their efforts to provide leadership, coordination, technical assistance, professional development, and advisory to implement high-quality, evidence-based, student-centered, coordinated approaches throughout the state.
  - [Download the WISSP](#)
- Right Sidebar:**
  - CISL** logo with tagline "Connecting Research to Policy and Practice" and a link to "Sign Up for Email/Text Alerts".
  - ISS Workgroup**
    - [Workgroup memo](#)
    - Legislative Reports:** 2017 | 2016
  - Events**
    - WERA/OSPI Annual Conference** November 29 - December 1, 2017
    - To Register:*
    - During the pre-conference, Andrea Cobb and Felicity Schmitz will be presenting on the WISSP.



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# WISSP Contents

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Version 1



Washington Integrated Student Supports Protocol  
Essential Practices for Implementing Integrated Student Supports

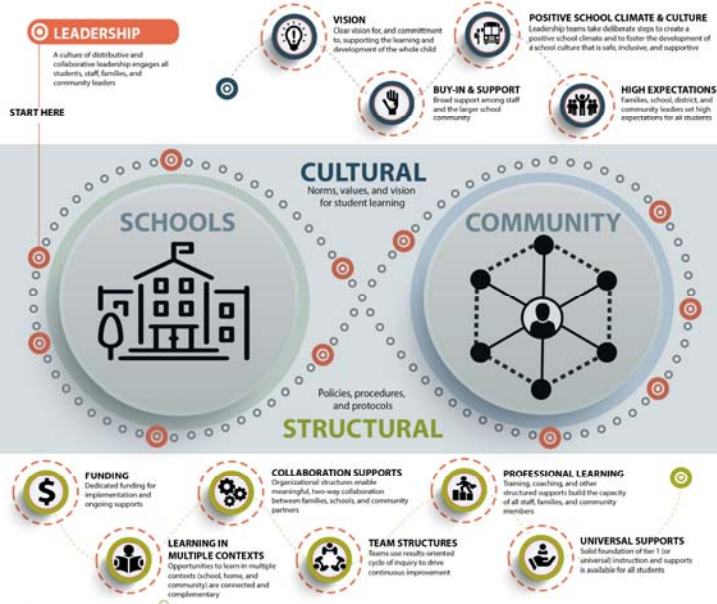
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## ENABLING CONTEXT FOR IMPLEMENTING INTEGRATED STUDENT SUPPORTS



# Integrated Student Supports

What we do



# Multi-tiered System of Supports

How we do it



# Questions

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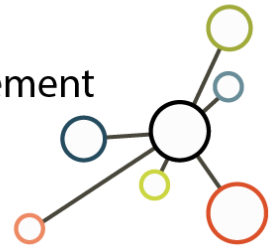
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**OSPI**

Center for the Improvement  
of Student Learning



# Washington Integrated Student Supports Protocol

Essential Practices for Implementing Integrated Student Supports

Developed by the Center for the Improvement of Student Learning, OSPI

Andrea Cobb, Executive Director

Kelcey Schmitz, Program Supervisor

October 2017

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## Background

In 2016, the Washington State Legislature created the [Washington Integrated Student Supports Protocol](#) (WISSP) when it passed [4SHB 1541](#). The WISSP was one of an extensive set of interdependent strategies for closing educational opportunity gaps recommended by the State's [Educational Opportunity Gap Oversight and Accountability Committee](#) (EOGOAC). The components of the WISSP framework include needs assessments, community partnerships, coordination of supports, integration within the school, and a data-driven approach.

According to Child Trends, a national child, youth, and family research organization, "Integrated student supports (ISS) are a school-based approach to promoting students' academic success by developing or securing and coordinating supports that target academic and nonacademic barriers to achievement." Research shows that ISS is a promising approach for improving student learning and promoting healthy development.

The purpose of the protocol, as outlined in 4SHB 1541, is as follows:

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

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## Introduction

This protocol defines the key components of the WISSP framework and outlines essential practices linked to each component. The components of the WISSP are not unique to ISS. They are also found in other student support frameworks such as Response to Intervention (RTI), School-wide Positive Behavioral Interventions and Supports (PBIS), Interconnected Systems Framework (ISF), and other tiered systems of support that address one or more domains of learning and development. In these frameworks, Tier I, or universal supports, are provided to all students, Tier II, or targeted supports, are available to some students who need additional support, and Tier III, or intensive supports, to a few students who need to overcome significant barriers to learning and development. Each tier increases in intensity and adjusts to student needs. Tiered prevention logic in education is much like the public health model. Just as most diseases and illness can be prevented, managed, or overcome, so can learning and development challenges.

These components are also present in a comprehensive multi-tiered system of supports (MTSS) framework that, when implemented, enables educators and community members to work together to effectively and efficiently address students' needs across multiple domains of learning and development within one seamless system (McIntosh & Goodman, 2016).



The WISSP draws from research on both integrated student supports (also known as full-service community schools, school community partnerships, community schools, school-based services, school linked services, or full-service schools) and other tiered support frameworks to highlight essential practices that help ensure students have equitable access to the supports they need to be successful. These practices include using needs assessments to identify students' academic and nonacademic barriers to learning, collaborating with the community to access additional resources for students and their families, using data to monitor progress, and creating alignment across student support services and programs.

A companion to this protocol, "*An Implementation Guide for the Washington Integrated Student Supports Protocol*," will be released in the spring of 2018 and will include additional tools and resources to support implementation. Resources can also be found on the Center for the Improvement of Student Learning's (CISL) website at [www.k12.wa.us/CISL](http://www.k12.wa.us/CISL).

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### Why Integrated Student Supports?

Students' learning and development is impacted by more than just the quality of the experiences they have in school. Their progress is also impacted by the experiences they have at home and in the community, the relationships or partnerships between individuals in these different settings, and the policies, cultural norms and values that govern interactions in these spaces (Bronfenbrenner, 1979).

Differences in the quality of children's early childhood development experiences leads to them entering the K-12 education system at different stages of readiness. According to 2016-17 Washington Kindergarten Inventory of Developing Skills (WaKIDS) data, 59.4% of non low-income students demonstrated characteristics of entering kindergartners in 6 of 6 domains while only 32.6% of low-income students met the same standard. Further, as students move through the K-12 systems their experiences in school are uneven. In the 2015-16 school year an average 3.2% of white students were suspended or expelled while more than two times that number (8.0%) of black students were excluded from school at some point during the year. Across the state, while we have seen improvements in our overall graduation rate (76% in 2013 to 79.1% in 2016), gaps still remain. For example, in 2016, 89.3% of non low-income students graduated in four years while only 69.4% of low-income students met that mark. Similarly, while 88.6% and 81.5% of Asian and White students, respectively, graduated in four years, only 60.6% and 68.2% of Native American and Native Hawaiian/Other Pacific Islander students, respectively, had similar success. Addressing these gaps in opportunities for all students to access the benefits of a high quality education requires a collaborative and systemic approach.

#### *Meeting the needs of students requires a collaborative, systemic approach*

When a student struggles in school, the extent to which they get the support they need to be successful depends on a number of factors. Someone must notice that the student has a need for additional support, an educator must correctly identify the source of the student's struggle, and the school must be in a position to connect the student to an appropriate intervention.

In many cases, schools do not have a system in place to uniformly identify early warning signs that a student might be struggling and to address them in a way that is culturally or linguistically responsive. Without a system in place, an opportunity gap is created because students are not identified based on

need, but instead based on whether a caring adult was in the right place at the right time, or had access to the right data they needed to notice the student’s need for support.

Research shows that when implemented within the context of a tiered system of support, ISS, which focuses on partnering with the community to develop or secure and coordinate supports that target academic and nonacademic barriers to achievement, is a promising approach to improving student learning and development (Moore, K.A., et. al., 2014).

### Creating an Enabling Context

In order for the implementation of an ISS approach to lead to positive student outcomes, it must be implemented within an enabling school and community context. Features of an enabling context include cultural norms, such as a vision for student learning and high expectations for student success, along with structural components like policies, procedures, and communication protocols. Successful implementation of ISS requires participation from all school staff and the engagement of families and communities within a context that supports this collaborative way of work.

Table 1 includes essential features of a school-community context that will enable the successful implementation of an ISS approach. The list draws from research on school-community collaborations and school improvement.

**Table 1. Features of an Enabling Context for Implementing Integrated Student Supports**

<b>Context Feature</b>	<b>Description</b>
<b>Buy in and Support</b>	
<b>Distributive and Collaborative Leadership</b>	A culture of distributive and collaborative leadership engages all students, staff, families, and community leaders.
<b>Funding</b>	There is dedicated funding (from either a single, or multiple sources) for implementation and ongoing supports.
<b>High Expectations</b>	
<b>Opportunities to Learn in Multiple Contexts</b>	Student learning and development at school, home, and in the community is connected and complementary.
<b>Positive School Climate and Culture</b>	
<b>Professional Learning</b>	

Context Feature	Description
Support for Collaboration	-
Team Structures	Teams use a results-oriented cycle of inquiry to drive continuous improvement.
Vision	
Universal Supports	-

It is not critical that each of these features be in place at the point when a school is beginning the process of implementing an ISS approach, but it is essential that schools focus on building capacity in these areas to sustain the effort into the future.

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## Essential Practices of Components

### 1. Needs (and Strengths) Assessments

**A needs assessment must be conducted for all at-risk students in order to develop or identify the needed academic and nonacademic supports within the students’ school and community. These supports must be coordinated to provide students with a package of mutually reinforcing supports designed to meet the individual needs of each student. RCW 28A.300.139**

Needs assessments can occur at many levels – student, family, school building, district, and community. The first step in planning, coordinating, and delivering academic and nonacademic supports is to identify evidence-based tools and engagement strategies to determine the root cause of students' barriers to learning across multiple domains. Aggregate student level data from multiple sources along with community health indicators (i.e., poverty rates, insured rates, chronic health conditions, etc.) should be used to inform a comprehensive needs assessment, in which teams systematically determine needs, examine their nature and causes, and set priorities for action. Needs assessments should be framed within the context of achieving student learning and school improvement goals previously established by the school with broad, meaningful input from families, school staff, and the broader school community.

#### *Student-Level Needs Assessments*

There are many types of student-level needs assessments. These assessments can address various domains of learning and development, or assess students’ access to basic needs. Student-level needs assessments use a range of direct (observing or assessing the student) or indirect (input given by student or others) data collection techniques. The needs assessments range from brief screeners (to identify strengths and catch students who may have early indicators of risk) to diagnostic assessments for students needing high intensity supports.

- 1) Identify evidence-based instruments and administration techniques to identify students' strengths, assets, challenges, needs, and gaps in services.
- 2) Create clear guidance for who uses the tools and under what circumstances.
- 3) Ensure questions on needs assessments are culturally relevant, developmentally appropriate, and trauma informed.
- 4) Identify data sources, determine the process for data collection, tools for managing data, as well as a strategy for analyzing data, communicating results, and action planning.
- 5) Determine how information collected during the needs assessment process will be integrated with other student level data, what information will become part of the student's permanent educational record, and what will only be used for action planning and progress monitoring.
- 6) Identify a range of relevant stakeholders (i.e., has knowledge of the student at home, in the community, and in the content and domains being evaluated) to participate in the needs assessment process.
- 7) Develop an action plan, based on the student's strengths and needs, to ensure their success.

#### *System-Level (School/Community) Needs Assessments*

System-level needs assessments and resource mapping creates the opportunity to identify academic and nonacademic supports that are currently available in school and in the community, and where gaps exist.

- 1) Identify and state a clear purpose for the needs assessment.
- 2) Identify a team to collect data.
- 3) Identify relevant data sources, a process for data collection, tools for managing data, and a strategy for analyzing data, communicating results, and action planning.
- 4) Review data to identify trends, gaps, and areas of need.
- 5) Conduct a resource inventory of existing programs and services from both inside and outside of the school.
- 6) Evaluate programs and services to determine effectiveness, eliminate duplication and fragmentation, and ensure resources are appropriately allocated.
- 7) Conduct surveys with key constituent groups to identify strengths, assets, challenges, and needs.
- 8) Interview key stakeholders for their interpretation of the data and their suggestions for its implications.

#### ISS Implementation Team

##### Critical ISS implementation team partners

- A district-employed site coordinator or a lead partner agency;
- School leaders and other key staff from all components of the school;
- Additional community-based agency partners (e.g., expanded learning providers, mental health agencies, child welfare, local hospital, library, university, law enforcement, local businesses);
- Parents and other community members;
- Students;
- Public and private funders; and
- Community leaders and elected officials to champion the endeavor

(Children's Aid Society, 2011)

- 9) Share findings and recommendations with stakeholders.
- 10) Identify an ISS implementation team that is responsible for creating action plans toward developing, securing, organizing, and coordinating a full continuum of supports that are available to students and their families either at school or in the community at the earliest sign of need.

## 2. Community Partnerships

**Community partners must be engaged to provide nonacademic supports to reduce barriers to students' academic success, including supports to students' families. RCW 28A.300.139**

A student's academic, social, emotional, behavioral, and mental health development is influenced by factors inside and outside of the school setting. Ensuring their success is therefore a shared responsibility between the school, families, and the community. Strong reciprocal partnerships between schools and the community (i.e., expanded learning providers, health and human services agencies, housing and basic needs providers) support positive student development, whereas the lack of these partnerships becomes a risk factor (Weissberg & Greenberg, 1998; Moore, & et. al., 2014).

Meaningful and mutually beneficial partnerships between schools, community members, and community organizations allow for better alignment across learning environments (home, school, and community), expand the set of resources available to support students, increases the diversity in expertise among the individuals working on students' behalf, and facilitate easier access to supports/services for students and their families (Bronstein, & Mason, 2016).

- 1) Identify a staff person at the building and/or district level to serve as the primary point of contact for coordinating partnerships and integrating them fully into schools. A person from an outside organization could also be integrated within the school to provide this service.
- 2) Use results from resource mapping to identify community members and/or organizations that can provide needed supports to students and their families.
- 3) Create clear partnership policies, communication protocols, and a memorandum of understanding (MOU) for each partnership that outlines its goals, scope, funding needs, types of services to be offered, and the indicators that will be used to measure progress.
- 4) Allocate adequate resources and time to develop and coordinate joint professional learning, and planning opportunities between schools and community partners to address barriers to collaboration, and so that both school staff and community partners have an opportunity to become familiar with each other's organizational structures, systems, policies, and processes.
- 5) Build a database of all partner resources with up-to-date contacts and services provided.
- 6) Develop a streamlined referral process to be used by both school and community organizations to ensure students have rapid access to supports at the earliest sign of need, along with protocols for sharing data about the outcome of referrals and student progress.
- 7) Create a sustainability plan to address on-going funding needs, staff changes or turnover, and continuity of operations.
- 8) Review the status of community partnerships annually to evaluate their effectiveness and relevancy to student and family needs.

### 3. Coordination of Supports

**The school and district leadership and staff must develop close relationships with providers of academic and nonacademic support to enhance effectiveness of the protocol. RCW 28A.300.139**

In order to effectively coordinate supports that address the needs of the student, schools must have a system in place. A well-coordinated system allows for intervention to be implemented early and be adjusted as needed in real time. The system also ensures adequate support for staff including professional learning, team planning time, policies, and operating procedures. The system helps with organization and bringing cohesion to instruction and student supports and enables rapid access to interventions.

An effective system of support is characterized by a multi-tier prevention framework of evidence-based whole school, small group, and individualized (i.e., Tier I, Tier II, Tier III) academic, social, emotional, behavioral, mental health, and other learning supports offered at the school and in the community. A continuum of supports promotes effective and efficient resource allocation, ensures that each student has equitable access to supports, and that those supports are layered and intensified according to the student's needs. This system should be comprehensive and adaptive to ensure effective and efficient planning, service delivery, data collection, monitoring, and follow-up of student supports.

The school principal works with site-based teams to ensure an array of evidence-based practices are available along a continuum of increasing intensity, there is capacity to offer the support to the students who need them, and those supports are implemented, monitored, intensified, faded, or discontinued as quantitative and qualitative data indicates.

- 1) Leadership teams facilitate understanding and skill building related to tiered prevention logic for staff, families, students, and community partners.
- 2) A person is identified at the building and/or district level to lead the coordination of supports including bridging between the school, community, and families.
- 3) Teams ensure a strong universal system for promoting healthy development and well-being and preventing learning and development problems is in place to support all students and reduce the number of students who might seem to need additional support.
- 4) A priority is placed on evidenced-based practices as a starting point for student supports.
- 5) School teams assess all current initiatives, practices, and programs that support students to ensure alignment, avoid duplication, and initiative overload. Aligned practices enhance effectiveness of supports and ensure sufficient allocation of resources based on student needs.<sup>1</sup>
- 6) Skills and competencies of each educational staff associate (ESA) who work in the building are identified across tiers of support, and the roles and responsibilities of support staff and community partners are clear to all stakeholders.
- 7) All academic, social, emotional, behavioral, physical, mental health, and other supports such as housing, food, transportation, and clothing assistance available to students (in the school and in the community) are documented and easily accessible to staff, students, families, and site-based teams to easily match supports to individual student/family needs. Each support is

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<sup>1</sup> <http://www.pbis.org/Common/Cms/files/pbisresources/Alignment%20Brief.%20for%20posting.1.16.17.docx>

clearly described and includes the name of contact or coordinator, qualifying requirements or criteria, what type of information or data is reviewed to determine progress, and under what conditions the student no longer needs the additional support.

- 8) Teams have clearly documented and consistently followed processes to ensure early identification, intervention selection, and modification (intensify or fade) of supports, and when to exit students from participation.
- 9) Teams use a collaborative problem-solving process to create individual plans.
- 10) Individual plans are based on a determination of why students are experiencing a barrier to learning.
- 11) Individual plans are prevention-focused, continuously available, implemented within a week, developed with student and family, and linked to building-wide academic goals or expectations.
- 12) Individual plans include regular (weekly) home-school or home-school-community communication.
- 13) Students with a need for highly intensive supports have a tailored individualized plan for case managed and wraparound services.
- 14) Students who are highly mobile should experience as little disruption in existing supports as possible when transferring away from or into the school or district.
- 15) As a result of regular or frequent progress monitoring (at least monthly for all students), supports are modified, intensified, faded, or discontinued as needed. As part of progress monitoring, teams should confirm that the student received the support as planned.
- 16) Teams at the district, community, school, and student level including policy, management, and site levels guide the development, implementation, evaluation, and sustainability of systems.

#### **4. Integration of Supports**

**The school and district leadership and staff must develop close relationships with providers of academic and nonacademic support to enhance effectiveness of the protocol. RCW 28A.300.139**

The school principal is key to ensuring that there are effective strategies in place to enable all adults in the building as well as families and students to be aware of the services, supports, strategies, programs, practices, and resources available in the school and in the community, and that the process for accessing those supports is transparent. The school principal fosters the development of a culture of collaboration to ensure that a comprehensive system of services, supports, strategies, programs, practices, and resources are woven together and effectively linked and integrated into the daily functioning of the school. In order to fulfill this role, the school principal should be supported by district leaders, whose actions are ultimately driven by the district's strategic goals and policies established by the school board.

- 1) Student supports, offered by both the school and community organizations, are coordinated to facilitate seamless service delivery for students and families.
- 2) Academic and nonacademic supports provided by community organizations/members are fully integrated into the everyday functioning of the school, as opposed to merely co-location or add-ons.

- 3) Community providers who work in schools but aren't school staff are given adequate space and access to relevant student information, and their roles and responsibilities are clearly understood by staff, students, and families.
- 4) All staff are involved in supporting students and linking them to supports through identified channels.
- 5) Staff are trained to deliver and monitor supports in the setting that is least disruptive to the student's normal daily routine.
- 6) Strong communication channels between community providers, schools, and home allow for sharing of information to ensure new skills are generalizing in home and school environments and newly acquired supports are meeting the student's needs.

## 5. Data-driven

### **Students' needs and outcomes must be tracked over time to determine student progress and evolving needs. RCW 28A.300.139**

Data plays a central role in helping staff and community partners identify academic and nonacademic barriers to learning, match supports to individual student need, determine fidelity of implementation, and assess progress. A well-developed decision making system ensures information sharing between families, community agencies, and necessary school staff.

Using a common data-based problem-solving and decision making process at each level (student/family, school, district, community) helps to guide planning and implementation to support student and system improvements. Data also helps to place the problem in the context, as opposed to within the student. This process involves gathering and entering accurate and reliable data from multiple quantitative and qualitative sources in a timely manner, analyzing data to inform support planning and adjustment, and evaluating supports across tiers to ensure student and system level goals are achieved.

- 1) Ensure a data collection system and analysis tools are available and that staff are trained to use these systems and tools effectively.
- 2) Develop a common, centralized data system with MOUs for data sharing around supports/services provided by other organizations outside of the school.
- 3) Ensure student-level data in a school is processed by a data professional with specialized training and safeguards for confidentiality. This person will work to provide aggregate data for planning purposes and individual-level data to measure progress for individual students. Analyses do not need to be complex.
- 4) Ensure data are consistently organized, reports are easy to read and distributed to relevant stakeholders, and guidance for understanding visual displays are provided.
- 5) Identify and use a regular and clearly documented formal problem solving process (identify problem, analyze problem, implement plan, plan evaluation) to support continuous improvement.
- 6) Ensure data on student, school, and community success indicators in the areas of academics, behavior, physical and mental health, basic needs, and other domains are disaggregated by race, gender, disability, income, English Learner status, and other factors to inform improvement goals and action plans.



- 7) Create data decision rules or thresholds to identify which students will receive access to each intervention/support at which time. Data decision rules help determine when a support should be initiated, intensified, faded, or discontinued.
- 8) Collect and analyze fidelity data (data that allows you to determine whether the critical components of the support are in place) regularly to ensure support is provided as planned.
- 9) Collect and analyze individual student academic and nonacademic progress data to assess their ongoing need for support.

### Measuring Implementation Success

In many cases, implementing an ISS approach will require both cultural and systemic change. These shifts take time, but research suggest they have the potential to have lasting impacts on the context for learning and development in a school community, and ultimately, student achievement. As school teams progress through the implementation process there are several aspects of the student support delivery system and individual practices to help determine implementation success. Table 2 highlights some of the characteristics of a building’s student support system and overall approach to the provision of student supports that will be present when a school site is successfully implementing ISS.

**Table 2. Characteristics of Successful Integrated Students Supports Implementation**

<b>Characteristic</b>	<b>Description</b>
<b>Collaboration</b>	The school partners with families and community organizations to develop and realize a shared vision for student success.
<b>Cultural and Linguistic Responsiveness</b>	All interventions and supports are responsive to the cultural and linguistic diversity of the students and families schools serve.
<b>Developmentally Appropriate</b>	All interventions and supports are appropriate for the age group or specific developmental level of each student.
<b>Equitable Access to Supports</b>	All students have access to a layered continuum of supports matched to their individual needs, and district and school resources are allocated based on need. Educators explicitly consider how culture, race, gender, power, and privilege shape students’ experiences in school and identify strategies for eliminating disparities in access to instruction and supports based on these differences.
<b>Evidence based</b>	All interventions and supports are evidence-based. Their effectiveness, in the school’s particular context, is either proven by research or informed by the experience of staff who monitor implementation for impact.
<b>Resource Leveraging</b>	The school leadership team regularly assesses how they use local, state, and federal resources to provide students with additional support, and then partners with organizations in the community to leverage resources from other sources.
<b>Strengths based</b>	All interventions and supports meet students’ needs by building on their strengths.
<b>Student Centered and Family Driven</b>	Students are at the center of all decisions related to the plan for their support. Students are engaged as co-constructors of solutions to the challenges they face. Families have a primary decision-making role in the

<b>Characteristic</b>	<b>Description</b>
	care of their children. School staff acknowledge that families can be both full partners working to ensure their student's success and, at the same time, periodically in need of support from the school to create a more stable home learning environment for their student.

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# THE WASHINGTON STATE BOARD OF EDUCATION

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

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<b>Title: Board Annual Self-Evaluation</b>		
<b>As related to:</b>	<input checked="" type="checkbox"/> <b>Goal One:</b> Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> <b>Goal Two:</b> Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> <b>Goal Three:</b> Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> <b>Goal Four:</b> Provide effective oversight of the K-12 system. <input checked="" type="checkbox"/> <b>Other</b>
<b>Relevant to Board roles:</b>	<input checked="" type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and facilitating
<b>Policy considerations / Key questions:</b>	Key questions are delineated in the Synopsis section below.	
<b>Relevant to business item:</b>	N/A	
<b>Materials included in packet:</b>	N/A	
<b>Synopsis:</b>	Chair Laverty will facilitate a preliminary Board discussion regarding an annual Board self-assessment, focusing on the following key questions:  <ol style="list-style-type: none"><li>1. What is the Board's intent and desired outcome of a self-evaluation?</li><li>2. What are the key areas of responsibility or activity the board would like considered?</li><li>3. What is the ideal timeline for developing, administering, analyzing and discussing the Board's 2018 self-evaluation?</li></ol>	

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# THE WASHINGTON STATE BOARD OF EDUCATION

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## Title: Legislative Update

**As related to:**

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

**Relevant to Board roles:**

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

**Policy considerations / Key questions:** What is the final, or near final, status of:

- SBE's 2018 Legislative Priorities?
- Other K-12 legislation with implications for SBE's core duties and/or work?
- K-12 supplemental operating budget proposals?

**Relevant to business item:** N/A

**Materials included in packet:** All Legislative materials will be included in "additional materials."

**Synopsis:**

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# THE WASHINGTON STATE BOARD OF EDUCATION

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<b>Title: Executive Director Update</b>		
<b>As related to:</b>	<input type="checkbox"/> <b>Goal One:</b> Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> <b>Goal Two:</b> Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> <b>Goal Three:</b> Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> <b>Goal Four:</b> Provide effective oversight of the K-12 system. <input type="checkbox"/> <b>Other</b>
<b>Relevant to Board roles:</b>	<input checked="" type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and facilitating
<b>Policy considerations / Key questions:</b>	This section contains information on multiple business items. The supporting materials address key questions that you may have regarding the business items.	
<b>Relevant to business item:</b>	This section is relevant to the following business items: 1. Approval of Option One Waiver Request for Shoreline, South Bend and Tacoma School District 2. Approval of Temporary Waiver of Implementation of 24-Credit Graduation Requirements for Cheney School District for the Class of 2019 and 2020	
<b>Materials included in packet:</b>	This section contains the following documents: <ul style="list-style-type: none"><li>• Option One Waiver Memo<ul style="list-style-type: none"><li>○ Waiver Application and Resolution from Shoreline, South Bend and Tacoma School Districts</li></ul></li><li>• Request for Temporary Waiver of 24-Credit Graduation Requirements for Cheney School District</li><li>• Memo on Statewide Indicators of Educational System Health</li></ul>	
<b>Synopsis:</b>	<p>The Executive Director Update contains information on business items and upcoming work of the Board. The Executive Director and staff will brief the Board during this agenda time.</p> <p>SBE staff have received a request for temporary waiver of 24-credit graduation requirements for Cheney School District for the Class of 2019 and Class of 2020. RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019.</p> <p>The Executive Director and/or staff will also update the Board on:</p> <ul style="list-style-type: none"><li>• Statewide Indicators of Educational System Health</li></ul>	

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## **THE WASHINGTON STATE BOARD OF EDUCATION**

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- 
- Rule Amendments for School Improvement Goals (WAC 180-105)
  - OSPI/SBE Roles and Responsibilities
-



# 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 requests presented for 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 applications 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?
Shoreline	5	1	Professional Development	175	9	Renewal	Yes

#### What are the goals of this waiver?

The goals of the waiver are aligned to the district’s Instructional Strategic Plan and the school board priorities. The overall district goal is 100% of students supported to meet or exceed expectations on the state assessment and 100% graduating prepared for career, college, and life. The district engages in a process of continuous improvement to reach this overall goal. In the waiver application, the district also specifies other goals that it monitors and that the waiver addresses. These other goals include attendance, third grade English language arts and math, proficiency on state assessments, enrollment/completion of Algebra in eighth grade and on-time and extended graduation. The district notes that it uses a variety of locally administered assessments to measure its progress.

#### If a renewal, what progress on original goals has been made?

The district demonstrates improvement in assessment results in science, English language arts and math that exceed the state’s gains over the same time period. The district has made gains in math and English language arts over the past three years at most of the seven tested grade levels. The district has also made gains in science in both fifth and eighth grades.



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?
South Bend	3	3	Professional Development	177	5	Renewal	Yes

**What are the goals of this waiver?**

The goal of the waiver will be to increase achievement on the state assessments in math and English Language Arts for all student groups, increase achievement on local assessments (DIBELS and STAR), ELPA 21, and increase achievement on classroom-based assessments and interim assessment through the Washington Comprehensive Assessment Program.

**If a renewal, what progress on original goals has been made?**

In response to renewal questions, the district notes that high school results on the math and English language arts Smarter Balanced assessments are improving. The district notes that its elementary school is struggling in math and reading but that the district is implementing new curriculum and teacher training in those subjects. Although the district has not met every goal for its waiver, the waiver days are helping its teachers to better instruct students. Since the approval of the prior waiver, the district has adopted new math and English language arts curriculum in grades K-6, new math in grades 7-8, and intensive professional development in math and English language arts, and implemented targeted supports across all grade levels. Although the district is proposing similar goals to its original waiver request, it is focusing on implementing the new curriculum through professional development and implementing strategies for English Language Learners.

Over the last three years, South Bend school district’s results on the English language arts Smarter Balanced assessment increased at four out of seven tested grade levels with considerable increases in 8<sup>th</sup> and 11<sup>th</sup> grade. However, results decreased considerably at three out of seven tested grade levels - grades four through six. Math results have increased at four out of seven tested grade levels with a considerable increase in fifth grade, have decreased in two out of seven tested grade levels with considerable decreases in fourth and eighth grade, and remained the same at 11<sup>th</sup> grade over three years despite a large increase from 2014-15 to 2015-16 that was canceled out by a decrease from 2015-16 to 2016-17. The district notes that it is proactively responding to each of the decreases with increased supports and professional development.



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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?
Tacoma	4	3	Professional Development	176	2	Renewal	Yes

**What are the goals of this waiver?**

The goal of the waiver will be to improve the results measured in the Tacoma Public Schools data dashboard and that is presented to students and staff throughout the year. These data include state assessment data, 2018 Index data, student growth percentiles, attendance, and discipline data. The district noted it has a graduation goal of 85% for all student groups and has already met that goal for some.

**If a renewal, what progress on original goals has been made?**

The district noted that its graduation goal of 85% by 2020 in its strategic plan has already been reached. The district stated that its goal has been met for all student subgroups with the exception of Hispanic, Native American, and Pacific Islander but that all of those groups have shown gains in graduation rate over the past three years. The district notes some progress on its Smarter Balanced Assessment results but that it has not yet reached its goals. The district plans to use the waiver days to progress towards its goals and to also focus on other data such as discipline or rigorous coursework.

Smarter Balanced results show a mixed picture with improvements at four of seven tested grade levels in English Language Arts and three of seven in math. The changes are relatively minor except at 11<sup>th</sup> grade where there is a considerable improvement in test results. Science in fifth and eighth grade have slight increases over the last three years.

**Background: Option One Waiver**

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**

**Shoreline**, a large district of about 9,600 students north of Seattle along the I-5 corridor, requests a renewal of its waiver of five days for the 2018-19 school year. The district states that it will meet minimum instructional hours and will have five additional work days without students.

The purpose of the waiver is professional development to foster collegial teaming, peer coaching, curriculum alignment, vertical teaming, and planning for the following school year to enhance academic options for all students. The district describes in detail the facilitated training and teacher collaboration that will take place on the waiver days. The teacher teams will analyze data to identify gaps at their schools, identify subgroups of students for differentiated instruction and use data to develop plans for support, including plans for enhancement, extension, and acceleration of instruction for students. The professional development will be part of the district's process of continuous improvement.

In response to renewal questions, the district demonstrates improvement in assessment results in science, English language arts and math that exceed the state's gains over the same time period. The district has made gains in math and English language arts over the past three years at most of the seven tested grade levels. The district has also made gains in science in both fifth and eighth grades. The district notes that it used the waiver days as planned to provide quality professional development and collaborative opportunities. The district notes its work on closing gaps for subgroups of students and providing differentiated instruction.

The district submitted all of the required documents. The district noted various ways that it keeps the community informed on this waiver of the 180-day school year, including through school board meetings, the Instructional Strategic Plan Steering Committee, Saturday community visioning days, Superintendent's Cabinet meetings, the district's parent-teacher association, departmental staff meetings, and district's principals association, and a survey of certificated staff.

**South Bend**, a small district of about 600 students in southwestern Washington, requests a renewal of its waiver of three days for the 2018-19, 2019-2020, and 2020-2021 school years. The district states that it will meet minimum instructional hour requirements.

The purpose of the waiver is for professional development to implement the Teacher-Principal Evaluation Project, train on curriculum and instruction for math, English language arts, and technology and implement other supports to teaching and learning. Teachers and staff will meet in building leadership teams to use data to improve teaching and learning.

The goal of the waiver will be to increase achievement on the state assessments in math and English language arts for all student groups, increase achievement on local assessments (DIBELS and STAR), ELPA 21, and increase achievement on classroom-based assessments and interim assessment through the Washington Comprehensive Assessment Program.

In response to renewal questions, the district notes that high school results on the math and English language arts Smarter Balanced assessments are improving. The district notes that its elementary school is struggling in math and reading but that the district is implementing new curriculum and teacher

training in those subjects. Although the district has not met every goal for its waiver, the waiver days are helping its teachers to better instruct students. Since the approval of the prior waiver, the district has adopted new math and English language arts curriculum in grades K-6, new math in grades 7-8, and intensive professional development in math and English language arts, and implemented targeted supports across all grade levels. Although the district is proposing similar goals to its original waiver request, it is focusing on implementing the new curriculum through professional development and implementing strategies for English Language Learners.

The district submitted all of the required documents. The district stated that its parents and community were given the opportunity to provide input on the waiver through school board meetings, parent nights, newsletters, and the school website. Furthermore, the Superintendent had discussions with administrators, teachers, and parents on the usefulness of the waiver days. The community has high regard for the waiver days.

**Tacoma**, a large district of about 28,800 students along the I-5 corridor, requests a renewal of its waiver of four days for the 2018-19, 2019-2020, and 2020-2021 school years. The district states that it will meet minimum instructional hours and will have two additional teacher work days without students.

The purpose of the waiver is professional development to establish time for educators to examine data, develop collaboration action plans, and create individual lesson plans. The district is also focusing on inter-departmental work and use of its multiple measure accountability system to track student achievement through a district data dashboard. The waiver request is aligned to the District Improvement Plan and the District Strategic Plan. The district focuses on analyzing data to ensure that students are matched with the support needed in a Multi-Tiered Support System. Tacoma Public Schools provided specific detail about its use of all four days of professional development and, essentially, the waiver days focus on the use and understanding of data to support effective instruction.

The goal of the waiver will be to improve the data that is presented to students and staff through the Tacoma Public Schools data dashboard. These data include state assessment data, 2018 Index data, student growth percentiles, attendance, and discipline data. In response to renewal questions, the district noted that its graduation goal of 85% by 2020 in its strategic plan has already been reached for some student groups. The district stated that its goal has been met for all student subgroups with the exception of Hispanic, Native American, and Pacific Islander but that all of those groups have shown gains in graduation rate over the past three years.

Smarter Balanced results show a mixed picture with improvements at four of seven tested grade levels in English Language Arts and three of seven in math. The changes are relatively minor except at 11<sup>th</sup> grade where there is a considerable improvement in test results. Science in fifth and eighth grade have slight increases over the last three years.

The district submitted all of the required documents. The district stated that the school board approves of the waiver, has invested in instructional coaches, and that the Tacoma Education Association supports the waiver request. The district stated that there is local commitment to a district-wide collaboration on data for professional development.

### **Action**

The Board will consider whether to approve the requests for an Option One waiver presented in the application by Shoreline and Tacoma School Districts and summarized in this memorandum.

If you have questions regarding this memo, please contact Parker Teed at [parker.teed@k12.wa.us](mailto:parker.teed@k12.wa.us)

## **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](mailto:parker.teed@k12.wa.us)

The SBE will provide written confirmation (via e-mail) of receipt of the application materials.

Shoreline School District No. 412  
Shoreline, Washington

**RESOLUTION 2017-30**  
**180-DAY WAIVER RENEWAL REQUEST FOR THE 2018-2019 SCHOOL YEAR**

A RESOLUTION requesting the State Board of Education grant a renewal of waiver of the minimum 180-day requirement for the 2018-2019 school year (RCW 28A.305.140)

WHEREAS, Shoreline School District has established goals and adopted an Instructional Strategic Plan for making changes that will significantly increase student learning and individual achievement; and

WHEREAS, Shoreline School District's goals include increasing understanding of the academic needs of students and restructuring instructional programs to provide more academic options for all students; and

WHEREAS, in order to achieve these goals, staff need additional non-student time for professional development, collegial teaming and collaborative activities which require whole staff release or collaboration between staff of different buildings and/or grade levels, including peer coaching, curriculum alignment, vertical teaming and/or planning for the following school year; and

WHEREAS, Shoreline School District's student contact hours and program offerings would continue to meet state requirements as defined in RCW 28A.150.220(2)(a), and certificated staff work hours would continue to meet the full teacher contract requirements; and

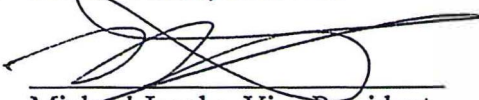
WHEREAS, the Washington Board of Education has recognized the importance of education improvements and has established waivers of the 180-day school year requirement for restructuring purposes.

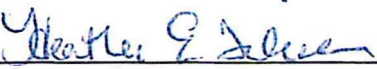
NOW, THEREFORE, BE IT RESOLVED, that the Shoreline School District No. 412 Board of Directors requests that the minimum 180-day school-day requirement be waived for Shoreline School District to allow for up to five (5) waiver days in school year 2018-2019. During this time, students would not attend school in order to allow for all staff to participate in professional development, collegial teaming, and collaborative activities which would require whole staff release or collaboration between staff of different buildings and/or grade levels, including peer coaching, curriculum alignment, vertical teaming and/or planning for the following school year, for the purpose of enhancing the educational program as well as providing more academic options for all students.

ADOPTED by the Board of Directors of Shoreline School District No. 412, Shoreline, Washington, in its regular meeting of December 18, 2017.

**Shoreline Board of Directors**

  
\_\_\_\_\_  
David Wilson, President

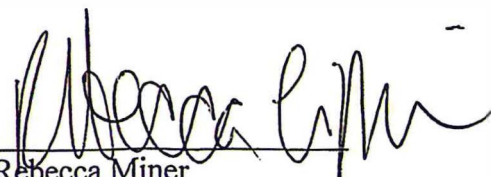
  
\_\_\_\_\_  
Michael Jacobs, Vice President

  
\_\_\_\_\_  
Heather Fralick, Member

  
\_\_\_\_\_  
Richard Nicholson, Member

  
\_\_\_\_\_  
Richard Potter, Member

Attest: December 18, 2017

  
\_\_\_\_\_  
Rebecca Miner  
Secretary to the Board

**Part A: For all new and renewal applications:**

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

<b>School District Information</b>	
District	Shoreline School District
Superintendent	Rebecca Miner
County	King
Phone	(206) 393-4203
Mailing Address	18560 1 <sup>st</sup> Avenue NE Shoreline, WA 98155
<b>Contact Person Information</b>	
Name	Maria Stevens
Title	Director of Teaching and Learning
Phone	(206) 393-4222
Email	maria.stevens@shorelineschools.org
<b>Application type:</b>	
New Application or Renewal Application	Renewal
<b>Is the request for all schools in the district?</b>	
Yes or No	Yes
If no, then which schools or grades is the request for?	
<b>How many days are requested to be waived, and for which school years?</b>	
Number of Days	Five
School Years	2018-19
<b>Will the waiver days result in a school calendar with fewer half-days?</b>	
Number of half-days reduced or avoided through the proposed waiver plan	No. There are 3 (three) scheduled half-days district wide: 1 (one) on October 24, 1 (one) on the day before Thanksgiving, and 1 (one) on the last day of school. Elementary students have seven half-days for parent conferences.
Remaining number of half days in calendar	Same as above.
<b>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?</b>	
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?**

Shoreline School District is requesting a one-year waiver of five days to provide the necessary structure to ensure all students reach higher levels of learning K-12 in Shoreline School District. Waiver days provide time for our staff to implement the improvement goals identified in the school improvement plans and the District's Instructional Strategic Plan and the Board Priorities. The District's work is aimed at creating a system that supports 100 percent of our students in meeting or exceeding expectations and where 100 percent of our students graduate prepared for college, career, and life. Specifically, the waiver will provide all Shoreline teachers with much needed time to deepen their knowledge and use of evidence-based instruction and intervention strategies/practices, and to further develop and engage in cycles of inquiry using multiple student measures to inform and adjust instruction/supports.

**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 waiver plan is directly in support of and in alignment with the Board Priorities, new Shoreline Instructional Strategic Plan and our school improvement plans. Shoreline's newly developed Instructional Strategic Plan concluded in the spring of 2017. For the 2017-2018 school year a district-wide direction of focus from the instructional strategic plan was identified: *Culture of Ongoing Learning and Growth*. Evidence-based indicators have been articulated to define the area of focus.

Schools and district departments create improvement plans with goals aligned to the new district instructional strategic plan and the district-wide area of focus. In addition, schools throughout the district select goals and identify and prioritize strategies based on each school's specific needs. Measures of progress and systems for monitoring improvement are included in the school improvement plan. The waiver days will be used to meet the goals articulated in the school improvement plans and instructional strategic plan. Shoreline's staff will engage in professional development and collaboration that will directly support the identified school and district goals.

Resources and Supporting Documents:

[Click Here](#) - Shoreline School District School Improvement Plans

[Click Here](#) - Instructional Strategic Plan

[Click Here](#) - Superintendent and Board Priorities



**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.**

The Shoreline School District Instructional Strategic Plan and Board Priorities provide the framework through which the district will support our schools to ensure success for each student. The expectation of the school board and district is that each student will meet or exceed state and district standards and graduate on time prepared for college, career and life beyond high school. In order to accomplish this goal, both formative and summative assessment data is required to monitor student progress and indicate attainment of learning goals throughout the school year. Therefore, waiver days will primarily be used in two ways: professional learning, and cycles of data analysis and response.

Waiver days will be used to review and interpret SBA, SBA Interim assessment data in addition to teacher collected data from common formative and grade level benchmark achievement assessments to appropriately determine student learning needs and gauge learning gains. OSPI Performance Indicators will be utilized to analyze and identify each school's unique strengths and areas of growth. School Improvement Plans derive their school specific goals from a collective reflection process involving school-wide, grade level and content specific data.

With this waiver, teachers will work in PLCs and other school-based leadership teams to continually evaluate student data with the goal of determining focus area(s) and goals based on student needs assessments, and work to design instruction and supports to move them forward.

Identified goal area	Measures of progress
Increase attendance for students.	<ul style="list-style-type: none"> <li>• Disaggregated student attendance data by race and ethnicity</li> <li>• Disaggregated student discipline data by race and ethnicity</li> <li>• Disaggregated course and student activity enrollment data by race</li> </ul>
Increase the percentage of students meeting or exceeding grade level standards in English Language Arts and Mathematics by the end of third grade.	<ul style="list-style-type: none"> <li>• K-2: DIEBELS</li> <li>• Smarter Balanced Assessment (ELA and Mathematics)</li> <li>• Measures of student growth (To be determined grade level benchmark achievement assessment. Shoreline is currently selecting a diagnostic and growth measure assessment to be used starting fall of 2018.)</li> <li>• Disaggregated student data by race and ethnicity</li> <li>• Disaggregated by student program participation (ELL and Special Education)</li> </ul>
Increase the percentage of students meeting or exceeding grade-level standards in core subjects as measured by state assessments.	<ul style="list-style-type: none"> <li>• SBA</li> <li>• Disaggregated student data by race and ethnicity.</li> <li>• Disaggregated by student program participation (ELL and Special Education)</li> </ul>
Increase the percentage of students enrolled in and completing Algebra by 8 <sup>th</sup> grade.	<ul style="list-style-type: none"> <li>• Student participation and report card data</li> <li>• Math course failure grades 6-8</li> <li>• Disaggregated by student race and ethnicity</li> <li>• Disaggregated by student program participation (ELL and Special Education)</li> </ul>

Increase the percentage of students participating in advanced coursework and earning a passing grade in 9 <sup>th</sup> – 12 <sup>th</sup> grades.	<ul style="list-style-type: none"> <li>• Student participation and report card data</li> <li>• Disaggregated participation by school</li> <li>• Disaggregated by student race and ethnicity</li> <li>• Disaggregated by student program participation (ELL and Special Education)</li> </ul>
Increase high school graduation (on time and extended).	<ul style="list-style-type: none"> <li>• 9<sup>th</sup> grade course credit attainment data</li> <li>• Disaggregated extended graduation rates by school and race</li> <li>• Disaggregated on time graduation rates by school and race</li> </ul>

**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.**

The waiver days will primarily be used in two ways: professional development activities, and cycles of data analysis focusing on gap analysis and response planning. Our primary goals or outcomes from the waiver day activities will be to increase our staff's ability to provide effective and aligned core instruction, personalized and strategic interventions, and successfully utilize data to understand the learning needs of each student to ensure all students demonstrate growth toward expected standards.

On professional development days Shoreline staff will engage in facilitated trainings and teacher collaboration in content and grade level teams focused on supporting the goals outlined in school improvement plans, our Board Priorities, and the Instructional Strategic Plan. Facilitated training will include both outside experts/consultants and our own staff to share their expertise. Teachers will participate in professional development activities to learn evidence-based instructional strategies, effective use of data to inform instruction, and apply new instructional and data analysis strategies to meet student learning needs and ensure students meet or exceed state standards.

We understand the importance of knowing our students' strengths and challenges as learners. Central to our school and department improvement process is the ongoing use of data to identify our strengths and challenges/gaps in student learning and performance. This information is used to determine goals (both short term and multi-year) throughout our district and at each school. School administrators and teachers will use student data to identify the collective gaps across the school, including subgroups of students who need differentiated instruction and support to meet or exceed grade level and content standards. Teacher teams will utilize data to identify and understand the learning needs of their students, plan for instruction to support, enhance, extend and accelerate instruction. Through the continuous cycle of data collection and analysis, we believe our district, schools, and teachers will be equipped to deliver high quality, targeted and timely instruction based on student needs.

**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?**

Shoreline will use a combination of assessments (formative and summative), data and information to understand our progress toward our district and school goals. Specifically, we will examine outcomes from the following:

Assessments	Data	Information
<ul style="list-style-type: none"> <li>• WAKids</li> <li>• DIEBELS</li> <li>• EOC</li> <li>• Interim Assessments</li> <li>• Common Formative Assessments</li> <li>• SBA</li> <li>• NGSS</li> <li>• TBD – Grade level benchmark assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Course failures 6-8 math</li> <li>• 9<sup>th</sup> grade grades in core academic classes</li> <li>• On time graduation</li> <li>• Attendance rates</li> <li>• Student Growth data</li> <li>• Course participation 6-12</li> <li>• Disaggregated data by race, ethnicity, and school</li> </ul>	<ul style="list-style-type: none"> <li>• Student, staff, family perception surveys</li> <li>• Staff feedback on professional development</li> <li>• Information gained from students, staff and family participation on district committees</li> </ul>

**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?**

Shoreline is requesting a waiver for one year: 2018-2019.

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

Shoreline involved stakeholders in the development of the waiver application in a variety of ways.

- In 2016-2017 the Shoreline School District Board of Directors and Superintendent Rebecca Miner affirmed the launch of a strategic planning endeavor to bring our community together and develop a multi-year instructional plan. This strategic plan will set out instructional priorities reflecting the needs and interests of our Shoreline community and ensuring student learning at the highest levels. The Instructional Strategic Plan Steering Committee was comprised of 43 members, with parents, community members, teachers, administrators, classified and certificated staff participating. The committee members worked together over the course of fourteen 2-hour meetings and one 6-hour Saturday community visioning day event to document our Shared Beliefs, craft a Vision for Student Learners, and set forth our Instructional Strategic Directions. Throughout the process, the committee engaged and collaborated in multiple ways with our stakeholders: surveys, presentations, Community Visioning Day, and a Stakeholder Thought Exchange. Based on the goals and instructional directions established in the Instructional Strategic Plan, the community has helped develop the focus of our waiver request.
- Shoreline School District's PTA Council of Presidents provided unanimous support of the waiver application on November 16, 2017.
- Superintendent Cabinet meetings (Deputy Superintendent, Assistant Superintendent, Directors of Teaching and Learning, Student Services, Human Resources, Communication, and Business/Finance)

- Instruction department staff meetings (district instructional administrators, teacher instructional specialists, instructional coaches, and support staff)
- Shoreline Education Association and Shoreline Principals Association leadership summit meeting with district administrators
- Certificated staff survey regarding professional development and school calendar
- Elementary and secondary principal meetings

**8. 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.**

- 9 levy-funded professional development days and 5 waiver professional development days
- 175 days of school
- 3 districtwide early release days
- 8 days of elementary parent-teacher conferences
- 3 days of WaKIDS parent conferences in lieu of the first three days of school for kindergartners
- 5 late start days for secondary students not taking the SBA
- 4 early release days for secondary finals testing

The Shoreline Education Association CBA is available at this link: [2015-2018 SEA CBA](#)

**9. Please provide the number of days per year for the following categories:**

<b>Student instructional days (as requested in application)</b>	175
<b>Waiver days (as requested in application)</b>	5
<b>Additional teacher work days without students</b>	9
<b>Total</b>	189

**10. 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.**

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100%	X		
2	100%		X	
3				
4				
5				
6	100%			X
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.

Teachers need to learn new curriculum, develop strategies and skills to work with diverse learners, prepare instruction, assess student learning, and then evaluate the effectiveness of their instruction and adjust as necessary to reach all students. Shoreline uses local levy funds to supplement the 180 days available to staff through the State to provide time to learn, develop strategies and skills, prepare and assess, and then continue that cycle to improve outcomes for students. While five waiver days are extremely important they do not provide sufficient time to accomplish all that is required for a teacher to learn, prepare lessons, evaluate the effectiveness of their teaching, and adapt it to improve the outcomes for students.

*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.**

The district used the waiver days as planned to provide quality professional learning and collaborative opportunities for staff. The instruction department, along with building based instructional coaches hired by the District since the last waiver was approved, provided multiple differentiated, yet targeted, learning opportunities for all staff in support of our district goals and increased student learning. Specific work focused on the identification and development of relevant strategies in support of sub-groups of students to eliminate the achievement gap in our district.

- 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.**

Our previous waiver was requested in order to train teachers in CCSS & NGSS and the instructional shifts necessary to increase rigor and provide necessary scaffolding for students to meet standards. Additionally, we provided training in order to implement the new teacher evaluation system and student growth measures. The time provided for teachers to work in teams with their colleagues to review student data, plan relevant and rigorous lessons and assessments did show an increase in student achievement in several areas.

#### Science

On the 5<sup>th</sup> grade Science MSP, our District percent of students at standard increased from 76.9% to 81.2% over the last 3 years. Over the same time the State average was unchanged at 63.4%.

On the high school Biology End-of-Course Exam, Shoreline increased from 78.6% to 81.9% over three years. Over the same time the State average declined from 72.5% to 71.6%.

#### English Language Arts

On the grade 7 Smarter Balanced ELA, Shoreline increased from 75.7% meeting standard to 79.3% over the last 3 years. The State increased from 56.9% to 60.1% over the same period.

At our high schools on the SBA ELA, Shoreline students increased from 83.8% to 88.9% in the last 2 years, while the State declined from 75.5% to 73.6% meeting standard.

#### Math

On the high school SBA, the percent of students tested who met standard increased from 47.8% to 64.0% over the last 3 years while the state was unchanged at 29.0%.

We did not see the sustained gains that we hoped to see in elementary and middle school mathematics, but we are currently considering a new elementary math text adoption and adoption of a new district assessment which will provide us with better diagnostic information aligned to CCSS.

- 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.**

With the development and implementation of our new Instructional Strategic plan, our waiver request has become more focused and streamlined on our instructional strategic directions. The specific goals and work outlined in the waiver request are adjusted and aligned with our goals of continuous student improvement, use of current and relevant research practices, and school improvement plans, Board Priorities and the Instructional Strategic Plan. While we will continue to focus our waiver time on professional development, we have added the ongoing systemic use of data cycles to our work and a level of system-wide intentionality and cohesiveness reflective of current evidence-based practice and our district and school improvement plans.

- 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 waiver days provide staff essential time for continued learning. The craft of teaching is complex and as a district we must support teachers in providing them time for ongoing learning and growth. Without waiver days, we would be unable to provide much needed professional learning for our teachers essential time with their colleagues to design targeted high quality instruction to increase student achievement.

- 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.**

The district provides regular updates to parents and community regarding the activities undertaken by teachers on non-student days. Through district and school websites, multiple forms of social media and regular newsletters our community is kept informed of the essential work our teachers are doing during non-student time. Building and district administrators, instructional specialists and teachers work together to design the most relevant learning possible.

**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.

**Shoreline Public Schools  
\*\*INITIAL\*\* 2018-2019 SCHOOL CALENDAR**

2018				
MON	TUE	WED	THUR	FRI
<b>JULY</b>				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			
<b>AUGUST</b>				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
<b>SEPTEMBER</b>				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
<b>OCTOBER</b>				
1	2	3	4	5
8*	9*	10*	11**	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
<b>NOVEMBER</b>				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
<b>DECEMBER</b>				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

76

2019				
MON	TUE	WED	THUR	FRI
<b>JANUARY</b>				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	
<b>FEBRUARY</b>				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	
<b>MARCH</b>				
				1
4	5*	6*	7*	8*
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
<b>APRIL</b>				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			
<b>MAY</b>				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
<b>JUNE</b>				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

99

\* see note on right      schools closed

     non-student workday

Total Student Days 175





## Materials submitted with the Shoreline School District Application for a Waiver of 5 Instructional Days for the 2018-2019 School Year

The Collective Bargaining Agreement with Shoreline Education Association provides the following days for professional development for the 2017-2018 school year:

- Non-Student Staff Work Days:
- 5 State-funded "Waiver" Days
- 9 Levy-funded Days

The entire Collective Bargaining Agreement with Shoreline Education Association is available at the following link: [2015-2018-SEA-CBA-posted-110315.pdf](#)

### Non-Instructional Time Scheduled during the 175-Day School Year:

- 3 Districtwide Early Release Days
- 3 Kindergarten Non-Student Days for WaKIDS Parent Conferences
- 1 Late Start for PSAT Testing
- 4 Late Start for Grades 9, 11, and 12 to allow SBAC Testing for 10<sup>th</sup> grade
- 1 Late Start for 8<sup>th</sup> grade on the 1<sup>st</sup> day of school



**Board of Directors**  
Heather Fralick  
Mike Jacobs  
Richard Nicholson  
Richard Potter  
David Wilson  
Rebecca L. Miner  
*Superintendent*  
*Secretary to the Board*

January 8, 2018

Parker Teed  
Washington State Board of Education  
P.O. Box 47206  
Olympia, WA 98504-7206

*Via email to [parker.teed@k12.wa.us](mailto:parker.teed@k12.wa.us)*

Dear Parker,

Please accept Shoreline School District's enclosed application for a renewal of a State Board of Education waiver of five (5) days of instruction for the 2018-2019 school year. As noted in the application, our Board of Directors approved the enclosed resolution in support of this application at their December 22, 2017 meeting.

In June 2017 Shoreline School District adopted a new instructional strategic plan to increase academic success for ALL students, through more rigorous academic preparation, highly engaged and focused teaching, and strategic professional development to assess learning outcomes and increase the skills of staff to meet the goals outlined in the plan. Shoreline's Instructional Strategic Plan 2020+ was developed through a significant community engagement process, and all parents, staff, and students had opportunity to provide input to the final plan. We are excited to continue the journey to academic success for all students, guided by our new roadmap.

Of course students are individual, complex learners, and teachers are individual, complex instructors, and it takes a variety of strategies to meet the needs of all students. Since the last waiver was approved, the District has implemented several locally-funded efforts to support student and staff learning, including new elementary counselors and family engagement coordinators, instructional coaches at all levels, and supplemental intervention instruction for students in need of additional support to graduate college and career ready.

It is our hope this application will be considered at the March 7-8 meeting of the State Board of Education in Anacortes. If that does not appear to be feasible, please let us know as soon as possible. Thank you for your assistance in reviewing and processing our application.

Sincerely,

A handwritten signature in black ink that reads "Marla Miller".

Marla Miller  
Deputy Superintendent

A handwritten signature in blue ink that reads "Maria Stevens".

Maria Stevens  
Director, Teaching and Learning

Electronic enclosures

**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](mailto:parker.teed@k12.wa.us)

The SBE will provide written confirmation (via e-mail) of receipt of the application materials.

SOUTH BEND SCHOOL DISTRICT NO. 118  
405 East First Street  
South Bend, WA 98586

RESOLUTION 3-2018

Request of Waiver of Minimum 180-Day School Year

A RESOLUTION OF THE BOARD OF DIRECTORS of the South Bend School District No. 118 in Pacific County to request a waiver for students in grades K-12 from the minimum 180 day school year (WAC 180-18-040) to 177 days, for the 2018-19, 2019-20, 2020-21 school years;

WHEREAS, the South Bend School District Board of Directors recognize that:

1. Planning time is essential for staff to review and revise our K-12 curriculum and align with the standards in all core subjects; and
2. Staff training is necessary for teaching and learning strategies for reading, writing, math and science; and
3. Staff training is needed in the use of technology as an instructional tool; and
4. Planning time is requisite to research and to analyze assessment data to provide the best instructional practices which will improve student learning; and
5. Full days designated for curriculum development and staff training are more productive than providing early release days for the same purpose; and

WHEREAS, the Washington State Board of Education has recognized the importance of and established waivers for restructuring purposes;

NOW, THEREFORE LET IT BE RESOLVED that the Board of Directors of the South Bend School District No. 118 does, hereby, request the minimum 180 day requirement waived from 180 days to 177 days for the 2018-19, 2019-20, 2020-21 school years.

Should the waiver be 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).

Dated this 25th day of January, 2018;



Board Secretary

Chair

Vice Chair



Member



Member



Member

**Part A: For all new and renewal applications:**

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

<b>School District Information</b>	
District	South Bend
Superintendent	Jon Tienhaara
County	Pacific
Phone	360-875-6041
Mailing Address	PO Box 437 South Bend, Wa 98586
<b>Contact Person Information</b>	
Name	Jon Tienhaara
Title	Superintendent
Phone	360-875-6041
Email	jtienhaa@southbendschools.org
<b>Application type:</b>	
New Application or Renewal Application	Renewal
<b>Is the request for all schools in the district?</b>	
Yes or No	Yes
If no, then which schools or grades is the request for?	
<b>How many days are requested to be waived, and for which school years?</b>	
Number of Days	3
School Years	2018-19, 2019-20, 2020-21
<b>Will the waiver days result in a school calendar with fewer half-days?</b>	
Number of half-days reduced or avoided through the proposed waiver plan	0
Remaining number of half days in calendar	7
<b>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?</b>	
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?

The purpose and goal for the waiver plan is to provide complete days during the school year for teachers to collaborate and gain professional development. In coordination with each building principal, teachers are able to plan with each other and implement building and department initiatives targeted at increasing student achievement and student learning opportunities.

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 school improvement plans indicate specific professional development activities that will occur during the proposed waiver days, as well as student achievement goals. These activities depend on the time made available for teachers to work on SIP implementation, and to increase our capacity to meet the student achievement benchmarks.

[South Bend Junior/Senior High School Improvement Plan](#)

[Chauncey Davis Elementary School Improvement Plan](#)

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.

Specific goals of the waiver days related to student achievement are: increased achievement on the state assessments for math and English language arts at the elementary and secondary school level--across all demographics, increased student achievement in reading utilizing DIBELS and STAR assessments, and increased student achievement in math and ELA measured by classroom based assessments and interim assessments through WACAP (Washington Comprehensive Assessment Program).

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.

Continuing work toward learning about and implementing TPEP, training on curriculum and instruction related to math and reading/language arts, technology, and other techniques in supporting effective teaching and student learning. Teacher/staff collaboration in building leadership teams to review student assessment data with the goal of using data to improve instruction and student learning.

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?

The district will utilize annual state assessments to measure student achievement. We will also use interim assessment data through the Washington Comprehensive Assessment Program (WACAP) with math, ELA, and ELPA 21. This achievement will be impacted and measured through activities and initiatives resulting from the teacher collaboration and training during the waiver days. We will also utilize DIBELS, AR and STAR assessments to measure goal progress.

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 District evaluates progress on the school improvement plans, as well as progress gained from all professional development days. This evaluation will be used to adjust future waiver day activities to be in line with recommended changes and/or needs. We will also utilize state assessment data to adjust the focus of specific professional development. This will be done on a yearly basis as scores become available.

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

Administrators, both building and district, teachers and staff all contribute to planning professional development activities, including activities occurring during the waiver days. Building leadership teams work to develop professional development needs and assist the principal in planning for the waiver days. The superintendent works with building principals to ensure the plans align with building and district needs. The plan is shared with the community through the board of directors and allows for feedback.

8. 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.

Our current contract allows for 180 school year days including 3 days of inservice prior to the students' first day of school, and up to 5 days beyond the 180 contracted days for additional professional development.

[Link to Specific CBA Language](#)

9. 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	5
Total	185

10. 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.

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100	X	X	
2	100	X	X	
3	100	X	X	
4	100	X	X	
5	Optional			X
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.

Based on our past experience, the District believes this additional collaborative time is needed for teacher professional development. Though we do have some days outside of the school year, we also need time during the school year so that we can take advantage of information and experiences happening in the moment. This helps us provide a “just in time” approach to professional development needs to most impact student learning.

*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.

The waiver days were used for extensive collaboration and professional development for teachers and staff. This related to TPEP implementation, professional development for newly adopted curriculum, and review of student assessment data. The days were used as planned and resulted in needed progress toward these and other building goals.

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.

Our math and ELA scores in the high school have been improving. Our junior-senior high was one of 27 high schools in the state to be awarded a school of distinction for 2017. We still have work to do on getting all students up to the needed achievement levels. Our elementary is struggling in math and reading, though we are implementing new curriculum and teacher training for teachers in these subjects.

Schools all over the country have continual issues in getting every student to pass the state achievement tests. In South Bend, we have high poverty and ELL challenges, especially in our elementary. Though every waiver goal may not have been fully met, the activities implemented in the waiver days help our staff become better prepared to teach our students.

Since our last waiver request, we have adopted new math and ELA curriculum for grades K-6, new math curriculum in grades 7-8, provided intensive professional development in math and ELA, and have implemented targeted teaching/learning support across K-12.

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.

We are proposing very similar goals to the previous waiver, though we will be working on instructional goals focused on math and reading activities in an effort to continue raising student achievement in these areas. Part of this work will center on now implementing our new curriculum, including professional development training in the areas of math and reading instruction, as well as strategies focused on ELL student learning. TPEP training will also be a continual topic.

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.

Schools wanting to increase student learning need time to plan, collaborate, and receive training. We cannot accomplish our goals for professional development for staff without these waiver days. The days are highly structured and regarded as useful by all stakeholders and participants.

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.

Parents and community are given the opportunity to learn about the waiver and offer input through school board meetings, parent nights, newsletters and the school website. I have personally had administrators, teachers, and parents comment to me on the usefulness of the waiver days. The days are expected in our school community and are highly regarded.

### 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.

# South Bend School District 118 2018-2019 Academic Calendar

## August

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## September

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## February

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## March

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## April

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## May

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## June

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## July

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### Important Dates

	No-School Days
	12:30 Early Release
	All Staff/Teacher Workdays
	1 <sup>st</sup> & Last Day of School
	12:30 Holiday Early Release

# South Bend School District 118

## 2019-2020 Academic Calendar

### August

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### September

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### October

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### November

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### December

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### January

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### February

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### March

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### April

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### May

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### June

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### July

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### Important Dates

	No-School Days
	12:30 Early Release
	All Staff/Teacher Workdays
	1 <sup>st</sup> & Last Day of School
	12:30 Holiday Early Release

# South Bend School District 118 2020-2021 Academic Calendar

## August

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## September

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## October

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## November

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## December

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## January

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## February

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## March

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## April

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## May

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## June

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## July

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### Important Dates

	No-School Days
	12:30 Early Release
	All Staff/Teacher Workdays
	1 <sup>st</sup> & Last Day of School
	12:30 Holiday Early Release

**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](mailto:parker.teed@k12.wa.us)

The SBE will provide written confirmation (via e-mail) of receipt of the application materials.

**TACOMA SCHOOL DISTRICT NO. 10**

**Resolution No. 2037**

**WHEREAS**, the state legislature requires that the school year shall consist of a minimum of 180 school days, Tacoma School District No. 10 requests a waiver for grades K-12 of a minimum 180-day school year pursuant to RCW 28A.305.140 and WAC 180-18-040 for school years 2018-2019, 2019-2020, and 2020-2021; and

**WHEREAS**, the State Board of Education is authorized to approve a waiver of this requirement, as the District attests that it will meet the minimum instructional hours as required under RCW 28A.150.220(2); and

**WHEREAS**, the State of Washington requires districts to provide a minimum one hundred eighty-day school year; and

**WHEREAS**, the District desires to improve student achievement by enhancing the educational program for all students in the District or for individual schools in the District; and

**WHEREAS**, non-student days will allow time for reorganization of services to provide greater alignment in support services and assessment to increase student achievement through the establishment of continuous and consistent training for educators in the areas of data, collaborative action plans, and individual lesson plans; and

**WHEREAS**, the purpose and goals of the waiver plan from the required one hundred eighty-day school year are closely aligned with the District's Improvement Plan and Strategic Plan; and

**WHEREAS**, the students' school year for Tacoma School District No. 10 shall consist of one hundred seventy-six (176) days; and

**WHEREAS**, the Board of Directors endorses the accompanying documentation of the benefits to students provided by Tacoma School District No. 10;

**THEREFORE**, be resolved that the Board of Directors of Tacoma School District No. 10 request a three-year waiver (school years 2018-2019, 2019-2020, and 2020-2021) of four school days from the State Board of Education pursuant to RCW 28A.305.140 and WAC 180-18-040 for the Tacoma School District No. 10;

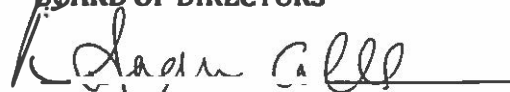
**ADOPTED** by the Board of Directors of Tacoma School District No. 10 at its regular meeting on February 8, 2018.

DATED this 8<sup>th</sup> day of February, 2018

ATTEST:

  
Carla Santopina, Board Secretary

**BOARD OF DIRECTORS**

  
President





**Part A: For all new and renewal applications:**

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

<b>School District Information</b>	
District	Tacoma Public Schools
Superintendent	Carla Santorno
County	Pierce
Phone	253.571.1010
Mailing Address	P.O. Box 1357 Tacoma, WA 98401-1357
<b>Contact Person Information</b>	
Name	Toni Pace
Title	Assistant Superintendent K-12 Support
Phone	253.571.1036
Email	tpace@tacoma.k12.wa.us
<b>Application type:</b>	
New Application or Renewal Application	Renewal Application
<b>Is the request for all schools in the district?</b>	
Yes or No	Yes
If no, then which schools or grades is the request for?	
<b>How many days are requested to be waived, and for which school years?</b>	
Number of Days	4
School Years	2018-2019; 2019-2020; 2020-2021
<b>Will the waiver days result in a school calendar with fewer half-days?</b>	
Number of half-days reduced or avoided through the proposed waiver plan	
Remaining number of half days in calendar	
<b>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?</b>	
Yes or No	Yes. We will meet the District Average of 1,027 hours

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?

The purpose and goals of this waiver are to establish continuous and consistent time for educators to learn about data, examine data, develop collaborative action plans and create individual lesson plans that will increase student achievement Tacoma Public Schools uses a multiple measure accountability to track and monitor process

– <http://www.tacoma.k12.wa.us/benchmarks/Pages/default.aspx>. Additionally, we are reorganizing Data Assessment Research Team, inter department work with Curriculum & Instruction, Data Assessment Research Team, Instructional Tech, and Title I. These efforts will provide increased focus, support and resources to our schools and the vulnerable learners we serve. Through the framework outlined below, schools will develop team and individual plans that directly support the students they are currently serving.

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 Waiver Plan outlined above is directly tied to our District Improvement Plan and our District's Strategic Plan. Our District Improvement Plan provides a plan for teachers and principals to receive training on the use of an integrated assessment data system to inform instruction and to monitor the achievement of students on a regular basis (Indicator P5-A). In addition, our District's Strategic Plan identifies benchmarks for each of our 4 Goals: Academic Excellence, Early Learning, Safety and Community Partnerships. Those benchmarks are analyzed regularly and quarterly reports are presented to the Board identifying areas of concern, areas of gains and areas where we will be focusing on. The Waiver Day Plan presented here, will allow our District's staff members to work collaboratively to alter instruction to meet the needs of our diverse learners. Here is the link to the District's Improvement Plan and a link to the [District's Strategic Plan](#). As a district in "Improvement Status", the waiver plan has aligned with our school improvement efforts in the following manner: allows for the creation of common formative assessments to be developed by teachers during the allotted times frames. Not only are these assessments being created, but these assessments are in constant review within our schools beyond the quarterly approved dates. Staff collaboration is focused on data teams and data check-ins. This allows for continuous strategic planning. Our schools priorities for improvement are embedded in our professional development around understanding and utilizing Tacoma Public Schools' Priority Standards and understanding our iReady Strand Mastery data. Tier 2 and 3 decisions at the building level are critical and complex. Our schools are gathering accurate screening data on all students, analyzing the data, validating student needs, and matching students that need support with effective MTSS intervention. Collaboration with [Tacoma Whole Child Initiative](#).

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.

Tacoma Public Schools has invested in a multiple measure accountability system that provides transparent data to the public and to individual school staff. The public can access the data through – <https://www.tacomaschools.org/strategic-plan/Pages/default.aspx>. This is Tacoma

Public School's internal data dashboard. Tacoma Public Schools has developed an internal data dashboard that provides real time data visualizations for all educators from the classroom teacher to the superintendent. Buildings and departments have the capacity to monitor, analyze and team as all stakeholders have the same reports in similar formats. The dashboards support our multiple measures that align to the district benchmarks. Individual schools can access this data at the following levels: district, region, school, and individual student. This allows each school and classroom teacher to access data to build team intervention plans and individual classroom lessons to support a differentiated lesson plan. As articulated in question #1, each of our "Data Days" will facilitate a process in which staff members will be able to connect to relevant data and build action plans to support the students that are currently in the classes. The benchmarks (measurable data goals and sets) will remain consistent, however the specific data will be live and thus ever evolving.

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.

The purpose and goals of this waiver are to establish continuous and consistent time for each educator to learn about data, examine data, develop collaborative action plans and create individual lesson plans that will increase student achievement. The four days "Data Days" will be approximately every 9 weeks throughout the year.

Day 1 of the waiver will be used to examine previous years end of the year data and summer school data to determine flexible student groupings and interventions. Teachers will receive assessment data as well as historical trend data to build grade level and content team support plans and develop started lesson plans to support in class interventions.

Day 2 of the waiver will be held approximately 6 weeks into the school year. This day will be broken into four parts: (1) Professional Development on data analysis and the science of data; (2) Specific data analysis school wide, department/grade level teams, and individual classroom data from the first 9 weeks; (3) Team intervention planning; and (4) individual classroom intervention planning.

Day 3 will be held approximately at the 22<sup>nd</sup> week of school. This day will also be broken into four parts: (1) Professional Development on data analysis and the science of data; (2) Specific data analysis school wide, department/grade level teams, and individual classroom data from the second 9 weeks; (3) Team intervention planning; and (4) Individual classroom intervention planning.

Day 4 will be held approximately at the 35<sup>th</sup> week of school. This day will also be broken into four parts: (1) Professional Development on data analysis and the science of data; (2) Specific data analysis school wide, department/grade level teams, and individual classroom data from the second 9 weeks; (3) Team summer school planning; and (4) individual classroom intervention planning.

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?

The following state and local assessments will be used:

High School Level: SBA and IAB assessments. New NGSS data. SAT, PSAT, and AP exams and released items. iReady reading and math screener. Classroom grades will also be aligned to assessment data, attendance and student discipline in our district-wide data dashboards. New ESSA Accountability Index Data to include critical subgroups and SGP.

Middle School Level: SBA and IAB assessments. New NGSS data. iReady reading and math screener along with iReady Standards Mastery assessments. Classroom grades will also be aligned to assessment data, attendance and student discipline in our district-wide data dashboards. New ESSA Accountability Index Data to include critical subgroups and SGP.

Elementary School Level: SBA and IAB assessments. New NGSS data. iReady reading and math screener along with iReady Standards Mastery assessments. WaKids Data by cohort. DRA assessments for students still not meeting all standards. Classroom grades will also be aligned to assessment data, attendance and student discipline in our district-wide data dashboards. New ESSA Accountability Index Data to include critical subgroups and SGP.

The Tacoma Public schools is currently creating common assessment banks that are item specific and linked to standards. This allows us to create common formative assessments that can be personalized to the student and allow us to track individual student progress.

Additional data will include the following: <https://www.tacomaschools.org/strategic-plan/Pages/default.aspx>.

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?

For each of the three-year requested we will follow the following framework of activities:

Day 1 of the waiver will be used to examine previous years end of the year data and summer school data to determine flexible student groupings and interventions. Teachers will receive assessment data as well as historical trend data to build grade level and content team support plans and develop targeted lesson plans to support in class interventions.

Day 2 of the waiver will be held approximately 6 weeks into the school year. This day will be broken into four parts: (1) Professional Development on data analysis and the science of data; (2) Specific data analysis school wide, department/grade level teams, and individual classroom data from the first 9 weeks; (3) Team intervention planning; and (4) individual classroom intervention planning.

Day 3 will be held approximately at the 22<sup>nd</sup> week of school. This day will also be broken into four parts; (1) Professional Development on data analysis and the science of data; (2) Specific data analysis school wide, department/grade level teams, and individual classroom data from the second 9 weeks; (3) Team intervention planning; and (4) individual classroom intervention planning.

Day 4 will be held approximately at the 35<sup>th</sup> week of school. This day will also be broken into four parts; (1) Professional Development on data analysis and the science of data; (2) Specific data analysis school wide, department/grade level teams, and individual classroom data from the second 9 weeks; (3) team summer school planning; and (4) individual classroom intervention planning.

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

Collectively, our district has advocated for additional time to learn about data, analyze data and individually and collaboratively plan with data. Our Board has supported this application and its systematic approach. We believe that it is a critical step to support the most vulnerable and mobile students. With over 58% of our students living in poverty, over 14.6% special education, nearly 10.3% ELL, and 1,747 homeless students, our educators need a systematic approach to use data to inform our daily learning activities, coordinate extended learning opportunities and collaboratively align resources to support student achievement.

Additionally, we have invested locally in instructional coaches for every building and interventionist at our elementary schools. This additional local commitment allows us to foster a district wide collaboration on data professional development and share evidence based practices for interventions based on specific standards, not merely content.

8. 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 Tacoma Education Association (TEA) supports the request for four (4) waiver days beginning with the 2018-2019 school year. The collective Bargaining Agreement (CBA) provides for up to seven (7) days which may be used for professional development. Further the CBA addresses the following issues:

- Early Dismissal; The last day of school will be an early dismissal day for students.
- Conference Days; Elementary, middle, and high school conference days may be flexibly scheduled. Currently, the district provides four (4) full-day release days for kindergarten conferences and four (5) half-day release days for grades 1-12.

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

1	Student instructional days (as requested in application)	176
2	Waiver days (as requested in application)	4
3	Additional teacher work days without students	2
4	Total	182

10. 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.

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100	The district will direct the 4 main	The building will choose the specific	Teachers, will identify the action

		goals for each day	data (aligned to the district adopted benchmarks) and instructional materials for the professional development activities	plans for improvement and activities for the individual lessons that they will create to improve student achievement
2	100	The district will direct the 4 main goals for each day	The building will choose the specific data (aligned to the district adopted benchmarks) and instructional materials for the professional activities.	Teachers, will identify the action plans for improvement and activities for the individual lessons that they will create to improve student achievement.
3	100	The district will direct the 4 main goals for each day	The building will choose the specific data (aligned to the district adopted benchmarks) and instructional materials for the professional development activities.	Teachers, will identify the action plans for improvement and activities for the individual lessons that they will create to improve student achievement.
4	100	The district will direct the 4 main goals for each day	The building will choose the specific data (aligned to the district adopted benchmarks) and instructional materials for the	Teachers, will identify the action plans for improvement and activities for the individual lessons that they will create to improve

			professional development activities.	student achievement.
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.

The additional days that are provided for teachers over and above the 180 days are “Optional Days” which means that teachers can opt to attend or not. Since the Waiver Days will be regular work days, teachers will not have to opt in or out. The Waiver Days will allow us to ensure that all our teachers are engaged in this very meaningful work.

*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.

Each school in the District used the Waiver Days as we had outlined in our original request. Day One was used to review previous year's data, summer school data and any other historical data that would aid in identifying content and grade level support for students as they enter the school for the new school year. Teachers developed collective goals for student achievement and plans for lessons and interventions to support the individual needs of all students. On each subsequent waiver day the review of data occurred as planned and teachers not only analyzed data, but also received continual professional development on how to understand and utilize data to insure that students were receiving needed support.

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 matrix we use to assess the success of our students is our District's Strategic Plan. Within that plan there are benchmarks that we use to report our progress to our Board and to our Community <https://www.tacomaschools.org/strategic-plan/Pages/default.aspx>. In our review of our benchmarks we find that we are making progress toward our goals. Specifically, we have met our Graduation Goal of 85% by 2020. This success has occurred within each of our racial sub groups with the exception of Hispanic, Native American and Pacific Islander. However, each of these subgroups has increased graduation rate each year over the last three years. Other benchmarks within our Strategic Plan show that we are making some growth in our SBA scores although we have not met our goals and still strive to do so our scores reflect the state's in that regard. Over the last three years, our schools have become increasingly adept at looking at and analyzing data to support the individual needs of each student. Using our new Literacy Framework, Intervention Framework and our continued application of our Instructional Framework, our teachers will use the additional time with data to insure that students are receiving specialized education to meet their individual needs. It is our desire to continue our work with our schools in this area and utilize the Waiver Days to analyze data and improve student academic achievement, such as discipline data, and rigorous coursework.

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.

We will retain the same process for the next three years. We have found that our teachers are getting better at analyzing data and that this process is well-known to them and has shown success. We have seen the beginning signs of real classroom instructional change all based on data driven decisions.

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 goals as identified in our previous request outline the following: "...the goals of this waiver are to establish continuous and consistent time for educators to learn about data, examine data, develop collaborative action plans and create individual lesson plans that will increase student achievement ..." We have identified the same goals for the next three years to continue to work on developing the capacity to make data driven decisions and implement strategies that will positively impact student academic achievement. We have seen some success with this effort and believe that continued efforts in this area will get us more success.

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.

We report quarterly on our benchmarks to our School Board and to our Community. They see the data of how we are moving our students. We present the data and we analyze it and state what our next steps are to improve it. Our data is on our website and is available to our community on a daily basis. Our Teacher's union is aware and supportive of this work and the teachers in our buildings embrace the work and use it to improve student learning. Our Principals support this plan and see the value of the additional time to improve our educational efforts to support each individual student. Everyone in our District is involved in some way with this effort. It is a collective effort that is supported by each department in our District.

#### 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.



## Tacoma Public Schools 2018-19 School Year Student Calendar

3<sup>rd</sup> Labor Day Holiday

4<sup>th</sup>, 5<sup>th</sup> Teacher Workshop Days (no school)

6<sup>th</sup> First Student Day

10<sup>th</sup> Kindergarten Start Date

17 days

SEPTEMBER 18						
S	M	T	W	Th	F	S
						1
2	H	N	N	<b>SS</b>	7	8
9	KS	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER 18						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	D	13
14	15	16	*17	E	E	20
21	22	23	24	25	26	27
28	29	30	31			

12<sup>th</sup> District Data Day (no school)

17<sup>th</sup> Elementary Conferences  
\*Early Release grades K-5

18<sup>th</sup>, 19<sup>th</sup> All grades conferences  
Early Release grades K-12

26<sup>th</sup> Kindergarten Data Day  
\*No school for Kindergarten students only

22 days

12<sup>th</sup> Veterans' Day Holiday (observed)

21<sup>st</sup>, 22<sup>nd</sup>, 23<sup>rd</sup> Thanksgiving Break

18 days

NOVEMBER 18						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	H	13	14	15	16	17
18	19	20	H	H	H	24
25	26	27	28	29	30	

DECEMBER 18						
S	M	T	W	Th	F	S
						1
2	*3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	H	H	N	N	N	29
30	H					

3<sup>rd</sup> Elementary Trimester Break  
\*No school for elementary students only

4<sup>th</sup> Second Elementary trimester Begins

Dec 24 – Jan 4 Winter Break/  
No school

14 days – elementary students  
15 days – secondary students

1<sup>st</sup> New Year's Day

7<sup>th</sup> School resumes

21<sup>st</sup> Martin Luther King Jr. Day

31<sup>st</sup> Secondary Semester Break  
\*No school for middle and high school students

18 days – elementary students  
17 days – secondary students

JANUARY 19						
S	M	T	W	Th	F	S
		H	N	N	N	5
6	<b>7</b>	8	9	10	11	12
13	14	15	16	17	18	19
20	H	22	23	24	25	26
27	28	29	30	*31		

FEBRUARY 19						
S	M	T	W	Th	F	S
					N	2
3	4	5	6	7	8	9
10	11	12	13	14	S	16
17	H	19	20	21	22	23
24	25	26	27	28		

1<sup>st</sup> District Data Day (no school)

4<sup>th</sup> Second semester begins

15<sup>th</sup> Snow make-up day

18<sup>th</sup> Presidents' Day Holiday

17 days

7<sup>th</sup>, 8<sup>th</sup> All Grades Conferences  
Early Release for all students

19<sup>th</sup> Third Elementary trimester begins

21 days

MARCH 19						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	E	E	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL 19						
S	M	T	W	Th	F	S
	N	N	N	N	N	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	D	23	24	25	26	27
28	29	30				

1<sup>st</sup> – 5<sup>th</sup> Spring Break

22<sup>nd</sup> District Data Day (no school)

16 days

24<sup>th</sup> Snow make-up day

27<sup>th</sup> Memorial Day Holiday

21 days

MAY 19						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	S	25
26	H	28	29	30	31	

JUNE 19						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	E	S	S	21	22
23	24	25	26	27	28	29
30						

18<sup>th</sup> Last Day of School/  
Early Release

19<sup>th</sup>, 20<sup>th</sup> Snow make-up days,  
if needed

12 days

\*\*Assuming 4 Waiver/Data Days\*\*    **D** = District Data Day (no school)    **H** = Holiday (no school)    **N** = Non-School Day    **SS** = School Starts  
**KS** = Kindergarten Start Date    **E** = Early Release    **S** = Snow Make-Up Day

## Tacoma Public Schools 2019-20 School Year Student Calendar Updated 1/22/2018

2<sup>nd</sup> Labor Day Holiday  
3<sup>rd</sup>, 4<sup>th</sup> Teacher Workshop Days (no school)  
5<sup>th</sup> First Student Day  
10<sup>th</sup> Kindergarten Start Date  
18 days

SEPTEMBER 19						
S	M	T	W	Th	F	S
1	H	N	N	SS	6	7
8	KS	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER 19						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	D	12
13	14	15	*16	E	E	19
20	21	22	23	24	25	26
27	28	29	30	31		

11<sup>th</sup> District Data Day (no school)  
16<sup>th</sup> Elementary Conferences  
\*Early Release grades K-5  
17<sup>th</sup>, 18<sup>th</sup> All Grades Conferences  
Early Release grades K-12  
25<sup>th</sup> Kindergarten Data Day  
\*No school for Kindergarten students only  
22 days

11<sup>th</sup> Veterans' Day Holiday  
27<sup>th</sup>, 28<sup>th</sup>, 29<sup>th</sup> Thanksgiving Break  
17 days

NOVEMBER 19						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	H	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	H	H	H	30

DECEMBER 19						
S	M	T	W	Th	F	S
1	*2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	N	H	H	N	N	28
29	N	H				

2<sup>nd</sup> Elementary Trimester Break  
\*No school for elementary students only  
3<sup>rd</sup> Second Elementary trimester begins  
Dec 23 – Jan 3 Winter Break/  
No school  
14 days – elementary students  
15 days – secondary students

1<sup>st</sup> New Year's Day  
6<sup>th</sup> School resumes  
20<sup>th</sup> Martin Luther King Jr. Day  
30<sup>th</sup> Secondary Semester Break  
\*No school for middle and high school students  
31<sup>st</sup> District Data Day (no school)  
18 days – elementary students  
17 days – secondary students

JANUARY 20						
S	M	T	W	Th	F	S
			H	N	N	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	H	21	22	23	24	25
26	27	28	29	*30	D	

FEBRUARY 20						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	S	15
16	H	18	19	20	21	22
23	24	25	26	27	28	29

3<sup>rd</sup> Second semester begins  
14<sup>th</sup> Snow make-up day  
17<sup>th</sup> Presidents' Day Holiday  
18 days

12<sup>th</sup>, 13<sup>th</sup> All Grades Conferences  
Early Release for all Students  
16<sup>th</sup> Third Elementary trimester begins  
22 days

MARCH 20						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	E	E	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 20						
S	M	T	W	Th	F	S
			1	2	3	4
5	N	N	N	N	N	11
12	13	14	15	16	17	18
19	D	21	22	23	24	25
26	27	28	29	30		

6<sup>th</sup> – 10<sup>th</sup> Spring Break  
20<sup>th</sup> District Data Day (no school)  
16 days

22<sup>nd</sup> Snow make-up day  
25<sup>th</sup> Memorial Day Holiday  
19 days

MAY 20						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	S	23
24	H	26	27	28	29	30
31						

JUNE 20						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	E	S	S	19	20
21	22	23	24	25	26	27
28	29	30				

16<sup>th</sup> Last Day of School/  
Early Release  
17<sup>th</sup>, 18<sup>th</sup> Snow make-up days,  
if needed  
12 days

\*\*Assuming 4 Waiver/Data Days\*\* D = District Data Day (no school) H = Holiday (no school) N = Non-School Day SS = School Starts  
KS = Kindergarten Start Date E = Early Release S = Snow Make-Up Day



# THE WASHINGTON STATE BOARD OF EDUCATION

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

## APPLICATION Temporary Waiver from High School Graduation Requirements Under Chapter 217, Laws of 2014

### **Instructions**

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

“In the application, a school district must describe why the waiver is being requested, the specific impediments preventing timely implementation, and efforts that will be taken to achieve implementation with the graduating class proposed under the waiver. The state board of education shall grant a waiver under this subsection (1)(d) to an applying school district at the next subsequent meeting of the board after receiving an application.”

The SBE has adopted rules to implement this provision as WAC 180-51-068(11). The rules provide that the SBE must post an application form on its public web site for use by school districts. The rules further provide:

- The application must be accompanied by a resolution adopted by the district’s board of directors requesting the waiver. The resolution must, at a minimum:
  1. State the entering freshman class or classes for whom the waiver is requested;
  2. Be signed by the chair or president of the board of directors and the superintendent.
- A district implementing a waiver granted by the SBE under this law will continue to be subject to the prior high school graduation requirements as specified in WAC 180-51-067 during the school year or years for which the waiver has been granted.
- A district granted a waiver under this law that elects to implement the career and college ready graduation requirements in WAC 180-51-068 during the period for which the waiver is granted shall provide notification of that decision to the SBE.

Please send the application and school board resolution electronically to:

Parker Teed  
Policy Analyst  
360-725-6047  
[parker.teed@k12.wa.us](mailto:parker.teed@k12.wa.us)

For questions, please contact:

Parker Teed  
Policy Analyst  
360-725-6047  
[parker.teed@k12.wa.us](mailto:parker.teed@k12.wa.us)

Linda Drake  
Research Director  
360-725-6028  
[linda.drake@k12.wa.us](mailto:linda.drake@k12.wa.us)



CHENEY SCHOOL DISTRICT  
12414 S. Andrus Rd.  
Cheney, Washington 99004

**RESOLUTION NO. 18-17-18**

**RESOLUTION REQUESTING WAIVER FROM THE STATE BOARD  
OF EDUCATION TO DELAY IMPLEMENTATION OF THE 24-CREDIT  
GRADUATION REQUIREMENT UNTIL THE CLASS OF 2021**

WHEREAS, it is the desire and intent of the Cheney School District Board of Directors to graduate students well-prepared for success in post-secondary education, work and life; and

WHEREAS, the legislature passed E2SSB 6552 which raises the number of credits required for graduation to 24 specified credits for the Class of 2019; and

WHEREAS, the legislature also provided in E2SSB 6552 the opportunity for school districts to request a waiver and delay implementation of the 24-credit requirement until 2020 or 2021; and

WHEREAS, the Cheney School District Board of Directors has discussed this issue and has carefully considered the necessary time and resources required to implement the new requirement in a reasonable manner;

NOW, THEREFORE, BE IT RESOLVED that the Cheney School District Board of Directors, in accordance with provisions of RCW 28A.230.090 (1)(d)(ii) hereby requests a waiver of the 24-credit requirement for the classes of 2019 and 2020, and will implement the 24-credit requirement beginning with the Class of 2021.

APPROVED AND ADOPTED by the Board of Directors at a meeting held on this 14th day of February, 2018.

BOARD OF DIRECTORS  
CHENEY SCHOOL DISTRICT NO. 360

  
\_\_\_\_\_  
Board President

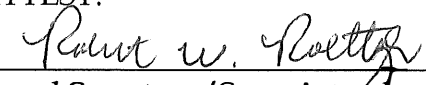
  
\_\_\_\_\_  
Board Member

  
\_\_\_\_\_  
Board Member

  
\_\_\_\_\_  
Board Member

  
\_\_\_\_\_  
Board Member

ATTEST:

  
\_\_\_\_\_  
Board Secretary/Superintendent

## **Application**

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Cheney School District

2. Contact information

Name and title: Carol Lewis, Director of Data and Assessment

Telephone: 509-559-4503

E-mail address: calewis@cheneysd.org

3. Date of application: February 15, 2018

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

Cheney School District requests a waiver of the 24 credit graduation requirement for the classes of 2019 and 2020. Our request is based on the complexity of the challenges before us as we plan to prepare students to successfully meet the demands of this requirement. We need additional time to develop a strong plan that will include input and support from our students, parents, staff, and community. Amid a great deal of change both in administrative personnel and facilities, we believe having two additional years to transition before full implementation of the 24 credit requirement will be to the advantage of our students. We are keenly aware that supporting students to be ready for college, career, and life is a complex task, and over the next two years we will take time to evaluate several key areas such as scheduling, credit equivalencies, credit retrieval, use of access/advisory time, high school and beyond planning, and facilities use. With any change, we recognize communication is imperative, and we will develop and execute a comprehensive and thoughtful communication plan that will reach our stakeholders in a timely manner.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

The greatest impediment Cheney School District faces is the time it will take to create and implement an effective plan that will be advantageous for our students. While district leaders had initially established that we would have an effective plan in place to fully implement the 24 credit requirement with the class of 2019, a great deal of change occurred within our district administrative staff, and the leaders who visualized the original plans are no longer working in our district. Over the last two years we have replaced our superintendent, director of teaching and learning, director of finance, and assistant director of student support as well as added new positions including a director of data and assessment and a director of state and federal programs. At the same time, our comprehensive high school and our alternative high school have experienced

changes in leadership and counseling staff. In addition, our enrollment growth has accelerated, exceeding our expectations and straining the capacity of our facilities to meet the programming demands of the 24 credit diploma. With the addition of time, our new team believes we will be able to plan the level of support necessary for the class of 2021 to meet the 24 credit requirement. We are not confident we will be able to adequately support the classes of 2019 and 2020 given our current reality.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

- a. Scheduling: our current six period day does not provide enough flexibility to support struggling students in the ways necessary to help them toward on-time graduation. We will research scheduling options that have the potential to better meet the needs of all our students as we move toward achieving career and college ready graduation requirements. We will consult with other school districts that have moved away from traditional six period schedules as we explore options such as additional class periods and block schedules.
- b. Credit Equivalencies: we are currently in the process of hiring a CTE director for our school district. Once hired, this director will be able to give necessary attention to course equivalencies in such a way that students will be able to make sound decisions about course-taking and personalized pathways credits that will help them toward graduation and their identified educational and career goals.
- c. Credit Retrieval: we have recently adopted board policy that allows for students to receive credit when they demonstrate competency in a subject area through assessment. Over the next two years, we will work to develop procedures that support students in their learning so they can adequately demonstrate proficiency in instances where they may have become credit-deficient in core subject areas. We will also develop procedure that allows students to demonstrate proficiency in elective areas based on their unique talents and circumstances.
- d. Use of Access/Advisory Time: we will research effective uses of newly-established access time at Cheney High School. We will first focus on finding ways to utilize this time to pre-emptively work with students who are demonstrating lack of proficiency related to prioritized learning standards with the goal of assisting them in passing their courses during their first attempt. We will research and implement strategies for using this time to assist with credit retrieval efforts when students have not been successful in earning credit for their courses.
- e. High School and Beyond Planning: we will work to strengthen our students' use of the high school and beyond plan as an authentic tool that will help them toward satisfying all graduation requirements on time and in such a way that they will have many options and opportunities that meet their unique needs and plans following high school. We will work closely with our middle school and high school teaching

and counseling professionals to build a strong, positive, and collaborative culture related to high school and beyond planning.

- f. Facilities Use: voters recently approved a bond measure that includes a substantial renovation of Cheney High School. Over the next two years we anticipate space limitations related to construction, and trying to expand course offerings and options for students under this constraint is not realistic. As part of the renovation, classrooms will be added and we will consider the career and college readiness graduation requirements as we determine use of the new rooms to provide more flexible and diverse scheduling options for students.
- g. Communication: we recognize the importance of timely, effective communication with stakeholders. We especially understand the need to clearly communicate the reasoning behind changes to graduation requirements for the classes of 2019 and 2020 as these students entered our high schools under different requirements. As we research and plan in relation to the items detailed above, communication with our students, staff, parents, school board, and community will be carefully considered and carried out with the goal of building consensus around the moral imperative of ensuring we provide all our students with the tools and resources they need to successfully graduate from high school equipped to take on the challenges of career, college, and life.

### **Final step**

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.



# THE WASHINGTON STATE BOARD OF EDUCATION

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

## STATEWIDE INDICATORS OF EDUCATIONAL SYSTEM HEALTH

### Policy Considerations

With assistance from partner agencies, the Washington State Board of Education (SBE) is charged with establishing goals and reporting on the goal attainment for the statewide indicators of educational system health under [RCW 28A.150.550](#). Section (5)(a) allows for the recommendation of revised performance goals and (5)(c) specifies that the performance goals for each indicator must be compared with national data in order to identify whether Washington student achievement results are within the top ten percent nationally or are comparable to results in peer states with similar characteristics as Washington. The next biennial report to the Education Committees of the Legislature is due on December 1, 2018.

### Summary

During discussions at the September and November 2016 SBE meetings, members voiced a desire to align the performance goals of the statewide indicators to the Every Student Succeeds Act (ESSA) long-term goals. At this time and during discussions at prior meetings, members also suggested that the peer states utilized in the reporting be updated periodically to reflect the changing characteristics of Washington. In response to member discussions, the following changes are proposed for the next report to the Education Committees of the Legislature.

- Revise performance goals in a manner that aligns each with the ESSA goal-setting methodology.
- Update the list of peer states to better match the characteristics and structure of Washington's economy.

### *Revised Performance Goals*

In order to more closely align the state and federal accountability framework, it is proposed that long-term goals be reset in the manner done so for the [Washington ESSA Consolidated State Plan](#). The Washington ESSA state plan states that the long-term goals for each subgroup at a school will be based on the following.

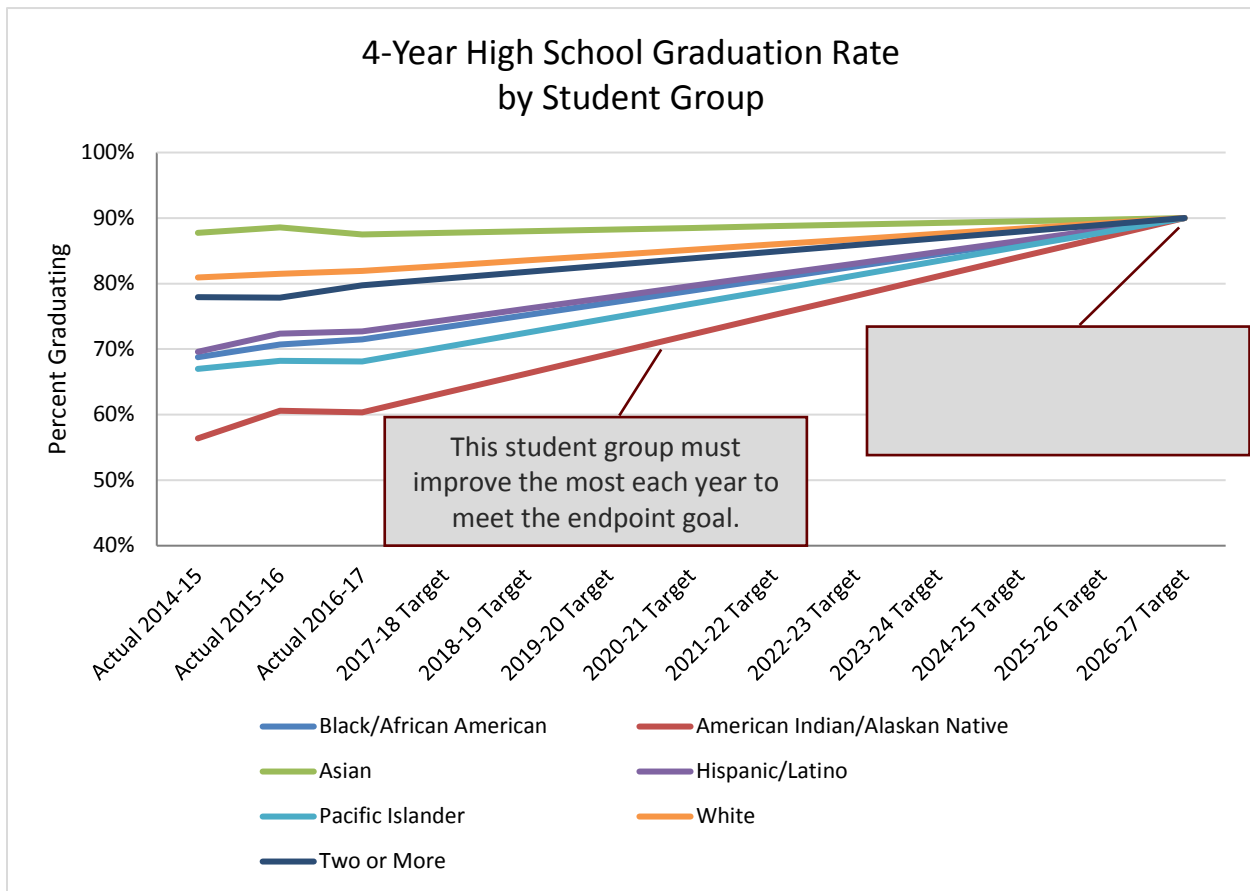
- Baseline values will be established using the 2016-17 data
- The annual targets will be set based on a 90 percent endpoint goal, and
- The targets and goals will be based on a period of ten years.

The long-term goals for the 4-Year High School Graduation Rate are presented in Figure 1 for illustrative purposes. As required under the ESSA, the same endpoint goals must be set for all student groups, regardless of the group's current performance. This means that the student groups that are currently lower performing must make greater improvement each year to meet the goal of 90 percent. For the 4-



Year High School Graduation indicator, the Asian student group needs to improve by approximately 0.3 percent per year, while the Native American student group must improve by approximately 3.0 percentage points each year to meet the endpoint goal.

Figure 1: shows the trajectory required of student groups to meet the 90 percent endpoint goal for the 4-Year High School Graduation Rate after 10 years.



### Updated List of Peer States

The list of peer states is derived from the 2017 State [New Economy Index](#) produced every few years by the Information Technology and Innovation Foundation. The New Economy Index is designed to measure the degree to which states' economic structure matches the ideal structure of the innovation driven New (Global) Economy. The 2017 Index used 25 indicators divided into five broad categories (Knowledge Jobs, Globalization, Economic Dynamism, Digital Economy, and Innovation Capacity) to capture what is important about the new global economy.

A list of the states proposed for the peer state comparisons and the states' current ranking on the New Economy Index is presented in Figure 2. Massachusetts has been the highest performing state on all the New Economy Indices since 1999. Washington has been in the top five performing states for all of the years since 1999.

Figure 2: shows the list of proposed peer states to be used in the 2018 comparisons.

New Economy Rating (2017)	Peer States (Proposed)	Peer States (2016 Report)
1	Massachusetts	Massachusetts
2	California	California
3	Washington	Washington
4	Virginia	Virginia
5	Delaware*	Maryland
6	Maryland	Colorado
7	Colorado	New Jersey
8	New Jersey	Connecticut
9	Utah*	Minnesota**
10	Connecticut	North Carolina**
*Note: indicates a state new to the peer state list. **Note: indicates a state removed from the proposed peer state list.		

**Action**

The Board is not expected to take an action on this agenda item.

*Websites and Links Referecned in the Memo*

Link to RCW 28A.150.550, the authorizing legislation.

<https://app.leg.wa.gov/rcw/default.aspx?cite=28A.150.550>

Link to the Washington ESSA Consolidated State Plan.

<http://www.k12.wa.us/Communications/PressReleases2018/DOE-ApprovesPlan.aspx>

Link to the 2017 New Economy Index and Report.

<https://itif.org/publications/2017/11/06/2017-state-new-economy-index>

Please contact Andrew Parr at [andrew.parr@k12.wa.us](mailto:andrew.parr@k12.wa.us) if you have questions regarding this memo.



# THE WASHINGTON STATE BOARD OF EDUCATION

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**Title: Update on Districts that Receive Credit-Based Graduation Requirement Waivers**

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**As related to:**

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

**Relevant to Board roles:**

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

**Policy considerations / Key questions:**

This section contains an update from recipients of waivers of credit-based graduation requirements. The districts were asked to respond to five guiding requests or questions that addressed progress in meeting the standards for increased student learning set forth in the application:

1. Please describe and document the progress made by the school during the last school year in meeting the standards for increased student learning set forth in the district’s waiver application.
2. If the school’s students, whether in the aggregate or by major subgroups, are not making satisfactory progress in meeting the standards for increased student learning set forth in the district’s waiver application, please describe any changes made or planned in instructional practices, strategies, or curricula to improve student achievement against the standards.
3. Please describe any changes made in the standards for increased student learning and the evidence selected to determine whether the standards have been met. What changes, if any, are you making in goals for student learning?
4. Please submit the data (list of data not included here), preferably in tabular form, and provide any explanatory comments on each as deemed helpful for the information of the Board.
5. What challenges, if any, has the district encountered in transfer of credit equivalencies for a Big Picture School to higher education institutions or other school districts?

The summary memo in this section seeks to answer two major questions based on an analysis of all four updates:

- What are promising trends or practices among the recipients of this waiver of credit-based graduation requirements?
- What are challenges encountered by these schools, particularly regarding transfer of credits? How are those challenges being mitigated?

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**Relevant to business item:**

There is no board action expected on this topic at this board meeting.

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**Materials included in packet:**

- This section contains:
- A memo summarizing the updates from each of the recipients of the credit-based graduation requirements waiver.
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## THE WASHINGTON STATE BOARD OF EDUCATION

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- The reports from each of the four schools that provided an update. Addenda are available online. Addenda to these reports are available on [www.sbe.wa.gov/waivers.php](http://www.sbe.wa.gov/waivers.php)

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**Synopsis:** This section summarizes successful practices and challenges among the recipients of the waiver. The Board will hear from a panel of school and district representatives.

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# THE WASHINGTON STATE BOARD OF EDUCATION

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## UPDATE ON DISTRICTS THAT RECEIVE CREDIT-BASED GRADUATION REQUIREMENT WAIVERS

### Policy Considerations

- What are promising trends or practices among the recipients of this waiver of credit-based graduation requirements?
- What are challenges encountered by these schools, particularly regarding transfer of credits? How are those challenges being mitigated?

This report highlights promising practices and challenges described by Gibson Ek High School in Issaquah School District, Chelan School of Innovation in Lake Chelan School District, the Independent Learning Center in Methow Valley School District, and Highline Big Picture in Highline School District. This report is meant to provide a summary to board members and the public. Interested parties may read the entire reports from each of the districts at following this memo or at [www.sbe.wa.gov/materials.php](http://www.sbe.wa.gov/materials.php) for a more detailed report, including data provided by each district.

### **Background: Credit-Based High School Graduation Requirements Waiver**

In April 1999 the SBE adopted WAC 180-18-055, titled “Alternative high school graduation requirements.” The rule authorizes the granting of a waiver by the Board that would enable students to earn a diploma by a demonstration of competencies in core subjects meeting state standards, in place of earning the credits required by Chapter 180-51 WAC (High school graduation requirements).

In filing the adopted rule, WSR 99-10-094, the Board stated that the purpose was to provide school districts and high schools a waiver option from credit-based graduation requirements to support performance-based education.

Accordingly, Section 1 of WAC 180-18-055 declares:

The state board of education finds that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition [from a time and credit-based education system to a standards and performance-based system] with the least amount of difficulty. Therefore, the state board will provide districts and high schools the opportunity to create and implement alternative graduation requirements.

WAC 180-18-055 provides that a school district, or a high school with permission of the district’s board of directors, or an approved private school may apply to the SBE for a waiver of one or more of the requirements of Chapter 180-51 WAC. The rule is unique among provisions of Chapter 180-18 WAC in authorizing schools, as well as the districts that govern them, to apply for waiver of basic education requirements, and as well as in extending the opportunity to private schools. The SBE may grant the waiver for up to four school years.

The rule lists in detail the information that must be submitted to the SBE with the waiver request. The application must include, for example:

- Specific standards for increased learning that the district or school plans to achieve;
- How the district or school plans to achieve the higher standards, including timelines for implementation;
- How the district or school plans to determine whether the higher standards have been met;
- Evidence that students, families, parents, and citizens were involved in developing the plan; and
- Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan.

The applicant district or school must also provide documentation that the school is (or will be) successful as demonstrated by such indicators as assessment results, graduation rates, college admission rates, follow-up employment data, and student, parent and public satisfaction and confidence in the school, as evidenced by survey results.

Any school or district granted a waiver under this section must report annually to the SBE on the progress and effects of implementing the waiver.

WAC 180-18-055 includes no specific criteria for evaluation of a request for a waiver of credit-based graduation requirements. The rule does stipulate that the SBE may not grant the waiver unless the district or school shows that the proposed non-credit based graduation requirements meet minimum college academic distribution requirements.

#### *History of Closed and Newly Opened Schools Receiving the Waiver*

Highline School District received a four-year waiver for Big Picture high school in 2008.

Highline's request to the Board for renewal of its waiver for Big Picture School for additional years was approved in March 2012, and again in March 2015. Highline/Big Picture's current waiver runs through the 2018-19 school year.

At its January 2016 meeting the Board approved an application from Issaquah School District for a new high school called Gibson Ek for opening in 2016-17. Gibson Ek replaced a closed alternative school and is modeled on Big Picture design principles.

Methow Valley and Lake Chelan are the fourth and fifth districts to receive this waiver in the nearly 17 years of its existence and were approved in May 2016. Methow Valley School District's Independent Learning Center transitioned from being an alternative school to being an option school with the receipt of this waiver. Similarly, Lake Chelan School District's Chelan School of Innovation also offers serves as an option school rather than an alternative school. Prior to the receipt of this waiver, it was an alternative school called Glacier Valley High School.

Federal Way School District obtained a waiver of four-years for Truman High School in 2009. It did not seek renewal of the waiver on its expiration in 2013. However, in May 2017, Federal Way applied for the waiver of credit-based graduation requirements and was approved by the Board to operate Career Academy at Truman and Federal Way Open Doors. Due to how recently Federal Way received this waiver, updates from their schools are not included in this memo.

#### *Big Picture Learning*

The schools receiving this waiver are Big Picture schools, or use a largely similar model like Summit Learning for Career Academy at Truman in Federal Way School District. Big Picture Learning is a Providence, R.I.-based nonprofit, founded in 1995, that supports the creation and operation of public

schools that follow its model of personalized, competency-based learning. More than 65 Big Picture network schools in the U.S., and many more around the world. While many Big Picture schools seek a credit based waiver is not a requirement to implement the model. For example, Bellevue has operated a Big Picture School since the 2011-12 school year but has not applied for a waiver from credit-based high school graduation requirements. Students enrolled in the school must fulfill the same district credit requirements to graduate with a diploma.

### **Summary of Update Reports**

Gibson Ek in Issaquah School District, Chelan School of Innovation in Lake Chelan School District, the Independent Learning Center in Methow Valley School District, and Highline Big Picture in Highline School District were asked to provide an update on the progress made under the waiver of credit-based graduation requirements. The full update reports address the following guiding questions:

1. Please describe and document the progress made by the school during the last school year in meeting the standards for increased student learning set forth in the district's waiver application.
2. If the school's students, whether in the aggregate or by major subgroups, are not making satisfactory progress in meeting the standards for increased student learning set forth in the district's waiver application, please describe any changes made or planned in instructional practices, strategies, or curricula to improve student achievement against the standards.
3. Please describe any changes made in the standards for increased student learning and the evidence selected to determine whether the standards have been met. What changes, if any, are you making in goals for student learning?
4. Please submit the data (list of data not included here), preferably in tabular form, and provide any explanatory comments on each as deemed helpful for the information of the Board.
5. What challenges, if any, has the district encountered in transfer of credit equivalencies for a Big Picture School to higher education institutions or other school districts?

Based on the school responses to these questions, SBE staff have summarized some of the promising practices and challenges that were present in all of the reports. Each school shares the following characteristics, most are inherent to the Big Picture Learning model:

- The five Big Picture Learning Goals – communication, empirical reasoning, quantitative reasoning, social reasoning and personal qualities.
- Reframing grade promotion as “leveling up” to make the requirements more meaningful to students and to better communicate graduation requirements.
- The schools focus on internships and each school has focused on building its partnerships with mentors, the professional community, and colleges.
- Each school emphasized the importance of parent and family engagement.
- Deep relationships among students and their advisors.
- The schools focus on project-based learning and have exhibitions of student learning to put students in a leadership role of showcasing their own learning.
- Sophisticated systems for evaluating student learning on each competency, including a “one student at a time” approach to providing feedback to students and assessing project-based learning.

Collaboration with other Big Picture Schools has been a consistent theme in the reports and serves to strengthen the school's programs. Each of the schools remarked that it is strengthened by a regional network of Big Picture Schools. For example, Highline Big Picture staff have been collaborating with Eagle Rock in Colorado on the co-created rubrics and have implemented the rubrics with most of their students. Furthermore, Highline Big Picture is implementing a project management tool called "the path" from Eagle Rock. Highline Big Picture also noted that it is leading with its implementation of the Big Picture Model and is providing support to a regional network of partners.

The schools that have received the waiver of credit-based graduation requirements are relatively small. These schools use their smaller size to their advantage by engaging families and offering a flexible organizational culture. For instance, Gibson Ek in Issaquah School District noted its small school culture and mixed-grade advisory structure as assets that allow it to improve the learning environment for its students.

Three of the schools noted higher percentages of students with Individualized Education Plans (IEPs) than the state average. Each of the schools noted that they took intentional steps to support students with IEPs, including increased budget allocation and paraprofessional staffing. For example, Highline Big Picture has over-representation of students with disabilities and has allocated additional resources to Individualized Education Plan support beyond the district recommended budget. The school works with the district on differentiated instruction to meet the varied needs of students and implements the co-teaching model when where appropriate. In addition, when students aren't promoted to the next grade on time, Highline Big Picture makes use of its summer school program and after-school tutorials to meet the needs of the students.

Among the data presented in the district updates, recipients of the waiver noted high internship participation rates and improvements in graduation rate.

- Chelan School of Innovation in Lake Chelan School District had graduation rates increase from 13% in 2015 to 45.8% in 2017 and the percentage of their students participating in an internship rose to a high of 96% in 2017.
- Highline Big Picture was recognized by the district superintendent for the greatest increase in students graduating of all the schools in the district. Highline Big Picture has implemented co-created rubrics developed with students, mentors, and advisors to demonstrate learning across the five Big Picture learning goals during exhibitions of student learning held three times a year for high school and twice a year for middle school. The rubric uses worksite expertise of professional mentors as part of the criteria in the evaluation process and the school focuses on "learning through interests and internships" to provide these opportunities.
- The Independent Learning Center in Methow Valley School District has 70-80% of its students participate in internships and a 72.7% four-year adjusted cohort graduation rate for the 2015-16 school year and a 83.3% graduation rate for the 2016-17 school year.
- Although Gibson Ek's first graduating class will be the Class of 2019 and therefore doesn't have graduation data yet, the students are showing promising results on the state assessments with 88% of the cohort passing English Language Arts and 71% passing the math Smarter Balanced assessment. Gibson Ek noted its partnerships with Bellevue College and Washington State University to support its students' engagement in postsecondary pathways. Gibson Ek noted its robust project-based learning and senior project but did not provide as much information about internship and work-based opportunities as the other schools.

The schools all noted the importance of relationships with institutions of higher education. This seemed to be an area for future work for Big Picture Schools in Washington and nationwide. As noted in Highline



Big Picture's update, the National Collegiate Athletics Association (NCAA) does not recognize Big Picture students as having met their core course requirements, thus preventing Big Picture graduates from participating in NCAA-sanctioned collegiate sports. The national Big Picture organization is advocating for a resolution to this issue with the NCAA. However, not all of the schools have experienced challenges with students using their transcript in postsecondary education. The Independent Learning Center in Methow valley noted Wenatchee Valley College honored the diplomas and transcripts of its two graduates who attended there. Gibson Ek has not yet had its students apply to higher education institutions. The schools that have graduates attending college noted that they are proactively working to establish relationships with regional colleges and universities.

Transfer to other schools that have traditional credit systems is also an area for further work. Highline Big Picture school noted that students may lose credit if transferring to another high school prior to graduating from Big Picture, thus requiring them to take extra courses to meet graduation requirements. Gibson Ek stated that it sends a transfer letter to help schools interpret Big Picture competencies and project work for equivalencies to credit. Essentially, the schools have the challenge of providing additional information to the schools that the students transfer to so they can understand how to credit students for their work and projects.

If you have questions regarding this memo, please contact Parker Teed at [parker.teed@k12.wa.us](mailto:parker.teed@k12.wa.us)

September 2017

Dear Executive Director Rarick and team:

Thank you for your inquiry regarding Highline Big Picture's compliance with the requirements outlined in its waiver of credit-based graduation requirements. I have provided a brief response to the requests for information in regards to WAC 180-18-055 along with attached data. If after reading this document you have additional questions, feel free to contact me at the number below.

We are very invested in our program at Big Picture Schools and truly believe we are providing a rich learning experience that prepares students for college, career and citizenship. We appreciate your support of our work and we know we would not be able to provide this type of educational experience without your support. As stated by the previous principal, "we believe that we are meeting and exceeding the targets outlined in our wavier and making good on our commitments to the State Board and to our students."

Sincerely,

Lisa Escobar  
Principal, Highline Big Picture Schools  
206-681-6430

1. *Please describe and document the progress made by the school during the last school year in meeting the standards for increased student learning set forth in the district's waiver application.*

Attachment:

1A: Waiver Renewal Submission  
1B: "The Path"

For Highline Big Picture, as outlined in the 2015 waiver renewal and the 2016 waiver update, a large part of the "the standards for increased student learning" referred to our 5 competencies or "learning goals." Each learning goal has several defining skills that correlate in some instances to the Common Core State Standards. This past year, staff have refined the 5 learning goals and created "look fors." This provides students clear indicators of ways to show mastery of the learning goals.

Assessment and feedback about the progress towards mastery of the learning goals is very important at Big Picture. Here are some of the ways student progress is assessed and communicated:

- Students demonstrate their learning across the 5 Big Picture learning goals at “exhibitions.” Exhibitions occur 3 times a year at the high school level and 2 times a year at the middle school level. Families, mentors and staff attend and evaluate a student using a rubric. This past year, there was a move toward using co-created rubrics where the student, advisor and mentor sit down and create an evaluation tool that included what student would need to accomplish to be successful in a professional setting. There was an increased effort to have mentors attend exhibitions in order to give relevant feedback to the student.
- Students and families continue to receive narratives about progress toward mastery of the learning goals twice a year. Within each learning goal, specific areas of learning that are “in progress,” “meeting,” or “exceeding” expectations are identified. Student portfolios of work are maintained by advisors. This year, student portfolios continue to be digital.
- Student projects are evaluated using rubrics and we are moving toward 100% use of co-created rubrics with students, mentors and advisors. The co-created rubrics use the worksite expertise of professional mentors as part of the criteria evaluated.
- Students are evaluated by their mentors at their internships.
- Student progress is monitored by formative assessments of their work in their advisories.
- Students at Big Picture complete all state-mandated standardized assessments, as well as, PST, SAT and NAEP.

Assessing growth in our model can be complex due to the uses of multiple assessment modalities and measures. Aside from our testing performance, here are a few things worth highlighting as progress specific to the 2016-2017.

- The growth we made in the number of students graduating at Big Picture was the largest in the district and we were recognized by the superintendent at our district back to school event.
- We have updated and refined our competencies and have established “look fors” so that students and staff are clear as to have to demonstrate progress towards mastery.
- Several common formative assessment practices continue to be used: consistent narrative transcript format sent home twice per year, common exhibition rubrics, and common project rubrics.
- As a result of staff collaborating with staff at Eagle Rock in Colorado, the concept of co-created rubrics where students create rubrics for their internship projects with their mentors and advisors was piloted by some advisors. In addition, a tool called “The Path” ( see attached) to assist with project management was developed by staff at Eagle Rock and is being implemented this year by advisors.

- Students at 8<sup>th</sup> grade and 10<sup>th</sup> grade “level up” when they meet the requirements by the end of the summer. 89% of 8<sup>th</sup> graders leveled up to 9<sup>th</sup> grade and 62% of 10<sup>th</sup> graders leveled up to 11<sup>th</sup> grade. Students are required to complete the all requirements before they graduate.
2. *If the school’s students, whether in aggregate or by major subgroups, are not making satisfactory progress in meeting the standards for increased student learning set forth in the district’s waiver application, please describe any changes made or planned in instructional practices, strategies, or curricula to improve student achievement against the standards.*

Attachment:

2A: Three Year Vision Plan

2 B: 2017-18 Annual Action Plan

Narrative:

Big Picture is an innovative school with a unique approach to learning. As a result, we attract many students with significant life and academic challenges. We work with “one student at a time” and we continue to work on improving the positive impact we have on their academic and social-emotional outcomes at scale. A few general interventions we have in place for struggling students:

- After school tutorials and our own summer school, funded through Title 1 and LAP, which are focused on helping students who don’t “level up” (see above) on time.
- Because we over-represent students with IEP (roughly double the district average), we over-staff our inclusive Education Department and have a significant degree of focus on supporting these students effectively and over-allocate budget (vs. district recommendation) to IEP push-in support.
- We work with the district differentiation specialist on improving our capacity to differentiate our instruction to meet the varying needs of our students and to effectively implement the co-teaching model where appropriate.
- Our focus on “learning through interests and internships” provides our students with real life opportunities to engage in learning in settings that are relevant to them and play to their strengths.

In addition to our attached Annual Action Plan (AAP) for next year (attachment), I have pulled out some general areas of focus that seem to align to this question below:

- Develop co-created rubrics 7-12 for a minimum of one project this year.

- Align math anchor standards 7-12.
- Increase math performance task individual practice.
- Incorporate online assessment tools into math courses weekly.

3. *Please describe any changes made in the standards for increased student learning and the evidence selected to determine whether the standards have been met. What changes, if any, are you making in goals for student learning?*

Attachments:

3A: Competencies 3.0

3B: Competencies "Looks fors"

3C: Common Transcript Template

Narrative:

Aspects of this question were alluded to in our narrative for #1 (above). Key initiatives at the school included new formative and summative assessment tools and common practices (including "PIE" internship assessment tool, revised common transcript template, common exhibition feedback guide, and new common progress narratives sent home by advisors on a set schedule). We have also continued conversations about deepening and expanding engagement with the 5 competencies in response to new research (particularly with regard to "meta-cognitive variables" and "soft skills". Broadly speaking, however, we have refined our competencies for student learning in competencies 3.0. The approach to learning outlined in our 2016 Waiver renewal submission still represents our current approach.

4. *Please submit the following data, preferably in tabular form, and provide any explanatory comments on each as deemed helpful for the information of the Board.*
- a. *Enrollment by grade*
  - b. *Percent meeting standard on the Smarter Balanced Assessments (SBA) on English Language Arts and Mathematics, in each grade in which the assessment results are available.*
  - c. *Adjusted four-year cohort graduation rate, for most recent class available.*
  - d. *Adjust five-year cohort graduation rate, for most recent class available.*

- e. Any post-graduate employment and post-secondary participate data as may be available.

Narrative:

16-17 Enrollment Data:

7<sup>th</sup> – 31

8<sup>th</sup>- 31

9<sup>th</sup> –31

10<sup>th</sup> –29

11<sup>th</sup> – 33

12<sup>th</sup> - 29

*16-17 Test Scores*

Grade	SBA ELA	SBA Math
7th	55%	23%
8th	32%	25%
11th	62%	24%

Class of 2016 -2017 – 4 year graduation rate: 93%

Class of 2015 - 2016 – 5-year graduation rate: 91%

- 5. *What challenges, if any, has the district encountered in the transfer of credit equivalencies for Big Picture School to other school districts or in meeting credit distribution requirements for institutions of higher education?*

Narrative:

Challenges to date have been relatively minor, and we have managed to work through most of them thanks to strong relationships with colleges and universities and growing understanding of our model as it expands across the country and the world. However, a couple areas of lingering concern include:

- NCAA continues not to recognize our students as having met their credit requirements, resulting in students not having access to college sports if they come from a Big Picture school operating under a waiver. This has been an area of extensive discussion over the years between the national Big Picture organization and the NCAA, but we are yet to see a solution.
- In some cases, a student can lose credit if transferring prior to graduation from Big Picture, meaning they must take extra courses to meet state requirements.

There are still hurdles for us to be aware of and overcome as we progress with the Big Picture model here in Highline. It should be noted that we are considered a leader in the implementation of the model and have given key support to schools in the area that are developing the Big Picture model. Many of these schools are following suit on our credit waiver and all are improving outcomes for students they are serving by a very significant margin relative to the schools they replaced. In addition, Highline Big Picture has had a role in seeding and supporting what has now become one of its helpful sustainers, namely a regional network of critical friends and thought partners.

Again, thank you for your time and consideration, and please do not hesitate to contact me with any follow-up questions.

Lisa Escobar

Principal, Highline Big Picture Schools  
Office: 206-631-7701  
Cell: 206-681-6430

Note from SBE staff: Addenda to this report can be found at [www.sbe.wa.gov/waivers.php](http://www.sbe.wa.gov/waivers.php) in the table for waivers of credit-based graduation requirements.

**From:** Bamba, Julia  
**To:** [Parker Teed](#)  
**Cc:** [phelpsp@issaquah.wednet.edu](mailto:phelpsp@issaquah.wednet.edu); [Ronald Thiele](#); [kuperj@issaquah.wednet.edu](mailto:kuperj@issaquah.wednet.edu); [School Board](#)  
**Subject:** Update on Issaquah School District Credit-Based Graduation Requirements Waiver  
**Date:** Tuesday, October 10, 2017 8:26:11 PM  
**Attachments:** [GEHS Level Up Requirements per Grade.pdf](#)  
[Gibson Ek Sample Transfer Letter.docx](#)  
[Gibson Ek Student Handbook.pdf](#)  
[Gibson Ek Explanation of Progress and Effects of Waiver.pdf](#)

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Dear Washington State Board of Education,

Thank you for the opportunity for Gibson Ek to provide an update on the progress that we made last year and the effects of implementing the waiver. Before sharing our progress on last year, I'd like to give you a glimpse into what a day of learning may look like at Gibson Ek. As a school designed around engaging students who have not typically thrived in traditional schools, our spaces are set up to be able to provide the innovation, support, and tools to really inspire and support our students at a high level of engagement. With the support of our school district, PTSA, and Schools Foundation, we have the resources to allow our students to push themselves and deepen their learning in new ways that are relevant to their own lives and their future. We have remained grounded and focused on providing amazing opportunities for our students to become the directors of their own learning.

Let me help you imagine what a typical day at Gibson Ek may look like. You may see a Star Wars Costume Creator set up in a conference room, a volunteer working with a student on the electronics of a robot, another volunteer working alongside a student in the shop using CAD to design a skateboard, a teacher providing writing support as students are writing 10 pages of their autobiography, another teacher in the textiles lab supporting students as they design a shirt made with recycled material, and another staff member leading a WWI research course. We have created spaces that encourage students to explore their interests and learn how to think critically and creatively about the world around them.

Incredible students at Gibson Ek have helped us realize the potential that students have and the power of giving students the freedom and ability to explore the world around them and look at everything as an opportunity to learn or a problem to solve.

If you are ever in the Issaquah area then let me know so you can join us for a visit. You are welcome any time!

Please refer to the attachments for information about the school's progress in meeting the standards for increased student achievement. Please let me know if you need any additional information or clarification.

Sincerely,

**Julia Bamba**

*Principal*

**Gibson Ek High School**

**425-837-6351**





## Gibson Ek High School

### Progress and Effects of Implementing the Waiver of Credits and Grades

October 10, 2017

1. *Please describe and document the progress made by the school during the last school year in meeting the standards for increased student learning set forth in the district's waiver application.*

Below are the key design principles for our model and explanations of how we are meeting these standards for increased student learning. The Gibson Ek student handbook contains details about how we have designed our school to increase student learning. Page numbers are noted for more information and can be found in our Gibson Ek Student Handbook.

- **Learning Goals and Competencies**, pages 30-36. Gibson Ek has a set of 5 Learning Goals- Communication, Empirical Reasoning, Quantitative Reasoning, Social Reasoning, and Personal Qualities. Within each Learning Goal are 4 Competencies and each competency has 3-8 targets that students must meet. In order for a competency to be achieved, a student must meet or exceed expectations in at least 4 targets.
- **Level Up Expectations and Graduation Requirements**, pages 13 and 14. In addition to completing competencies, students must also meet requirements in order to level up each year. Pages 13 and 14 of the student handbook outline the requirements that students must meet at each level. Once students complete 101 and 201 requirements, they Gateway to Senior Institute where the level of student work deepens, becomes more rigorous, and has a greater impact in the community or the world.
- **Internships in the Real World**, page 52. Students attend full day internships two days per week on Tuesdays and Thursdays. Last year 94% of students participated in our internship program. The students who did not acquire an internship participated in on campus internships with mentors or worked with local businesses in a small business program that was led by a Gibson Ek advisor.
- **One Student at a Time Personalization**, page 23. Each student develops a Learning Plan. This is a living document that is updated 3-4 times per year. The Learning Plan includes the student's Vision, SMART Goals, and Project Work. Another aspect of personalized learning is that students are part of a small advisory where students get to know their advisor well. Students and advisors have daily check-ins, weekly one on one meetings, and weekly progress updates. Additionally, the advisor gets to know the student well so they can support, challenge, and motivate their students appropriately.
- **Authentic Assessments**, pages 23 and 63. Gibson Ek Competencies and Targets can be found on pages 30-36. Students present evidence of learning and portfolios to a panel of parents, students, advisors and mentors. Last year, students had 4 exhibitions including 3 panel exhibitions and 1 showcase exhibition that can be compared to a science fair style exhibition. Students gather evidence of learning through internships, student-driven projects, product development, community impact projects, and portfolios. During each Learning Cycle, advisors

assessed student evidence of learning, marking off targets within competencies, and supporting students as they move through their work.

- **School Organization.** The Gibson Ek campus is a vibrant, collaborative, and flexible space to encourage students to engage in innovative learning and project work. We are able to quickly adapt our campus to meet the changing needs of our students. Last year, students and staff worked closely to set up the school spaces, create systems and routines, and continued to develop supports and structures to increase student learning and engage students with real world opportunities.
  - **Advisory Structure,** page 17. Students are part of a mixed grade level advisory of about 16-20 students. The advisor supports students with their learning, provides academic learning opportunities, and helps to build a sense of belonging and trust in the school and the educational process. Advisors are also the certificated teachers responsible for assessing student work.
  - **Small School Culture.** Last year Gibson Ek started the year with 120 students and ended the year with 106 students. Students who transferred, left the school to return to their home high school. A few students moved. For the 2017-18 school year, Gibson Ek has 149 students enrolled.
  - **Leadership.** In 2016-2017, the school's leadership team consisted of a principal, Learning Through Interest Coordinator, a counselor, and 7 advisors.
  - **Parent/Family Engagement.** All advisors work closely with families to increase school and family partnerships. Advisors conducted home visits with all students in their advisory and parents were invited to attend their student's exhibition. Gibson Ek also held a showcase event that was created by the student body, held an end of year celebration and we invite parents to join us on the first day of school for breakfast.
  - **School College Partnership and College Preparation.** Sophomores attended the Great Careers Conference and attended a College Fair at Bellevue College. A group of students participated in the Imagine Tomorrow competition and stayed at Washington State University for the weekend. All sophomores and juniors take the PSAT. Students completed interest surveys and college and career exploration using Career Cruising.
  - **Professional Development.** Ongoing support and professional development occurred last year directly related to competency based grading, design thinking, project based learning, Restorative Justice, advisory model and relationship building.
2. *If the school's students, whether in the aggregate or by major subgroups, are not making satisfactory progress in meeting the standards for increased student learning set forth in the district's waiver application, please describe any changes made or planned in instructional practices, strategies, or curricula to improve student achievement against the standards.*

One of Gibson Ek's challenges last year was supporting IEP students to adequately progress throughout the year in meeting targets within the competencies. The main barriers that IEP students faced last year included organizational skills, on task behaviors, and follow through on difficult steps to complete work while tracking and organizing evidence. In 2016-2017, we had a .6 IEP teacher and a 3 hour paraprofessional. This year, we have a 1.0 IEP teacher and a 6 hour

paraprofessional. With 20% of our student population qualifying for an IEP, this increase in staffing was important.

Special Education at Gibson Ek is a full inclusion model. Gibson Ek students are only pulled from the daily routines for 1 on 1 meetings which occurs with our general education population as well. All specially designed instruction occurs in a general education classroom setting and not in a specialized classroom.

We continued to make adjustments throughout last year to support our IEP students. To continue to support our IEP students, we have the following supports and routines in place this year:

- Mapping IEP goals to the competencies and targets
- Greater collaboration between parents, students, case manager, and advisors on student needs
- Paraprofessional who has skills to support specially designed instruction under the guidance and direction of the case manager
- Provide ongoing support and math instruction for students with IEP math goals by assisting students with executive functioning skills as they relate to math and providing small group or 1 on 1 instruction during math time
- Ensuring students have adapted materials during crash labs and design labs so that students are accessing supports in a flexible and dynamic environment.
- Paraprofessional and IEP teacher providing support and instruction for IEP students in crash labs and design labs
- Weekly 1 on 1 meetings with students to support them with organization, project ideas, project management, follow through, and accountability
- Rewriting every IEP to reflect the program and the needs of the students in our school

3. *Please describe any changes made in the standards for increased student learning and the evidence selected to determine whether the standards have been met. What changes, if any, are you making in goals for student learning?*

- **Exhibition and Learning Cycles.** This year, we moved from 4 Learning Cycles to 3 to allow students time to develop and produce work between exhibitions. Conducting 4 exhibitions last school year was incredibly difficult to manage due to the time commitment of staff to participate in all of their student's exhibitions while also continuing to teach and supervise students. Each student's exhibition is approximately 1 hour.
- **Tracking of student evidence and competencies.** Last year we used a Learning Management System call Project Foundry. Due to some technical bugs and an old user interface, we've changed platforms to now use LiFT to help with overseeing student project proposals and tasks, marking competencies, and tracking level up and graduation requirements.
- **Schedule.** For 2017-2018, Gibson Ek designed a new schedule to provide more support and scaffolding for project design, development, and project completion. As students

move through freshman year, students can earn more independent work time if the student is demonstrating success in meeting requirements.

- **Senior Institute.** To continue to engage juniors and seniors in learning, Gibson Ek developed Senior Institute to create a cohort of students at the upper levels and challenge students to go deeper and make learning even more relevant. These students are also developing a Senior Project that will be developed during the junior year and implemented during the senior year. Even greater supports and scaffolding as students design and develop projects.
- **Collection of Student Work.** When learning is personalized, rubrics can often discourage students or hold students back. This year, Gibson Ek is beginning to collect samples of student work to demonstrate the range of work and rigor that can be expected of students.
- **Student and Staff Handbooks.** This summer, Gibson Ek staff wrote 2 extensive handbooks providing details about the programs at Gibson Ek. These handbooks blend systems and experiences from Big Picture Learning with the development of what learning looks like at Gibson Ek.

4. *Please submit the following data, preferably in tabular form, and provide any explanatory comments on each as deemed helpful for the information to the Board.*

a. *Enrollment by Grade*

**Class of 2021, 59 students**

**Class of 2020, 65 students**

**Class of 2019, 26 students**

b. *Percent meeting standard on the Smarter Balanced Assessments (SBA) in English Language Arts and Mathematics, in each grade in which the assessments are administered, for the most recent school year for which assessment results are available.*

**88% passed ELA (22 out of 25)**

**71% Passed Math(10 out of 14)**

**██████ Passed EOC ALg 1 (██████) (most likely taken in middle school)**

c. *Adjusted four-year cohort graduation rate for the most recent class available*

First graduating class is 2019

d. *Adjusted five-year cohort graduation rate, for the most recent class available*

First graduating class is 2019

Note from SBE policy analyst Parker Teed: Information above has been redacted to comply with the Family Educational Rights and Privacy Act.

- e. *Any post-graduate employment and post-secondary participation data as may be available*

Not applicable at this time

- 5. *What challenges, if any, has the district encountered in transfer of credit equivalencies for Big Picture School to higher education institutions or other school districts?*

Gibson Ek has not had any students apply to higher education institutions. We have several students who have transferred out of Gibson Ek High School to other high schools. The challenge that we've faced is how to accurately provide equivalencies for students to help the new school interpret the work and credits that students have completed at Gibson Ek. Attached is a transfer letter that we send to help schools interpret our competencies and project work for equivalencies for credits.

Note from SBE staff: Addenda to this report can be found at [www.sbe.wa.gov/waivers.php](http://www.sbe.wa.gov/waivers.php) in the table for waivers of credit-based graduation requirements.



**Annual Report Pursuant to WAC 180-18-055 (11):**

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

**Chelan School of Innovation**  
324 East Johnson  
Chelan, WA 98816



**1. Please describe and document the progress made by the school during the last school year in meeting the standards for increased student learning set forth in the district's waiver application.**

Chelan School of Innovation (CSI) has made considerable progress meeting the standards for increased student learning. This progress is largely attributed to the implementation of personalized learning included in the Big Picture Learning model and adoption of restorative justice practices. Since receiving the waiver in the spring of 2016, CSI has shown improved graduation rates, attendance rates, internship participation, enrollment, college enrollment and a reduction in discipline referrals per individual student. Additionally, the competency-based waiver allows students and staff to build individualized learning plans for every student based on their interests, passions and post high school goals.

**a. Annual School Improvement Plan process**

- i. See 2016 – 2017 Schoolwide Plan (Addendum A) and End of Year Report Presentation (Addendum B)

**b. Graduation rates:** The OSPI Report Card reports that graduation rates rose from 13% in 2015 to 45.8% in 2017. While CSI recognizes this as the official graduation rate, when students who attended Glacier Valley High School (previous incarnation) prior to 2015 are removed from the graduation rate formula, the percentage jumps to 86% in 2016 and 91% in 2017. CSI expects graduation rates to continue to climb as students who have been in the program for three years reach graduation this year.

**c. Enrollment, attendance, discipline data:**

- i. **Enrollment:** 34 students
- ii. **Attendance Rate:** 90%
- iii. **Unexcused Attendance Rate:** 1.5%
- iv. **Discipline:** Reduced out of school suspension by 97% from 2014 – 2015 to 2015 – 2016. In 2016 – 2017, one student was placed on long-term suspension. No suspensions occurred after October of 2016. These results are largely attributed to the adoption of a Restorative Justice program and training provided by The Restorative Justice Center of the Northwest.

**d. College and post high school data:** 60% of CSI seniors were accepted to a community college. This number is up from 7% in 2015.

**e. Internship Rate:** The percentage of students participating in internships jumped from 74% to 96% in 2016 – 2017.

**2. If the school's students, whether in the aggregate or by major subgroups, are not making satisfactory progress in meeting the standards for increased student learning set forth in the district's waiver application, please describe any changes made or planned in instructional practices, strategies, or curricula to improve student achievement against the standards.**

While CSI students continue to make satisfactory progress in meeting the standards for increased student learning, the model continues to evolve. The following adjustments have been made since the waiver was approved:

- a. For 2017 – 2018, CSI has adopted “four pillars” (design thinking, entrepreneurship, sustainability, social emotional wellness) that have been incorporated into core content, internships and projects.
- b. During the 2015 – 2016 school year, CSI adopted the Big Picture Learning philosophy of an “open schedule” that allowed students to be largely responsible for their time. This was modified for the 2016 – 2017 school year to accommodate direct instruction in the core content areas of math, science social studies, science and English (schedule below).

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:20 – 9:40am	Circle (9:30 – 10:00am)	Math (Test Prep) & Social Studies	Science & ELA	Math (Test Prep) & Social Studies	Science & ELA
9:50 – 11:10am	Guided Electives/Seminars (10:05 – 11:45am)	Applied Math & Social Studies	Science & ELA	Applied Math & Social Studies	Science & ELA
11:15 – 11:45am	Lunch (11:45 – 12:15pm)	Lunch (open campus for 11/12)			→
11:45 – 2:40pm	Internship, Projects, Field Experience (12:15 – 2:40pm)	Internship, Projects, Field Experience  PE/Outdoor Ed (2:00 – 2:35pm)	Leadership (1:05 – 2:35pm)	PE/Outdoor Ed (2:00 – 2:35pm)	Circle (1:05 – 2:35pm)  →
2:40 – 2:50pm	Clean Up				→

**3. Please describe any changes made in the standards for increased student learning and the evidence selected to determine whether the standards have been met. What changes, if any, are you making in goals for student learning?**

Student learning is centered around the Big Picture Learning competencies: communication, quantitative reasoning, empirical reasoning, social reasoning and personal qualities plus the addition of non-cognitive skills. These competencies are embedded in the core content, internships and projects of each student’s individualized learning plan, which is updated twice per year. While no significant changes have been made to student learning, CSI continues to refine how these competencies are communicated, demonstrated and evaluated. Additionally, the “four pillars” (design thinking, entrepreneurship, sustainability, social emotional wellness) have been incorporated into core content, internships and projects.

**4. Please submit the following data, preferably in tabular form, and provide any explanatory comments on each as deemed helpful for the information of the Board.**

**a. Enrollment, by grade (Sept 2017)**

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
0	10	9	10



- b. Percent meeting standard on the Smarter Balanced Assessments (SBA) in English Language Arts and Mathematics, in each grade in which the assessments are administered, for the most recent school year for which assessment results are available.**

Note from SBE policy analyst Parker Teed: Information below has been redacted to comply with the Family Educational Rights and Privacy Act.

	<b>ELA (% met)</b>	<b>MATH (% met)</b>
<b>9<sup>th</sup> Grade</b>	N/A	N/A
<b>10<sup>th</sup> Grade</b>	N/A	N/A
<b>11<sup>th</sup> Grade</b>	████	████
<b>12<sup>th</sup> Grade</b>	████	████

- c. Adjusted four-year cohort graduation rate: 45.8%**
- d. Adjusted five-year cohort graduation rate: 49.2%**
- e. Any post-graduate employment and post-secondary participation: 60% of graduating seniors were accepted to a community college.**

**5. What challenges, if any, has the district encountered in transfer of credit equivalencies for Big Picture School to higher education institutions or other school districts?**

The main challenge CSI has experienced is the translation and communication of the Big Picture competency model to other high schools and higher education institutions. When dealing with other high schools, CSI has translated the competency-based transcript into a traditional credit-based transcript prior to sending to the requesting district. While this works, it requires time to evaluate/translate each transcript. CSI has not had any student apply to a four-year college. This is being addressed in the 2017 – 2018 Schoolwide Plan. In the previous years, CSI has provided a translated credit-based transcript for student applying to colleges, but have been encouraged by Big Picture to stop translating and provide only the competency-based transcripts.

Note from SBE staff: Addenda to this report can be found at [www.sbe.wa.gov/waivers.php](http://www.sbe.wa.gov/waivers.php) in the table for waivers of credit-based graduation requirements.

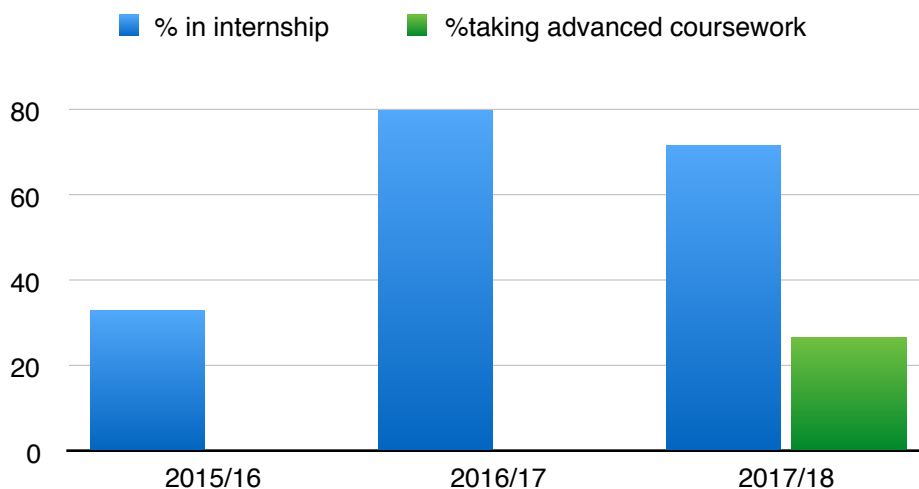
October 1, 2017

Dear Members of Washington State Board of Education,

This report is outlined at your request, and is intended to serve as a summary of our progress toward increased student learning as detailed in our waiver application. Enclosed, you will find qualitative and quantitative data highlighting the recent evolution of our program, areas of success and challenges to be addressed moving forward.

### **Defining Success: Access to Real World Learning**

With a focus on developing students prepared to pursue the widest range of post secondary opportunities, including education, military, and career related training, we have expanded our program. Significant progress has been made regarding opportunities for real world learning and advanced academic opportunities over the past three years. Over the past year, specifically, we've seen a significant rise in the numbers of students engaged in internships and advanced coursework. Reasons for these shifts are twofold. First, because of the waiver, students are expected to show competency in learning goals through real world learning experiences and are supported by staff in doing so. Second, a cultural shift appears to be in progress regarding post high school planning. With more students considering college as an option, a greater number of them are choosing to challenge themselves with advanced coursework, either through rigorous internships, coursework taken at the comprehensive high school, or Running Start.



### **Observations**

1. Data from students in internship for the year 2016/17 appears to be higher than the current year. This is due to the time of year data was collected. We anticipate that by

the spring of this year, almost 100% of our students will be engaged in internship work.

- There is no data for numbers of students choosing advanced coursework in 2015/16 and 2016/17 because in those years, students were not making that choice.

## Next Steps

The internship program will continue to grow, and in doing so, expose students to opportunities for rigorous real-world learning. The relationship between traditional academic rigor and real world rigor is well described by the founder of High Tech High, Larry Rosenstock, “One misapprehension of rigor is that it’s more content. A more nuanced misapprehension of rigor is it’s increasingly complex content. I would argue that rigor is being in the company of a passionate adult who is rigorously pursuing inquiry in the area of their subject matter and is inviting students along as peers in that adult discourse.” It is our intention that each ILC student will have the opportunity to work alongside adults in their fields of study multiple times throughout their high school career.

## Defining Success: From ‘Alternative’ to ‘Option’

Another area of growth is regarding school culture. A survey completed this fall assessed students and parents’ perception of nine characteristics of highly successful schools. Results show generally positive perceptions of three categories. These categories included: Supportive Learning Environment, Family & Community Involvement, and Communication & Collaboration.

	Supportive Learning Environ.		Family/Comm Involvement.		Communication/Collaboration.		Average
	Students	Parents	Student	Parents	Student	Parents	
Positive	100%	66%	83%	66%	80%	66%	70%
Negative	0	25%	16%	25%	0	8%	16%
Neutral	0	8%		8%	20%	16%	14%

## Interest Based Curriculum

Some of the most significant changes to our program since the inception of the waiver have been the growth of project based, interest driven work outlined in individualized learning plan. This work, initiated by students with the support of advisors, has led to deep learning. Using student exhibitions of learning at the end of each trimester, community members, staff, families, and peers have opportunities to provide students with useful feedback regarding their academic and personal goals. These exhibitions provide students with a platform to share their successes and challenges, explaining goals on their learning plans and sharing evidence connecting goals to competencies.

## **Observations**

A 2017 graduate hosted an open house slideshow to educate the community about his senior project, a service trip to Nepal. Describing how he used his skills learned in an internship with a concrete contractor to assist in the rebuilding of a school, the student reflected on his unique learning experience abroad.

A current senior at ILC shared highlights from her internship working in the infant/toddler program at a local Montessori school. Since then, she has completed summer Montessori training workshops and has been hired to work part-time at the school's new campus as an assistant teacher.

Another current senior has been hired as a part time paraprofessional after her widely touted success working with children in the Special Education classroom at the local elementary school. She is now certificated as a paraprofessional and can be hired as a substitute para. She intends to pursue a degree in Special Education upon graduation.

Each of the successes described above are the direct result of students having the freedom to pursue areas of interest as the basis for their academic and personal learning. These three unique young people would likely not be experiencing the same inspiration to pursue their futures without the competency based program.

## **Defining Success: Student Support**

Our goals for student learning have not changed significantly since the waiver application in spring of 2016. What has changed, though, has been the way in which students are supported in making changes. Staffing increases in the fall of 2017 improved the way in which students are connected to community as well as the way students with IEPs are supported. A part time mentorship coordinator supports students connecting with internship, project, and long term mentors. The results of this change are reflected in the graph above illustrating increases in student interns. Also, paraprofessional staffing to support instructors in meeting needs of students with IEPs has increased.

Another change has been made in collaboration time afforded to staff. Twice monthly, staff are engaged in collaboration time in which they may plan off campus real-world learning experiences, support students of concern, share instructional practices, and modify schedules to better meet student needs.

## **Observations**

A recently homeless 2017 graduate and first generation college student has just moved into an apartment with the support of a mentor. The security

provided by multiple scholarships she earned last spring will help with her first few months rent, while she finds a part time job to sustain herself as she pursues a two year degree in Business.

### **Defining Success: Communication & Community**

In order to improve communication between the school and stakeholders, a weekly newsletter has been initiated this year. This newsletter, which aims to inform families and community members about school programming, also provides for increased collaboration between the school and regional partners. The intention of improved communication is to strengthen relationships between the school and families as well as invite participation by an increased number of community members. See Appendix “A” for this year’s newsletters.

One other change in process is the school’s involvement in a regional partnership. It is the intention of the school staff to strengthen relationships with other Big Picture schools to access support and exchange ideas. In addition, staff members are actively making connections with other regional alternative schools who wish to explore options for programmatic shifts.

A significant change being implemented this fall is the use of a new software program which will enable staff to more efficiently and regularly assess student progress toward competencies. Previously, competency based rubrics were not used regularly with formative assessment. With the support of the new software, regular formative assessment of student work using competencies will be efficient and provide timely feedback to students. See Appendix “B” for an example of a rubric currently being used to assess progress toward competency in a current events activity.

### **Data**

#### Enrollment

Total enrollment has remained steady throughout the past three years with significant increase in the number of students qualifying for special education services.

	2016/17 (spring)	2017/18 (fall)
9th grade	5	3
10th grade	3	5
11th grade	5	6
12th grade	11	7
Transitional IEP	2	1

	2015/16	2016/17	2017/18
<b>Total Enrollment</b>	<b>21</b>	<b>25</b>	<b>22</b>
<b>Ethnic minority (Latino, Native American)</b>	<b>14%</b>	<b>16%</b>	<b>9%</b>
<b>Ethnic majority (White)</b>	<b>85%</b>	<b>80%</b>	<b>91%</b>
<b>Special Education</b>	<b>4%</b>	<b>24%</b>	<b>40%</b>
<b>% Qualify free/reduced lunch</b>	<b>57%</b>	<b>68%</b>	<b>63%</b>

### Smarter Balanced Assessment Scores

Note from SBE policy analyst Parker Teed: Information below has been redacted to comply with the Family Educational Rights and Privacy Act.

	spring 2016 passing	spring 2017 passing
9th grade taking Biology EOC*	██████████	██████████
10 grade Biology EOC	██████████	██████████
11th grade Biology EOC*	██	██████████
10th grade SB ELA	██████████	██████████
11th grade SB ELA	██████████	██████████
11th grade SB Math or ALG EOC	██	██████████

\*Some 9th grade students at ILC join the Biology course taught to 9th/10th grade students, and therefore take the End of Course Exam at the end of 9th grade.

It is difficult to use SBA scores to measure progress at ILC since the waiver has been implemented. There are several reasons why this measure is not a reliable reflection of student progress.

1. It is difficult to generalize statistics with a very small sampling size.
2. Several students with IEPs are counted in the group of students testing. While they may have accommodations stating they may pass the test with a different scale score, this is not reflected in the recorded score.
3. Overall, we are experiencing an increase in transfer students enrolling in 11th and 12th grade. Therefore, it is difficult to accept that their scores are an accurate reflection of our program changes.

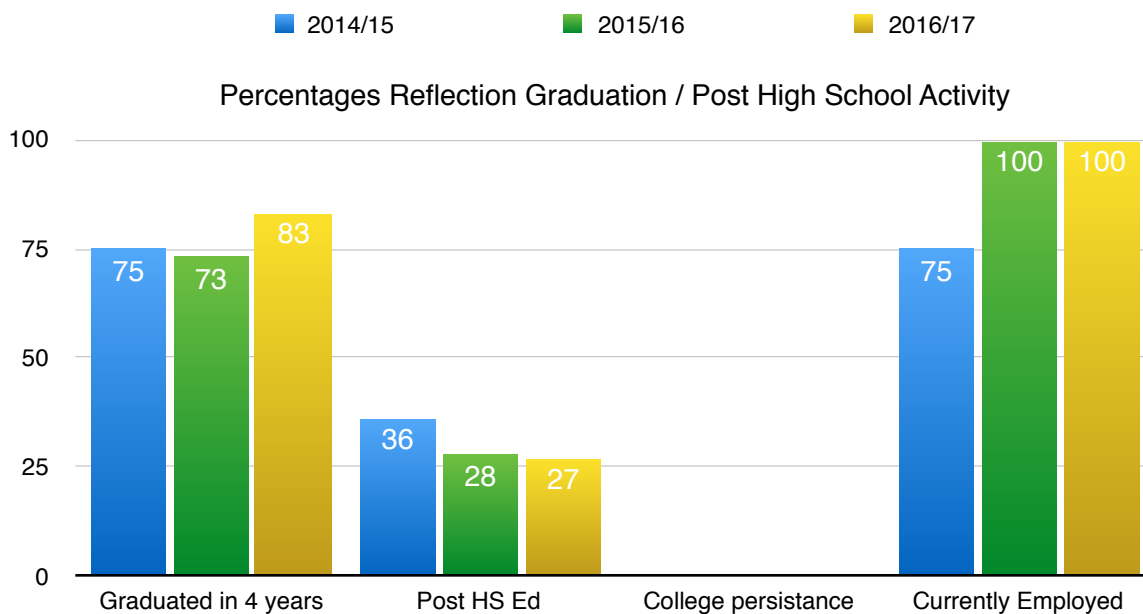
### Adjusted four-year cohort graduation rate

2015/16 - 72.7%

### Adjusted five-year cohort graduation rate

2016/17 - 83.3%

The graduating class of 2017 graduated eleven students, one of whom was a teen parent. Needing an extra year to complete graduation requirements, she graduated in five years. This explains the “five-year” cohort rate in 2017 rather than “four-year”.



### Challenges & Next Steps

While we have significant numbers of students graduating, and rising numbers of students choosing to pursue post high school options, our college persistence levels are zero. This means that though we’re helping students pursue options, they are not able to complete the degrees they set out to complete.

We attribute this to several reasons:

1. Almost 100% of our students choosing to pursue post high school education are first generation college students. Multiple barriers exist for first generation students.

2. Our community is geographically isolated from access to colleges and universities. This creates many barriers for students, specifically those who need to work while in school, some of whom are contributing to their families livelihood.
3. Many of our students have very limited exposure to life outside of our small community. It is challenging for students to leave a supportive, familiar environment and sustain independent life elsewhere.

## **Next Steps**

We are making several changes district wide to address these issues. The implementation of our mentorship coordinator was initiated with the specific purpose of seeking long term mentors to commit to supportive relationships beyond high school. Our hope is that if students have extra support in making decisions and taking action to pursue post high school education, they will be more likely to persist.

Second, the district has recently added funding to the position of College and Career Counselor. This counselor, accessible for all high school students, will provide extra support to students as they explore options.

For students who have chosen to pursue college, we have not faced challenges related to our competency based transcript. Both graduates from 2017 who pursued post high school education chose to start at Wenatchee Valley College, which honored their diplomas and transcripts. It is our intention, though, to actively build relationships with regional colleges and universities to create a path for students who wish to apply. In collaboration with Gibson Ek, Highline Big Picture, and Chelan School of Innovation, we believe this relationship can be established effectively.

Thank you for your support of our innovative program. We will continue to keep you updated as to our progress, and welcome your feedback and questions.

Sincerely,





# THE WASHINGTON STATE BOARD OF EDUCATION

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

<b>Title: National Association of State Boards of Education (NASBE) Conference Report-Out</b>	
<b>As related to:</b>	<input type="checkbox"/> <b>Goal One:</b> Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> <b>Goal Two:</b> Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input type="checkbox"/> <b>Goal Three:</b> Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> <b>Goal Four:</b> Provide effective oversight of the K-12 system. <input checked="" type="checkbox"/> <b>Other</b>
<b>Relevant to Board roles:</b>	<input checked="" type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input checked="" type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and facilitating
<b>Policy considerations / Key questions:</b>	What new information did members attending the NASBE Legislative Conference in Washington DC learn that may impact the state or the work of the SBE?
<b>Relevant to business item:</b>	No business item
<b>Materials included in packet:</b>	No packet materials
<b>Synopsis:</b>	Members Wood, Bolt, and Fletcher attended the National Association of State Boards of Education Legislative Conference in Washington DC. The conference theme was "Bridging the Divide". Members had the opportunity to engage with national experts and boards from other states to develop a nation-wide perspective on the implementation of federal legislation such as the Every Student Succeeds Act. Conference sessions were on critical topics in education such as advancing educational equity, career readiness, early childhood education, and working with governors and legislators. In addition to the conference sessions members also had an opportunity to engage with members of Congress, the US Department of Education, and other national education policy stakeholders.