



## THE WASHINGTON STATE BOARD OF EDUCATION

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

May 2, 2017

Board Members:

Enclosed is the board packet for the May 10-11 meeting in Walla Walla. I hope this packet finds you ready to embrace the challenges of creating a seamless transition for all of Washington's public school students!

A major component of our meeting will be two panel discussions regarding successful transitions on Wednesday morning. One panel is comprised of the superintendents of Walla Walla and College Place, and the Vice President of Walla Walla Community College (WWCC), and the other is dedicated solely to students from the Walla Walla community. We expect to be able to live stream these discussions on social media and the viewing instructions will be widely distributed so that you can invite colleagues and constituents to share in this important conversation.

We will also have an important dialogue with Superintendent Chris Reykdal's office regarding the timeline for the submission of the state's ESSA state consolidated plan. Although Superintendent Reykdal is not able to join us, his staff will be joining us via live stream technology on Wednesday afternoon. A [voice-over PowerPoint presentation](#) was sent to Board members in advance, as well as a survey link (included at the end of the PowerPoint) to learn more about what your opinions and questions are at this point in your learning journey on ESSA.

There are several opportunities to connect with the Walla Walla community at this meeting. We have scheduled a visit to Lincoln High School – subject of the [famed Paper Tigers movie](#) – on Tuesday afternoon at 1:30 PM to learn more about their approach to trauma-informed educational practice. With member Ricardo Sanchez, we have also invested considerable time in organizing a community forum with a student voice; that event will be held at 5:30 PM on the WWCC campus.

We will have an opportunity to celebrate the contributions of Mr. Baxter Hershman as a member of the State Board of Education. Baxter is graduating this year from Gig Harbor High School and attending a soon-to-be-announced University in the fall. We will celebrate Baxter's accomplishments at lunch on Wednesday.

I look forward to seeing you all in Walla Walla!

Warm regards from Rainy Olympia,

A handwritten signature in black ink that reads "Ben Rarick". The signature is written in a cursive, flowing style.

Ben Rarick, Executive Director



# THE WASHINGTON STATE BOARD OF EDUCATION

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Walla Walla Community College  
Water and Environment Center, Room 2023/2024  
500 Tausick Way, Walla Walla, WA 99362

**May 10-11, 2017**

## **AGENDA**

*On May 9, the SBE will visit Lincoln High School at 1:30 p.m. and hold a community forum at Walla Walla Community College's Titus Creek Cafe at 5:30 p.m. If a board quorum is present at either event, they will become a public meeting per RCW 42.30.030. **Goal 1.A.1***

### **Wednesday, May 10**

**8:00-8:20 a.m.**

#### **Call to Order**

- Pledge of Allegiance
- Announcements and General Discussion
- Oath of Office for Mr. Ryan Brault and Dr. Alan Burke
- Executive Director Update & Announcements
  - List of 2017-18 Private Schools
  - SBE's Corrective Action Plan (Office of Civil Rights)

#### **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 March 7-9, 2017 Meeting (**Action Item**)

**8:20-8:40**

#### **New Board Member Introductions and Board Discussion**

**8:40-9:00**

#### **Equity Initiatives Update and Discussion**

*Board Discussion and Reflections on May 9 Community Forum & Board Member Equity Training Opportunities*

#### **Goal 1.A**

Ms. Melia LaCour, Executive Director, Equity in Education, Puget Sound Educational Service District

**9:00-11:45**

#### **Supporting Seamless Transitions to Post-Secondary Education – A Focus on Student Supports**

**Goal 1.C.1, 1.D.2**

**Introduction and Data Spotlight: Key Student Transitions** (15 minutes)

Ms. Linda Drake, Director of Career- and College-Ready Initiatives  
Mr. Parker Teed, Data Analyst

**Update on Washington Integrated Student Supports Workgroup**

Dr. Andrea Cobb, Executive Director, Center for the Improvement of Student Learning, OSPI  
(20 minutes via videoconference)

**Panel Discussion: Creating Seamless Transitions between Secondary and Post-Secondary Educational Systems** (1 hour)

Dr. Marleen Ramsey, Vice President of Instruction/CIO, Walla Walla Community College  
Mr. Wade Smith, Superintendent, Walla Walla Public Schools  
Mr. Tim Payne, Superintendent, College Place School District

10:35 a.m. - Break for 10 minutes

**Panel Discussion: Transitions between Secondary and Post-Secondary Systems – the Student Experience** (1 hour)

Student Panel

**11:45-12:00 p.m.**

**Public Comment**

**12:00-12:30**

**Lunch and Member Recognition of Mr. Baxter Hershman**

Ms. Connie Fletcher, Board Member

**12:30-1:15**

**Career and Technical Education Course Equivalency Frameworks – Consideration for Approval**

**Goal 3.A.1**

Ms. Linda Drake, Director of Career- and College-Ready Initiatives  
Ms. Rebecca Wallace, Executive Director, Career and Technical Education, OSPI

**1:15-3:15**

**Accountability System Framework Changes under the Elementary & Secondary Education Act (ESSA)**

*Review Deliberations of Accountability Systems Workgroup & Board Discussion*

**Goal 2.A.4**

Mr. Ben Rarick, Executive Director  
Dr. Andrew Parr, Research and Data Manager  
Dr. Deb Came, Assistant Superintendent, Assessment and Student Information, OSPI (videoconference)  
Dr. Michaela Miller, Deputy Superintendent, OSPI

**3:15-3:45**

**Basic Education Act Waiver Requests**

**Goal 4.B**

Mr. Parker Teed, Data Analyst

- Option One Waiver Requests

- Option Two Waiver Request
- Waiver of Credit-Based Graduation Requirements
- Career and Technical Education Statewide Course Equivalency Waiver Request

**3:45-4:30**                    **Overview of the Role of the State Board of Education**  
*Review for New Board Members and Discussion of Current Policy Context*  
 Mr. Ben Rarick, Executive Director

**4:30-5:00**                    **Board Discussion**

**5:00**                            **Adjourn**

**Thursday, May 11**

**8:00-8:30 a.m.**            **Student Presentation: My Past, Present and Future Plans**  
**Goal 1.A.4, 3.B.1**  
 Mr. Baxter Hershman, Student Board Member

**8:30-9:45**                    **Legislative Update & Discussion**  
**Goals 1-4**  
 Ms. Kaaren Heikes, Director of Policy and Partnerships

**9:45-10:00**                **Break**

**10:00-10:15**               **Briefing on Amendments to Chapter 180-19 (Charter Schools)**  
**Goal 4.C.2**  
 Ms. Kaaren Heikes, Director of Policy and Partnerships

**10:15-11:15**               **Update on Soap Lake District Required Action**  
**Goal 2.B.2**  
 Ms. Linda Drake, Director of Career- and College-Ready Initiatives  
 Mr. Michael Merrin, Assistant Superintendent, Student and School Success, OSPI

**11:15-11:45**               **Board Discussion on Basic Education Act Waivers**  
**Goal 4.B**

**11:45-12:00 p.m.**        **Public Comment**

**12:00-12:30**               **Lunch and SBE Award for the 2017 Superintendent’s High School Art Show**

**12:45-2:00**                **Board Discussion**

**2:00-3:00**                    **Business Items (Action Required)**

1. Approval of Private Schools for Operation in the 2017-2018 School Year
2. Approval of Option One Waiver Requests from Bethel School District,

- Cle Elum-Roslyn School District, Dieringer School District, Ellensburg School District, Lynden School District, Methow Valley School District, Mount Baker School District, Napavine School District, and White River School District
3. Approval of Option Two Waiver Request for Bickleton School District
  4. Approval of Credit-Based Graduation Requirements Waiver for Career Academy at Truman and Federal Way Open Doors in Federal Way Public Schools
  5. Approval of Career and Technical Education Course Equivalency Framework for Viticulture
  6. Approval of Career and Technical Education Course Equivalency Framework for Agricultural Power and Technology
  7. Approval of Waiver of Career and Technical Education Statewide Course Equivalency for Mount Baker School District
  8. Adoption of the Website Accessibility Corrective Action Plan
  9. Board Resolution - "State Board of Education urges elimination of the exit exam requirement for Biology prior to scheduled graduation ceremonies this summer."

**3:00**

**Adjourn**

Because maps are included only in the print version, pages 5-11 in the print version are not included in the online version.



# THE WASHINGTON STATE BOARD OF EDUCATION

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## LINCOLN HIGH SCHOOL VISIT AGENDA

**Time & Place:**

1:30-3:30PM (Can be adjusted based on plane arrivals as needed)

**Address:**

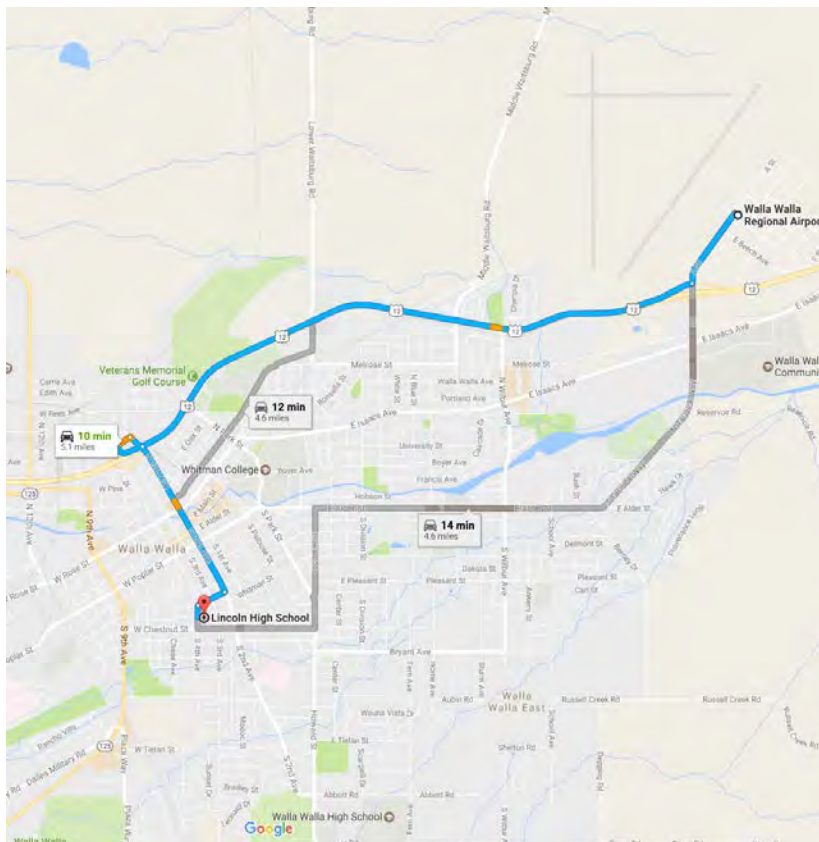
Lincoln High School, 421 S 4th Ave, Walla Walla, WA 99362

**Parking Instructions:**

The large parking lot is on the 4th street side of the building and will probably have the most free space in it.

Lincoln High School’s Principal is Marci Knauft. She envisions a student led tour, followed by a panel of students to answer questions, followed by a time for members to explore the facility on their own. There is a neighboring health center and a new teen shelter that is being built that members can explore.

### Directions from Walla Walla Regional Airport to Lincoln High School



**Walla Walla Regional Airport**

310 E St, Walla Walla, WA 99362

- ↑ Head southwest on A St toward 3rd St/E Boeing Ave  
0.4 mi
- ↘ Turn right to merge onto US-12 W  
0.0 mi
- ↘ Take the 2nd Ave exit toward City Center  
0.2 mi
- ↘ Turn right onto N 2nd Ave  
1.0 mi
- ↘ Turn right onto Eagan St  
0.2 mi
- ↙ Turn left at the 2nd cross street onto S 4th Ave  
Destination will be on the left  
0.18 ft

**Lincoln High School**

421 S 4th Ave, Walla Walla, WA 99362

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



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## SITE VISIT: DESCRIPTION OF LINCOLN ALTERNATIVE HIGH SCHOOL



The following is an excerpt from the school website:

Lincoln High School has a rich history. In 1888 Paine School was built in honor of Frank Paine who was the first superintendent of the territorial prison (Walla Walla Penitentiary). In 1902 Paine was renamed Lincoln High School for the next 25 years. Then in 1927 the building was torn down, and a new building was built on the same site and it took the Paine name. Two years ago we believed it was time to start a new beginning by changing Paine back to the original name of Lincoln and to provide our students with a new culture and educational opportunities. Our master schedule offers students a block schedule with a strong academic program for their core classes as well as electives that will meet the individual needs of our students.

Our school mascot is the Phoenix. What is a phoenix? In ancient Egyptian mythology and in myths derived from it, the Phoenix is a mythical sacred firebird. Said to live for 500 or 1461 years, the phoenix is a bird with beautiful gold and red plumage. At the end of its life-cycle the phoenix builds itself a nest of cinnamon twigs that it then ignites; both the nest and bird burn fiercely and are reduced to ashes, from which a new, young phoenix arises. The bird was also said to regenerate when hurt or wounded by foe, thus being almost immortal and invincible - a symbol of fire and divinity. Tears from a phoenix can heal wounds. The Phoenix represents many of our students who have overcome obstacles in their lives to come out stronger and more determined to reach their goals in life.



As an alternative school, Lincoln High offers a variety of programs to meet the unique needs of students. These programs include credit retrieval, school to work, GED preparation, and a recovery program for students coming out of treatment programs.

Lincoln High School is the setting for the 2015 documentary *Paper Tigers* directed by James Redford. The film focuses on the teenage students' experiences with pushing forward through their education despite considerable childhood hardships. The emotionally-stirring film highlights the importance of trauma-informed education to serving at-risk youth who have had adverse childhood experiences.

<b>Student Demographics</b>	
<b>Enrollment</b>	
October 2015 Student Count	180
May 2016 Student Count	197
<b>Gender (October 2015)</b>	
Male	91 50.6%
Female	89 49.4%
<b>Race/Ethnicity (October 2015)</b>	
Hispanic / Latino of any race(s)	43 23.9%
American Indian / Alaskan Native	1 0.6%
Black / African American	1 0.6%
White	129 71.7%
Two or More Races	6 3.3%
<b>Special Programs</b>	
Free or Reduced-Price Meals (May 2016)	158 80.2%
Special Education (May 2016)	54 27.4%
Transitional Bilingual (May 2016)	4 2.0%
Migrant (May 2016)	3 1.5%
Section 504 (May 2016)	12 6.1%
Foster Care (May 2016)	N<10
<b>Other Information (<a href="#">more info</a>)</b>	
Adjusted 4-Year Cohort Graduation Rate (Class of 2015)	67.7%
Adjusted 5-year Cohort Graduation Rate (Class of 2014)	73.8%
<b><u>College/University enrollment rates of graduates</u></b>	

2015-2016 Smarter Balanced Assessment Participation Rate		
ELA	88.20%	School Did Not Meet Federal Accountability Participation Requirements
Math	92.30%	

Proficiency					
	ELA	Math	Science	Average	Proficiency Average
All Students	5.00	1.00	4.00	3.33	3.17
Targeted Subgroups	4.00	1.00	4.00	3.00	

Growth				
	ELA	Math	Average	Growth Average
All Students				
Targeted Subgroups				

Career and College Readiness					
	Graduation Rate	Dual Credit Participation	TBD	Average	Overall Average
All Students	6.00		to be phased in	6.00	5.50
Targeted Subgroups	5.00			5.00	

<b>2016 INDEX RATING</b>	<b>4.33</b>
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SCHOOL CLASSIFICATION	
Tier Label	Underperforming
Composite Index Rating	4.10
School Designation	None
	No Description Assigned

	Proficiency			Growth		Career and College Readiness		
	Rating based on Percent Proficient			Rating based on Median Growth Percentiles		Graduation Rate	Dual Credit Participation	TBD
	ELA	Math	Science	ELA	Math			
All Students	5.00	1.00	4.00			6.00		to be phased in
Targeted Subgroup Average:	4.00	1.00	4.00			5.00		
Targeted Subgroups								
American Indian/Alaska Native								
Pacific Islander/Native Hawaiian								
Black/African American								
Hispanic								
English Language Learners (ELLs)								
Former ELL								
Students with Disabilities						5.00		
Free and Reduced Price Lunch	4.00	1.00	4.00			5.00		
Non-Targeted Subgroups								
Asian								
White	5.00	1.00	5.00			6.00		
Two or More Races								

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



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## BRIEF OVERVIEW OF TRAUMA-INFORMED TEACHING PRACTICES

There is a spectrum of supports needed for all students to be able to successfully transition from secondary to postsecondary education and careers. Toward one end of the spectrum are the needs of students who have experienced Adverse Childhood Experiences (ACEs), as characterized by an ongoing collaborative study by Kaiser Permanente and the Center for Disease Control and Prevention (CDC). The information on ACEs is available on the CDC Violence Prevention webpages

(<https://www.cdc.gov/violenceprevention/index.html>).

The ACE study is one of the largest investigations of childhood abuse and neglect and later-life health and well-being. The list of ten ACEs used in the study include: sexual abuse, physical abuse, emotional abuse, physical neglect, emotional neglect, loss of a parent, witnessing family violence, incarceration of a family member, having a mentally ill, depressed, or suicidal family member, and living with a drug addicted or alcoholic family member.

The effect of abuse and neglect include:

- Improper brain development
- Impaired cognitive and socio-emotional skills
- Lower language development
- Blindness, cerebral palsy from head trauma
- Higher risk for heart, lung and liver diseases, obesity, cancer, high blood pressure, and high cholesterol
- Anxiety
- Smoking, alcoholism, and drug abuse

According to the Center for Disease Control and Prevention:

- At least one in four children have experienced neglect or abuse at some point in their lives.
- At least one in seven children have experienced neglect or abuse *during the past year*.
- Abused and neglected children are at least 25% more likely to experience problems such as delinquency, teen pregnancy, low academic achievement, being arrested as juveniles, and less likely to graduate high school.

In Walla Walla in May 2017, SBE members will have the opportunity to visit Lincoln High School on the day before the Board meeting. Lincoln High School is at the forefront of developing best practices in “trauma-informed” practices. “Trauma-informed” refers to a system of practices that have been developed through an understanding of the impact of traumatic stress. These practices put an emphasis on relationships between students and caring adults first, and discipline second.<sup>1</sup> Use of such practices are intended to lead to fewer disciplinary referrals, fewer number of days students are out of school, and higher academic achievement. Some steps for implementing a trauma-informed system include:

- Developing a school-wide understanding and ongoing commitment to understanding the effects of trauma and toxic stress.

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<sup>1</sup> Sporleder, Jim and Heather T. Forbes, 2016. *The Trauma-Informed School: A Step-by-Step Implementation Guide for Administrator and School Personnel*. Beyond Consequences Institute, LLC, Boulder, CO.

- Supporting and working with staff, to employ strategies for connecting with students and for staying regulated when the student may be struggling or unable to control themselves.
- Creating an in-school suspension system.
- Creating options for students to catch up on credits, for example after-school and summer school programs, a seven-period day, self-paced classes, etc.
- Connecting with parents, and educating parents about the effects of stress.
- Connecting with community partners.

This visit by the Board to Lincoln High School is partially aimed at looking at student transitions from the perspective of students with significant challenges as the Board considers supports for successful transition.

If you have questions regarding this memo, please contact Linda.drake at [linda.drake@k12.wa.us](mailto:linda.drake@k12.wa.us).



# THE WASHINGTON STATE BOARD OF EDUCATION

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March 7-9, 2017  
Everett Public Schools' District Office  
3900 Broadway  
Everett, WA 98201

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

### **Tuesday, March 7**

*The community forum was held at Everett Community College.*

Members Attending: Chair Muñoz-Colón, Mr. Kevin Lavery, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Judy Jennings, Ms. MJ Bolt, Mr. Baxter Hershman, Ms. Patty Wood, Ms. Janis Avery, Ms. Mona Bailey and Ms. Lindsey Salinas (11)

Staff Attending: Mr. Ben Rarick, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Tamara Jensen and Ms. Denise Ross (7)

The community forum began at 6:00 p.m. and Chair Muñoz-Colón thanked attendees for participating in the Board's first forum focused on career readiness from multi-cultural perspectives.

Mr. David Beyer, President of Everett Community College, spoke about the value of the work around career readiness and how the conversations of the meeting will benefit the community college in their mission to help students become successful.

Meeting participants viewed a video of Mr. Rarick providing an overview of the following:

- Definitions of career and college readiness
- The career and college-ready diploma
- Washington's credit graduation requirements
- Ways that career and college readiness are defined in Washington state law and policy

Ms. Melia LaCour, Executive Director, Equity in Education, Puget Sound ESD, introduced herself as the facilitator for the meeting and shared SBE's goal to create a shared understanding of "career readiness" and to identify the existing barriers to career readiness for students of color in the K-12 system.

Meeting participants gathered in small groups and discussed the following:

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- When you or your child went to high school, what helped prepare you or your child for postsecondary life?
- What are the barriers in high school for students of color to become career-ready?
- What are the best practices or suggestions for improving high school career readiness for students?

Each table's spokesperson shared highlights of their small group discussions; key issues included the importance of "soft skills" (i.e., work ethic and people skills), avoiding stereotypes, building equity in exposure and access to adults of all races in a wide range of careers, increasing collaboration across all systems, and introducing career options to students before high school.

Mr. Rarick reported that SBE will be hosting two other community forums focused on career readiness in the coming months and the feedback received from participants will be used to frame policy recommendations at a state and federal level.

Meeting adjourned at 7:45 p.m.

### **Wednesday, March 8**

Members Attending: Chair Isabel Muñoz-Colón, Vice Chair Kevin Laverty, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Mona Bailey, Mr. Jeff Estes, Ms. Holly Koon, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Baxter Hershman, Ms. Janis Avery, Mr. Ricardo Sanchez, Ms. Patty Wood, Mr. Chris Reykdal and Ms. Lindsey Salinas (15)

Staff Attending: Mr. Ben Rarick, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Linda Sullivan-Colglazier, Ms. Alissa Muller and Ms. Denise Ross (9)

### **CALL TO ORDER**

Chair Muñoz-Colón called the regular bi-monthly meeting of the Washington State Board of Education to order at 8:04 a.m. She administered the oath of office for Mr. Chris Reykdal.

Chair Muñoz-Colón announced she will be resigning from the Board due to her employment with the Gates Foundation and this meeting will be her last one. Mr. Rarick summarized the options for filling the Chair position and asked members to take action to either suspend the bylaws and wait for the next regularly scheduled Executive Committee elections in September or initiate a call for nominations immediately. The Executive Committee recommended the Board suspend the bylaws and appoint the Vice Chair to be the Acting Chair until the September elections.

**Member Avery moved** to remove the "approval of Executive Committee Nominations" business item from the March 9, 2017 agenda.

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**Seconded.**

**Motion passed.**

**Member Avery moved** to suspend the bylaws regarding the time period for officer elections, in Article IV, Section 3, Officer Elections, for the 2017 elections.

**Seconded.**

**Motion passed.**

Board members approved the Consent Agenda by general consent. No objections were raised.

Chair Muñoz-Colón invited members to share any engagements they've had recently with stakeholders. Member Bolt reported she and Connie will be attending the National Association of State Boards of Education meeting in the coming weeks and invited members to share any topics or issues they would like them to address at the meeting. Member Maier will be participating in some school site visits and invited other members to join him if they wish.

#### **UPDATE AND DISCUSSION: SBE EQUITY EFFORTS**

Ms. Kaaren Heikes, Director of Policy and Partnerships

Ms. Heikes reported staff recently participated in an equity training in January; she shared the agenda and highlighted key takeaways the staff received from that training. Members that attended the March 7 community forum shared their feedback and agreed the event was very valuable and that discussions among participants were positive and helpful.

Mr. Rarick introduced Ms. Alissa Muller as the Board's temporary communications consultant and thanked staff for their work in planning the March 7 community forum. Staff plan to hold additional forums for the May and July meetings and will explore ways to design the forums as more member-led events. Ms. LaCour from Puget Sound Educational Service District may not facilitate the remaining two forums, but will likely be involved in the planning process.

Ms. Heikes invited members to share their feedback and observations from the March 7 school site visit to Quil Ceda Tulalip Elementary and the community forum. Members discussed the following:

- Quil Ceda Tulalip Elementary's work in integrating culture into curriculum.
  - Required Action District (RAD) schools need support being financially sustainable and the RAD structure doesn't always fit for each school community it serves, especially in regards to culture responsiveness.
  - The importance of providing a safe and secure environment at schools.
  - Need for more school counselors with a mindset towards minority students about what they're capable of and allowing them to have ambitious goals
  - Teacher retention
-

**STUDENT TRANSITIONS – PLANNING FOR POSTSECONDARY SUCCESS**

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

Mr. Parker Teed, Data Analyst

Dr. Gary Cohn, Superintendent, Everett Public Schools

Mr. Bill Moore, State Board of Community and Technical Colleges

Mr. Ken Mock, Senior Business Analyst, WSIPC

Ms. Danise Ackelson, Program Supervisor for Guidance and Counseling, OSPI

Ms. Lucy Casale, Senior Associate Director of Program, Mathematics, Engineering, Science Achievement (MESA)

Ms. Anne Brackett, Professor, Everett Community College

Ms. Maria Peña, Chief Diversity Officer, Everett Community College

Ms. Sarah Pewitt, High School and Beyond Facilitator, Everett Public Schools

Ms. Jodi Galli, College and Career Readiness Seminar Teacher, Cascade High School, Everett Public Schools

Ms. Elizabeth Wilson, Student, Cascade High School, Everett Public Schools

Dr. Dana Black-Riley, Executive Director of STEM, Partnerships & Legislation, Everett Public Schools

Ms. Gail Miulli, Vice President, Everett Community College

Christina Castorena, Vice President of Student Services, Edmonds School District

Mr. Patrick Murphy, Assistant Superintendent, Edmonds School District

Ms. Drake outlined the format of the panel discussions and introduced the topic of student transitions. She presented the topic focuses the Board will take for the next two regular board meetings related to student transitions.

Mr. Moore presented on their agency's mission to help keep students out of remediation classes and preparing them to enter college-level courses right after graduation. He stated students need to have options and make decisions on their own, and that integrated system strategies are needed.

Mr. Teed presented data on the postsecondary paths through community technical colleges and four-year colleges that public high school graduates take based on a cohort of students.

Mr. Mock presented on the High School and Beyond Plan online planning tool; how it was created, its features and its benefits. He provided a brief demonstration of the My School Data online platform.

Three panels of education partners from various institutions presented recommendations to the Board of how to create more successful transitions for students between K-12 and higher education systems.

**Good Practices and Challenges of Educational Planning Panel**

- Benefits of the High School and Beyond Plan.
  - How to help students develop a High School and Beyond Plan.
-



- Prepare students for creating their plan and setting them up so they qualify for multiple postsecondary options.
- Importance of providing professional development for teachers and helping students develop life skills during high school.
- Aligning pathways with careers, getting students started and keeping them on a pathway, through the Guided Pathways Initiative at community and technical colleges.
- Defining equity in order to operationalize it and assess it.

#### Post-Secondary Planning Panel – Everett Public Schools’ College- and Career-Readiness Seminar

- Transition from a Senior Seminar as a district-required class for seniors to an online College- and Career-Readiness Seminar.
- Structure and outline of the seminar, progress monitoring and core tasks.
- Student’s perspective of the College- and Career-Readiness Seminar.

Members asked questions regarding how the seminar fits with the 24-credit requirements and Everett Public Schools’ working relationship with higher education institutions in transferring student information.

#### Building Pathways to Postsecondary Education Panel

- Partnership programs between the districts and the colleges in the Everett and Edmonds communities focus on college transition, dual credit and diversified pathways
- Student data sharing between the high schools and colleges
- Strategies that lead to successful transition
- Challenging course options in high school
- College enrollment data

#### **PUBLIC COMMENT**

##### **Ms. Jan Link, Academic Link Outreach**

Ms. Link’s passion is to help students that aren’t succeeding in schools. Her organization provides academic support outside of the school day for students and parents so they can experience school success. She believes closing the opportunity gap will also close the achievement gap. Students must be academically, socially and emotionally ready for high school. Ms. Link feels many students are not at grade-level standard as they enter high school. If we can get students on track, a lot of our issues would be eliminated.

##### **Mr. Larry Wewel, Academic Link Outreach**

Mr. Wewel has a background in Human Resources and said his objective is help reduce the dropout rate. He asked the Board to review OSPI’s graduation and failure rates across the state and provide opportunities for kids that are failing.

#### **STUDENT TRANSITIONS – PLANNING FOR POSTSECONDARY SUCCESS (CONTINUED)**

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Members asked the panel questions regarding post graduate follow-up and how independent systems work to comply with Family Educational Rights and Privacy Act (FERPA) when transferring student data.

### **EXECUTIVE SESSION**

Chair Muñoz-Colón adjourned the open session at 12:42 p.m. for the purpose of discussing the Eastern Washington Regional 2 Elected Position finalist. Chair Muñoz-Colón reconvened the Board meeting from Executive Session at 12:57 p.m. No action was taken during Executive Session.

**Member Bolt made a motion** to appoint Ryan Brault as the Eastern Washington Regional 2 Election Position.

**Seconded.**

**Motion passed.**

### **ACHIEVEMENT INDEX AND ACHIEVEMENT AWARDS FOR 2017**

Dr. Andrew Parr, Research and Data Manager

Dr. Michaela Miller, Deputy Superintendent, OSPI

Dr. Deb Came, Assistant Superintendent, OSPI

Dr. Parr presented on changes in the composite Index ratings by school level for 2014-2017 and noted that the transition to the Smarter Balanced Assessment had minimum impact on elementary schools and middle schools. In last year's Index version, high schools were impacted negatively the most due to low participation rates and transition of the Smarter Balanced Assessment, but partly recovered in the 2017 Index version. Dr. Parr stated this most likely was due to increased performance on the assessments, increased graduation rates and higher participation rates.

Dr. Parr presented participation rates of statewide assessments for the 2015-16 school year and noted rates increased for all school levels, but still remain low for high schools. He anticipates that participation rates will improve slightly this year and more significantly next year because of the change in graduation assessment requirements for the Class of 2019.

Dr. Parr presented an overview of how the assessment transitions will affect the Achievement Awards. Criteria for some of the awards are being modified by OSPI and SBE to be more compatible with the Smarter Balanced Assessment and the English Language Proficiency Assessment.

Members reviewed data on how improving Priority and Focus Schools are exiting from the classification.

On the topic of 2016 assessment and graduation rate results, Dr. Parr reported the following:

- Most student groups for all grades improved on the 2016 English Language Arts, math, and science assessments as compared to the year prior.
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- The Biology End-of-Course results had small improvements for most groups over the most recent reporting years.
- The four-year graduation rate increased from last year.
- There were reductions in performance gaps.
- The graduation gap based on poverty decreased.
- The five-year graduation rate increased for each of the last few graduation classes.

Dr. Miller presented next steps for the implementation of the *Every Student Succeeds Act* (ESSA) Consolidated plan and OSPI's intended timeline for submitting the plan to the federal government. OSPI recalled the Accountability System Workgroup and the Accountability System Technical Assistance Committee to continue work with finalizing the plan in the final focus areas needed.

Dr. Came outlined the tasks charged for both the Accountability System Workgroup and the Technical Assistance Committee and the approach they'll take in making recommendations related to the Index weights, tier names, measures, and summative ratings.

Members provided Dr. Came and Dr. Miller feedback as follows:

- Transparency in how feedback from public comment and workgroups will be integrated into the plan.
- The importance of consistency for districts when change occurs that impacts them.
- Challenges with weighting growth in the high schools.
- Integrating the OSPI report card into the Achievement Index dashboard.
- SBE and OSPI creating value together around the new Index and supporting districts in understanding it.

#### **BREAK IN AGENDA**

Chair Muñoz-Colón announced at 2:10 p.m. that the Board would break in order for the Executive Committee and Superintendent Reykdal to meet in a separate room. The meeting reconvened at 2:50 p.m.

#### **BASIC EDUCATION ACT 180-DAY WAIVER REQUESTS**

Mr. Parker Teed, Data Analyst

Mr. Teed reported the SBE received two Option One waiver requests from Sunnyside School District and Valley School District. In addition, SBE received one Option Two waiver from Selkirk School District.

Sunnyside School District's request was for an Option One Waiver renewal of a waiver for seven days. This is a renewal for three years. The district stated that the renewal of the waiver would allow them to continue a schedule resulting in a reduction of the number of half-days and is for the purpose of parent-teacher conferences and professional development.

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Valley School District's request was for an Option One Waiver renewal of a waiver for three days for the purpose of professional development. The waiver would be for three years.

Selkirk School District's request was for an Option Two Waiver for 30 days. This is a new request for three years so that the district can run a four-day school week for the purpose of economy and efficiency.

### **THEORIES OF ACTION**

Mr. Parker Teed, Data Analyst  
Mr. Ben Rarick, Executive Director  
Ms. Janis Avery, Board Member

Ms. Avery introduced the purpose of the discussion as a tool to prepare members for incorporating theories of action into the Board's strategic plan framework during the September Retreat. Mr. Teed presented the definition of a theory of action, how many would be appropriate for the strategic plan and the formula the Board will use to develop the actions. Board members gathered in small groups to discuss theories of actions for each goal of the strategic plan.

Board members returned to a large group and discussed the following:

- Re-thinking the approach to certain strategies
- How to craft policy with the information gathered by the Board
- Looking at the strategic plan goals through "student" lens
- The Board's ability to meet the desired outcome for some of the goals

Mr. Rarick recommended the Executive Committee discuss next steps and how much time the Board should invest in theories of action. Members agreed the goals should be re-examined for possible revision of the Strategic Plan during the September Retreat.

The board adjourned at 5:05 p.m.

### **Thursday, March 9**

Members Attending: Chair Isabel Muñoz-Colón, Vice Chair Kevin Laverty, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Mona Bailey, Mr. Jeff Estes, Ms. Holly Koon, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Baxter Hershman, Ms. Janis Avery, Mr. Ricardo Sanchez, Ms. Patty Wood, Mr. Ryan Brault and Ms. Lindsey Salinas (15)

Staff Attending: Mr. Ben Rarick, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Linda Sullivan-Colglazier, Ms. Alissa Muller and Ms. Denise Ross (9)

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Members Absent: Mr. Chris Reykdal (1)

**CALL TO ORDER**

Chair Muñoz-Colón called the meeting to order at 8:05 a.m.

**TRANSITIONS IN THE EDUCATION SYSTEM FROM A STUDENT'S PERSPECTIVE**

Mr. Baxter Hershman, Board Member

Ms. Lindsey Salinas, Board Member

Ms. Salinas introduced the joint presentation with a student update. She's experiencing a high workload at the school level and she's currently mentoring the future Associated Student Body President. She plans to take the SAT test and attend the Northwest Indian Youth Conference.

Mr. Hershman presented his student update. He is currently in the second semester of his senior year and has finished completing college applications. He began his first job and he's working with his local administrators to have students serve on his local school board.

Mr. Hershman presented a comparison of normative and non-normative student transitions. He provided an overview of what students may experience in the three postsecondary transitions of career, college and life. Students often are overly optimistic and confident in their ability to manage the challenges they will encounter at college. Academic expectations for college are not the same as high school and the social environment changes drastically for students. The workforce is competitive and students may believe in the myth that once you've chosen a field, you are not able to change industries. Students will face serious life decisions after high school and some may struggle moving from a structured environment into increased personal freedom.

Ms. Salinas presented on the transitions homeless students and kids of trauma are facing in K-12. Being in a small district, she has realized her homeless peers have the benefit of being more easily identified as needing additional resources. Districts need to be sensitive to how they have conversations with these students and making sure they're being supportive. She feels there needs to be a reduction of discipline and how schools choose to punish the students. Most students that are constantly disciplined come from trauma, drug abuse and other problems at home. Students may view attending school as the punishment itself. Ms. Salinas feels their basic needs need to be met before they can focus on academic needs.

Mr. Hershman presented on the transitions military students face with having constant relocation, the slow transfer of student records between schools and the different curricula when a student transfers. This is hard on students academically, socially and emotionally.

Ms. Salinas and Mr. Hershman presented the following student suggestions to the Board:

- Outside support systems contribute to K-12 success
  - Standardized testing is a good accountability tool, but meaningful alternatives should be available
-

- Importance of social-emotional health in education and creating welcoming environments for students

Members discussed the need for supporting normative transitions, but also the non-normative transitions for students facing multiple barriers.

#### **EXECUTIVE DIRECTOR UPDATE**

Mr. Ben Rarick, Executive Director

Mr. Rarick presented on the following:

- The alignment between the meeting agenda topics and the Board's strategic plan. He reported the May meeting will focus on student supports for non-normative transitions and the July meeting will focus on high school assessments and college admissions.
- The Board will continue to have two more multi-cultural community forums in May and July.
- Summary of the letter from SBE to the School Facilities Citizen Advisory Panel.
- The staff's approach to processing Parent-Teacher Conference Waiver requests.
- The letter he drafted for the Board to consider sending to legislative budget writers for their consideration as they design the final K-12 budget package.

#### **LEGISLATIVE UPDATE AND DISCUSSION**

Ms. Kaaren Heikes, Director of Policy and Partnerships

Ms. Heikes reported on the following:

- Legislative progress taken on the Board's adopted legislative priorities
- Analysis of the proposed K-12 budget and the components that most closely align with the Board's Strategic Plan
- Overview of the education legislative bill tracker
- Update on the *McCleary* lawsuit
- Status of the Levy Cliff bill and the impact to districts
- Negotiations on a final Education Funding Plan
- Bills related to educator recruitment and retention

The Board discussed its openness to discuss education governance. Members discussed the intended position the Board should take on the SPI-SBE bill (SHB 1886) should a Senate hearing be scheduled.

Members reviewed the draft education funding proposal letter addressed to House and Senate Education budget writers and discussed possible revisions.

Members discussed adequate funding for teacher professional development and the school funding formula.

#### **CHARTER SCHOOL UPDATE**

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Ms. Kaaren Heikes, Director of Policy and Partnerships  
Mr. Joshua Halsey, Executive Director, Washington Charter School Commission  
Mr. Travis Franklin, Head of School, Spokane International Academy  
Dr. Steven Gering, Chief Innovation and Research Officer, Spokane Public Schools  
Mr. Mitch Price, Director of Policy and Government Relations, Washington State Charter Schools Association  
Ms. Bree Dusseault, Executive Director, Green Dot Public Schools  
Ms. Jessica de Barros, Board Chair, Excel Public Charter School  
Ms. Steve Sundquist, Chair, Washington Charter School Commission

Chair Muñoz-Colón recused herself from presiding over the agenda item and delegated Vice Chair Laverty to preside in her place.

Ms. Heikes presented on the following:

- National and state charter school landscape
- Definition of a charter school, its structure and funding model
- Washington charter public school demographics
- Statutes and other accountability measures applicable (and not applicable) to charter schools
- Overview of the findings of the *El Centro de la Raza, et al v. State of Washington* lawsuit challenging the constitutionality of the Charter Schools Act
- Statutory duties of SBE
- Legal requirements for charter contract transfer petitions

Ms. Heikes reported the SBE received two charter contract transfer petitions, from Excel Public Charter School and Spokane International Academy, currently operating charter schools. Both schools petitioned to transfer their charter contracts from one entity to another.

Excel Academy Public Charter is currently sponsored by the Washington Charter School Commission and requested to change the holder of their charter school contract from Excel Public Charter to Green Dot Washington. The reason for the request was facility, finance and bandwidth challenges.

Spokane International Academy requested to transfer their contract from one authorizer, Spokane Public Schools, to another, Washington Charter School Commission. The reason for the request was a lack of available facilities within the geographic boundaries of the school district. Approval of a transfer request would allow the school to relocate to a neighboring district in a building that meets their enrollment needs.

Ms. Heikes recommended that the Board take action to grant both of the petitions to transfer charter school contracts, as all the information staff received indicated that both satisfy the pertinent legal criteria in RCW 28A.710.210(3) for “special circumstances” and provide sufficient “evidence” of the transfers being in the “best interest of the charter schools’ students.”

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The six charter school organization representatives moved to the presentation table to dialogue directly with the Board.

Ms. De Barros shared the current challenges Excel Public Charter School is facing with outgrowing their facility and the limited resources and funding available to allow expansion. Collaborating with Green Dot Public Schools would allow them to expand and maintain the vision Excel Public Schools has adopted.

Ms. Dusseault expressed her support in partnering with Excel Public Schools. She believes the two schools are aligned in mission statements and are already collaborating on how best to support students, especially the underserved population.

Mr. Franklin spoke about his school's student demographics, the school's values and its mission. He shared the exhaustive yet unsuccessful efforts made to secure a facility within the district boundaries.

Dr. Gering shared the district's values in being able to provide options for students and desire to see Spokane International Academy succeed.

Board members asked clarifying questions to the presenters regarding record retention, timeline of the transfer and ensuring a good relationship with the new community when the schools relocate.

#### **BOARD DISCUSSION ON BASIC EDUCATION ACT WAIVERS**

Mr. Brian Hart, Sunnyside School District

Mr. Hart stated the district's current waiver has had a significant positive impact and the graduation rate increased as a result. The district would like to continue their work in preparing students to be college ready. He shared some of the district's accomplishments and what renewing the waiver would allow the district to accomplish.

#### **PUBLIC COMMENT**

##### **Mr. Brian Jeffries, Washington Roundtable**

Mr. Jeffries shared that the Washington Roundtable has advocated strongly for the board to retain its currently policy authority. He feels SBE has the authority to set the Achievement Index and long-term goals and Washington Roundtable supports the Board's authority. Mr. Jeffries felt the draft education funding letter reads as adult-centered and he'd like to see the letter more focused on student outcomes.

#### **BOARD DISCUSSION**

Legislative Update

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Members continued their conversation regarding the levy cliff legislation, the potential impact to school districts and the best strategies for the Board to advocate for its K-12 funding priorities during the remainder of this session.

#### Letter for Education Funding

Members discussed the value of sending the letter and what content would be appropriate, including revisions to make it more student-focused and equitable. The Board decided not to take action on the letter at the meeting and directed Mr. Rarick to make revisions based on member feedback.

#### Charter School Transfer Petitions

Ms. Heikes reported that motion language had been clarified to address member concerns regarding the approval of Spokane International Academy's petition since the Washington Charter School Commission had not yet taken action on the final approval to execute a charter school contract with the school.

### **BOARD DISCUSSION ON BEST PRACTICES IN STUDENT TRANSITIONS, AND OTHER MEETING REVIEW ITEMS**

Mr. Ben Rarick, Executive Director

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

Ms. Drake reminded members that the Board had been awarded the two-year Deeper Learning Grant from the National Association of School Boards of Education, which included funds for some Board members to observe another state's work in career readiness. Ms. Drake requested guidance from members on planning the trip.

Members provided the following feedback:

- Find out if the states are common core
- Inquiring with NASBE on recommendations
- Creating a task force of members to assist staff

### **BUSINESS ITEMS**

**Motion made by Member Maier** to approve Sunnyside School District's waiver request from the 180-day school year requirement for seven school days for the 2017-18, 2018-19 and 2019-20 school years, for the reasons requested in its application to the Board.

**Motion seconded.**

**Motion carried.**

**Motion made by Member Maier** to approve Valley School District's waiver request from the 180-day school year requirement for three school days for the 2017-18, 2018-19 and 2019-20 school years, for the reasons requested in its application to the Board.

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**Motion seconded.**

**Motion carried.**

**Motion made by Member Bolt** to approve Selkirk School District's waiver request from the 180-day school year requirement for 30 school days for the purposes of economy and efficiency for the 2017-18, 2018-19 and 2019-20 school years.

**Motion seconded.**

**Motion carried.**

**Motion made by Member Jennings** to approve transfer of charter school contract for Spokane International Academy from Spokane Public Schools to the Charter School Commission subject to the Commission's subsequent final approval to execute a charter school contract with Spokane International Academy, for the reasons requested in its petition.

**Motion seconded.**

**Chair Muñoz-Colón abstained.**

**Motion carried.**

**Motion made by Member Jennings** to approve the transfer of the charter school contract for Excel Public Charter School from Excel Public Charter School to Green Dot Schools of Washington for the reasons requested in its petition.

**Motion seconded.**

**Chair Muñoz-Colón abstained.**

**Motion carried.**

Chair Muñoz-Colon thanked board members and staff for their work and she expressed how much she's enjoyed serving on the Board during her term.

Chair Muñoz-Colón adjourned the meeting at 1:49 p.m.

Minutes prepared by: Ms. Denise Ross, Executive Assistant to the Board

*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.*

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# THE WASHINGTON STATE BOARD OF EDUCATION

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## Feedback Summary of the Everett Community Forum

Thirty-four participants, plus nine board members and seven staff, attended the March 7 community forum in Everett. Parents, students, school board members, community leaders, and administrators attended. The notes below are from staff's notes on participant discussion. Participants expressed concerns about the following topics (bold and bold underlined items indicate high relative frequency):

### Barriers to success in high school included:

- **Low expectations** and lack of preparedness for transitions/information about options
- Institutional racism
- Increase in standards to 24 credits. Can disproportionately affect students of color
- Difficulties with other priorities → kept them from reaching full potential → source of inequity
- Overrepresentation of students of color in special education

### The need for mentoring and high expectations from teachers

- Teachers/educators who are being “whole” teachers (i.e. holding high expectations)
- Teachers that took a personal interest in them and cared enough to pursue them to take difficult classes and follow their passion
- **Soft skills** should be taught—interpersonal; persistence; adaption to change
- Staff person to run **mentoring program** with a curriculum behind it → talks about history and self-identity so they know what they want and who they are outside of high school
- The need for parental engagement/involvement and high family expectations
- Also need to make various course options available to special education students

### The need for expanded CTE

- Career education helps people to explore and create postsecondary plan
- More opportunities to explore different careers, job shadow

### The need for someone to hold students accountable

- Students should be assigned a counselor just to check in → connect them to needed resources
- Ask students what they want to get out of their curriculum sooner (5<sup>th</sup> grade instead of 10<sup>th</sup>)
- Specific **support network** or programs for students of color to get connected → a program where someone in the high school followed students through high school and helps them navigate the system (could also be someone in the community)

### The need for role models for students of color

- **Connect minority youth** with businesses so they could become **positive, healthy role models**

### Other best practices include:

- Inclusive pedagogy/culturally responsive curriculum and training for teachers
- Ensuring there is a clear postsecondary plan for each student (especially those with an IEP)

Please see the following five pages for an exact transcription of all of the notes staff took during participant discussion.

**MULTI-CULTURAL PERSPECTIVES ON CAREER READINESS FORUM IN EVERETT: MARCH 7<sup>TH</sup>**  
**Transcription of All Notes Received**

Forum questions:

- Q1- When you or your child went to high school, what is something that happened that really helped prepared you or your child best for life after high school? What was something you wished had happened/suggestions?
- Q2-Barriers in high school? Career readiness best practices?

In attendance:

9 Board Member, 7 staff, 34 community members

SBE Representative #1 Notes:

- Q1: Having a job in high school→built character→learn job readiness skills→taught how to apply skills to a job
- Having guidance at the school→only interacted when grades were bad
- →made sure to get the grade but not put career path together
- →nobody “told me about college”
- →to make me understand how important education was
- Difficulties with other priorities→kept them from reaching full potential→source of inequity
- Variety of options→career technical etc. →options were not available for SPED students
- Time is not taken to extract personal skills
- An emphasis on college/career exploration
- Those who are in the know, know how to navigate the system→those that aren’t, do not
- Q2: Barriers:
  - Have certain ideas of what they can and can’t do→starts at a very early age→bring the people of that group/race that represent success→tweak the hiring
  - Populations that have high rates of incarceration→no role models to strive towards→brought in people to be those role models
  - You have to pay to be diagnosed for special education if not in K-12→stream specialists with education (for students with mental disabilities) to help improve quality of education
  - Over-representation of students of color in SPED programs
  - For students with IEP, there is supposed to be a postsecondary plan→weakest part of the IEP→no support→even when there is support, not quality or impactful
  - Students that are not special education do not have the same team/support
  - Kids throwing grad caps and not having a plan for the next year
  - Find things that captures students
- Best practices:
  - Recruit people from the community to make a support network for students→someone out of the system→keeps the student accountable
  - Trio program→students are assigned a counselor just to check in→connects students to needed resources
  - Had a teacher that could not speak English (referencing question ...?)→lack of proper resources such as books
  - Provide incentive→got to go to Disneyland if they passed
  - Specific programs for students of color to get connected→a program where someone in the high school followed students through high school
  - Help clear the pathway to provide direction→start early

- Ask students what they want to get out of their curriculum→start early (5<sup>th</sup> grade instead of 10<sup>th</sup> grade)
- When students get to choose their path, they buy fun
- They ask questions early but it is lost until 12<sup>th</sup> grade
- Mentorship is huge→ask students the hard questions→tricky to implement mentoring program→information can “peter” out
- Staff person to run mentoring program with a curriculum behind it→talks about history and self-identity so they know what they want and who they are outside of high school
- Reinforce students to know/believe that they are more than their expectations/stereotypes

#### SBE Representative #2 Notes:

- Q1: Assigned high school counselor would have taken an interest in the student’s success
- Teachers that took a personal interest in them and cared enough to pursue them to take difficult classes
- Counselor who didn’t pre-judge kids, but challenged them
- More opportunities to explore different careers, job shadow
- More teachers who used “social capital,” develop soft skills
- Q2: Barriers:
  - Increase in standards (24 credits)
  - Low expectations/false assumptions
  - No expertise unless you’re an adult
  - Basic needs aren’t being met, i.e. shelter, food security
  - Family obligations
  - Lack of adult role-models
  - Institutional racism/dehumanization
- Best practices:
  - On the job training/internships
  - School as healing place/peer groups
  - Positive youth development
  - Mentoring
  - Occupational skills centers
  - Structural relationships w/ instructors
  - Inclusive pedagogy/culturally responsive
  - Assemble stakeholders from public/private sector to invest in students

#### SBE Representative #3 Notes:

- Q1: Experience with low expectations based on prejudice motivated a participant to work harder
- Self-advocacy
- Sports coach and athletics
- Barrier: just remedial classes leading up to high school
- Barrier: low expectations and lack of preparedness for transitions
- Suggestions
  - Too many minority students decided pro sports are the only path
  - Parental engagement
  - Family expectations
  - Inclusive pedagogy
  - Identity training or education—identity development

- Mental health info and care—instill coping mechanisms
- Teach kids how to describe their experiences
- Programs especially for high-end jobs for under-served students
- Q2:
  - Suggestion: deal with barriers before high school. Teachers who push students forward.
  - Mentoring/high expectations
  - Teachers/educators who are being “whole” teachers (i.e. holding high expectations and extraordinary will)
  - Instilling passion
  - Career education helps people to explore
  - Microaggressions
  - Having people who don’t understand your culture

SBE Representative #4 Notes:

- Q1: Father gave guidelines: integrity, efforts. He wanted me to share knowledge with others.
- Daughter-Key Club helped, better PE options
- Mother-Respect for teachers & uniforms to equalize rather than “going to Hollywood”
- Sheila-Would have helped to learn writing and how to make a living at it
- Kaaren-Learning typing/keyboarding helped me earn money during summers
- JJ-A mentor really helped me-and he said a college education would pave the way for the future
- Daughter-wish she had had more English & Math
- Q2: Barriers:
  - Connected minority youth with businesses so they could become positive, healthy role models
  - Teachers need to be careful about what they say or write about people from different backgrounds
  - College fairs helpful to students
  - Changing interests can be a barrier
  - Cultural competency of teachers
  - Lack of exposure to foreign languages
  - Alternative high school as a place for kids who in their own minds don’t think they have a future
  - Lack of role models of color
  - Poverty
  - Personal biases
  - School/resource officers
- Best practices:
  - Soft skills—interpersonal; persistence; adaption to change

SBE Representative #5 Notes:

- Q1: One excellent teacher
- A student who struggled, found out he could
- Typing skills (lesson: what do students need to know what to do)
- Little in high school prepared for future
- Wish: given information & formulated a plan
- Wish: more opportunities for non-required courses
- Wish: There were more opportunities for empowerment: conversations about oppression and more information about opportunities after high school

- Wish: More diverse teachers, so I didn't feel "it's not only me" as this kind of person (race, etc.)
- Q2: See "wishes" above for best practices, but also adults need to affirm that each student can do it (whatever "it" may be), need to change culture to positive mindset
- Barriers:
  - Being a woman: can be a barrier, especially in manufacturing
  - SBE's 24 credits disproportionately affect students of color
    - Unintended consequences
    - E.g. special education students
    - Changes in "rules"/hard to grasp
  - Hard to predict what skills will be needed
  - "Students of color" is a broad category: range from high performing to much less so
  - CCR: "ready" does not always equal "successful"
    - Especially with changing needs in job market
  - Aware of existence of career readiness materials
  - Keep first-generation college students together as a cohort to support each other at community college
  - Building community/parent involvement

#### SBE Representative #6 Notes:

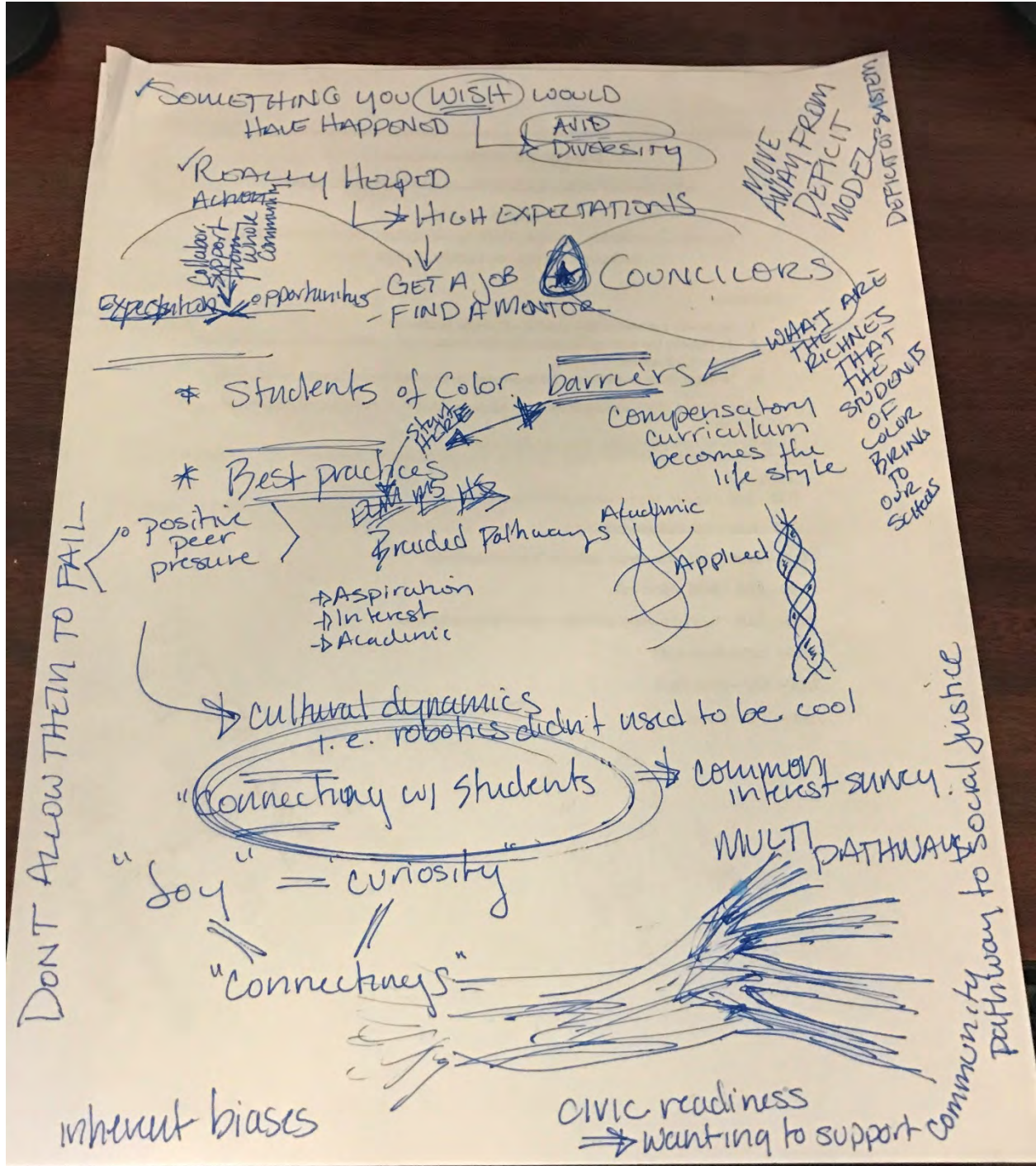
- What helped? Work ethic → exposure to role model students at the next level up → work ethic from farm work, persistence → work ethic from manual jobs, accountability, responsibility → taking a challenging class that introduced rigor, made learning cool
- What I wished happened: Be told it's okay not to go straight to 4 year university & be aware of multiple options

#### SBE Representative #7 Notes:

- Note on margin: Parent leadership training institutes—go to Everett CC website. Curriculum to develop civic engagement & parent engagement
- Q1: White skin in an affluent community: first college advice in 7<sup>th</sup> grade
- 2<sup>nd</sup> grade teacher: chose which hand (he was ambidextrous) & was not allowed to develop the way he wanted
- Dancer → children's hospital → Masters in Science
  - Bucked the pressures to conform. The system tries to make students conform
- 1<sup>st</sup> teacher visited home with an interpreter and communicated to parents that the little student "got it!" Even though she couldn't speak English yet.
- Migrant ed conference for parents, Upward Bound Trio
- Q2: Barriers:
  - Students only see so many floors & don't see there are 10 more floors higher to explore
  - How can we help students see more options? Individualism rather than building community. In some communities, being exalted separates individuals from their community. Identity development before career development—example: Aviation has few women, but the aviation community is not yet ready to be welcoming to women.
  - Anti-racism for kids? Younger generation is more open to it. They are eager to be able to speak about it and learn about it and be action.
  - Career readiness is insufficient without civic readiness. First generation students want to succeed but also want to improve the community. Students of color have a passion for social justice—where is the pathway for these students? How to incorporate?
- Best practices:

- Creating cohorts for faculty (and teachers) of color; support for invisible work—because they answer community need—happens in K-12 as well as higher ed
- Focus on content, rather than whole child
- Pedagogy-K12 & higher ed deeper learning through project-based learning—Inclusive pedagogy. Collective learning projects in health studies, high school, 2 year and 4 year

SBE Representative #8 Notes: (Hard to transcribe without losing the visual linking elements)



If you have questions regarding this memo, please contact Alissa Muller at Alissa.muller@k12.wa.us.





# THE WASHINGTON STATE BOARD OF EDUCATION

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**Title: New Board Member Introductions**

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**As Related To:**       Goal One: Develop and support policies to close the achievement and opportunity gaps.       Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.  
 Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.       Goal Four: Provide effective oversight of the K-12 system.  
 Other

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**Relevant To Board Roles:**       Policy Leadership       Communication  
 System Oversight       Convening and Facilitating  
 Advocacy

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**Policy Considerations / Key Questions:**      N/A

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**Possible Board Action:**       Review       Adopt  
 Approve       Other

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**Materials Included in Packet:**       Memo       Third-Party Materials  
 Graphs / Graphics       PowerPoint

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**Synopsis:**      This will be a time for the new Board members to share with the rest of the Board their motivation for being a part of the State Board of Education.

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This is a time for the full State Board to get to know the newer Board members (Ryan Brault, Alan Burke, Ricardo Sanchez, and Patty Wood). Each new Board member will have five minutes to respond to the following questions:

1. What are you most passionate about in education?
2. Why did you join the State Board?
3. What is your top priority while serving on the State Board and why?
4. What is a detail about your personality or your past that would help your colleagues get to know you better?

In your packet you will find:

- Format and questions for New Board Members to answer



# THE WASHINGTON STATE BOARD OF EDUCATION

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## NEW BOARD MEMBER INTRODUCTIONS

### **Format:**

Each new board member (Ryan Brault, Alan Burke, Ricardo Sanchez, and Patty Wood) will have five minutes each to respond to the questions listed below. An informal, full group discussion will follow.

### **Questions for Each New Board Member to Answer:**

1. What are you most passionate about in education?
2. Why did you join the State Board of Education?
3. What is your top priority while serving on the State Board and why?
4. What is a detail about your personality or your past that would help your colleagues get to know you better?

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.

## Title: SBE Equity Efforts – Debrief and Discussion

**As Related To:**

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

**Relevant To Board Roles:**

<input checked="" type="checkbox"/> Policy Leadership	<input checked="" type="checkbox"/> Communication
<input checked="" type="checkbox"/> System Oversight	<input checked="" type="checkbox"/> Convening and Facilitating
<input checked="" type="checkbox"/> Advocacy	

**Policy Considerations / Key Questions:**

1. How did last evening’s community forum inform the Board regarding students of color’s strengths and challenges related to career-readiness?
2. What would Board members like to share regarding previous and/or upcoming May equity convenings?
3. What might the Board do next to delve deeper into issues of equity in order to effectively accomplish its goal of closing the opportunity gaps for all Washington children?

**Possible Board Action:**

<input checked="" type="checkbox"/> Review	<input type="checkbox"/> Adopt
<input type="checkbox"/> Approve	<input type="checkbox"/> Other

**Materials Included in Packet:**

<input checked="" type="checkbox"/> Memo	<input checked="" type="checkbox"/> Third-Party Materials
<input type="checkbox"/> Graphs / Graphics	<input type="checkbox"/> PowerPoint

**Synopsis:** Updates and discussions regarding recent and upcoming Board – individual and collective – intentional activities to increase knowledge regarding K-12 equity issues.

In your packet you will find:

- Student panel questions from last night’s community forum
- Puget Sound ESD’s *Racial Equity Tool*



# THE WASHINGTON STATE BOARD OF EDUCATION

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

## Board Discussion and Reflections on the May 9 Community Forum

### Walla Walla May 9<sup>th</sup> Community Forum:

As of 4/27/17, 32 community members registered for the forum. They include representatives from:

- Walla Walla Public Schools
- College Place Public Schools
- Walla Walla Community College
- Whitman College
- Eastern Washington University
- Commission on African American Affairs
- Inspire Development Centers (Provides needed services to migrant and rural economically disadvantaged clients)
- Blue Mountain Action Council (non-profit that helps meet the basic needs and develop independence for low-income individuals and families)
- Sponsor of Walla Walla High School Latino Club
- Treehouse For Kids
- League of Education Voters

### Brief Forum Review

The student panel members had an opportunity to introduce themselves and answer the following questions:

- Asks each student to introduce themselves, who state: name, grade, name of high school or college currently attending, and their career goal (if they have identified one)
- What are the biggest barriers you faced in completing your high school education? Did you get the help you needed from people in your school? How did they help?
- Do students today understand what it means to be “college ready” or “career ready”? Is this important or even on students’ radar?
- If being prepared for college or for careers is the purpose of education, what advice would you give to your college president or school superintendent to accomplish this so all students have a better chance to succeed?

Afterward, table groups had the opportunity to discuss two sets of questions:

1. When you or your child went to high school, what is something that happened that really helped prepared you or your child best for life after high school? What was something you wished had happened?
2. A. What are the barriers in high school for students of color to become career ready?  
B. What are the best practices or suggestions for improving high school career readiness for students?

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

**Objective:** *To support the PSES's goal of eliminating racial inequity, we will incorporate a racial equity analysis and best practices into program, policy and procedure decisions. Additionally, the PSES will assist and engage our regional districts in the adoption and use of the Racial Equity Tool in order to close the opportunity gap.*

**We Agree:**

- That in order to eliminate racial inequities, it is essential that race be clearly called out and institutional racism be addressed within our own organization as well as in the broader systems with which we interact.
- That the importance of training and skill building within our organization, departments, and internal and external programs is paramount. Increasing the number of trained and skilled employees, including leadership, staff, board members, etc, will not only help to make improvements supporting racial equity, but will also help to develop an anti-racist culture within our organization.
- To explore and develop a shared understanding relating to racial equity, and we also recognize that we and our external partners are all at different places as individuals, programs, and departments. We are committed to move forward with a focus that is intentional and strategic within our organization and our external partners. We will openly share challenges, successes and lessons learned to help move the sum of our race equity work forward.
- To have collective buy-in to racial equity best practices, we will each take responsibility for using the racial equity tool.
- That how the racial equity tool is implemented and used will differ from program to program, department to department and across our organization. Accountability for implementation and use within our own organization and to our respective communities (children, students, families and schools) will be essential.
- To approach racial equity analyses from an evaluative / continuous improvement perspective, as opposed to a **check list**. We will seek to strengthen programs, policies and procedures until racial inequities are eliminated.
- That if the strategy, practice, policy, or procedure works for our most vulnerable communities, it works for everyone. The reverse however, is not true.
- That we will not let the perceived barriers such as (time, agendas, schedules, etc) prevent us from interrupting patterns of racial inequity.

# RACIAL EQUITY TOOL

**Racial equity tool:** programs, practices, policies and procedures aimed at racial equity will employ the following **racial equity best practices criteria:**

- **Educate on racial issues and raises racial consciousness**
  - How does the program, policy or procedure educate about the history and current realities regarding race, racism, opportunity gap and/or culture?
  - How does the program, policy or procedure educate and encourage sharing about race and racism, including the connections between individual feelings and experiences and race-related systemic issues?
- **Promote racially inclusive collaboration and engagement**
  - How have people of color affected by the policy, program or procedure been involved in its development, implementation and evaluation?
  - How does the program, policy or procedure foster greater engagement in the PSESD community?
- **Assess community conditions and set goals for affecting desired community impact.**
  - Are community conditions, including racial inequities, clearly documented? If not, what is the plan for doing so?
  - How will goals be adjusted regularly to keep pace with changing community needs and racial demographics?  
*Note: to be anti-racist, the assessment and goal-setting should be a process driven by the community. People using the tool should be working with the community.*
- **Expand opportunity and access for individuals**
  - How does the program, policy or procedure increase opportunity and/or access for those who historically have been excluded? This means, more explicitly, who benefits from and/or who is harmed by the program, policy or procedure?
  - What are the strategies to improve access for immigrants and refugees, including appropriate interpretation and translation policies?
- **Affect systemic change**
  - How does the program, policy or procedure make changes within the organization to eliminate institutional racism (including the promotion of accountability)? How are issues of internalized racial oppression and internalized racial superiority acknowledged and attended to?
  - How does the program, policy or procedure work to address structural racism?  
*Note: to be anti-racist, an analysis of power and gatekeeping is critical.*
- **Develop and implement strategies for eliminating racial inequity**
  - What are the overall goals and outcomes of the program, policy or procedure? What are the specific strategies for decreasing racial inequity? How do the specific strategies work to decrease racial inequity?
  - How will strategies be adjusted regularly to keep pace with changing community needs and racial demographics?

## **After conducting the analysis, think about:**

What are the lessons learned?

What resources are needed to make changes?

What are the next steps?



# LEADERSHIP & Race

JULY 2010

*How to Develop and  
Support Leadership that  
Contributes to Racial Justice*

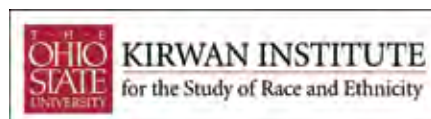


LEADERSHIP LEARNING  
COMMUNITY



APPLIED RESEARCH CENTER  
*Racial Justice Through Media, Research and Activism*

Center for Assessment and Policy Development



ASSOCIATES, INC.



SPR SOCIAL POLICY RESEARCH  
ASSOCIATES

## About the Leadership for a New Era Series

Leadership for a New Era (LNE) is a collaborative research initiative launched in 2009 by the **Leadership Learning Community**. Through this initiative we seek to promote leadership approaches that are more inclusive, networked and collective. We believe the dominant leadership model that places a strong emphasis on the individual is limiting our ability to positively impact change in our society, so we have joined forces with a diverse group of funders, researchers, practitioners and consultants in the leadership development field to shift the current thinking. Our research focuses on the following four areas: *Leadership and Race*, *Leadership and Networks*, *Collective Leadership*, and *Leadership Across Difference*. For more information, please visit [www.leadershipforanewera.org/](http://www.leadershipforanewera.org/)

The *Leadership and Race* publication is part of the Leadership for a New Era Series. The Series is funded by the Annie E. Casey Foundation, Blue Cross and Blue Shield of Minnesota Foundation, The California Endowment, David and Lucile Packard Foundation, Evelyn & Walter Haas, Jr. Fund, Kansas Leadership Center, and the W.K. Kellogg Foundation. Funds for printing and distributing this publication, the first in the Series, were provided by the Annie E. Casey Foundation and the W.K. Kellogg Foundation. The findings and conclusions presented in this report are those of the author(s) alone, and do not necessarily reflect the opinions of these organizations.

### About Leadership Learning Community

We are a national nonprofit organization transforming the way leadership development work is conceived, conducted and evaluated, primarily within the nonprofit sector. We focus on leveraging leadership as a means to create a more just and equitable society. We combine our expertise in identifying, evaluating and applying cutting-edge ideas and promising practices in the leadership development field, with access to our engaged national network of hundreds of experienced funders, consultants and leadership development programs, to drive the innovation and collaboration needed to make leadership more effective. We also offer the following consulting services to help programs and foundations optimize their leadership investment strategy: scans, evaluations and network development. For more information, please visit [www.leadershiplearning.org](http://www.leadershiplearning.org).

## About Leadership and Race

The *Leadership and Race* publication, “How to Develop and Support Leadership that Contributes to Racial Justice,” is part of the Leadership for a New Era series. This publication explores the ways in which our current thinking about leadership often contributes to producing and maintaining racialized dynamics, and identifies a set of core competencies associated with racial justice leadership. Recommendations are included for helping leadership programs develop and support leadership that furthers racial justice in organizations, communities, and the broader society.

A number of organizations and individuals working in the racial justice and leadership development fields collaborated to develop, write and edit this report. The group worked together via webinars, the Leadership for a New Era wiki, and email exchanges.

The authors of the report, in alphabetical order, are:

- **Terry Keleher**, [Applied Research Center \(ARC\)](#)
- **Sally Leiderman**, [Center for Assessment and Policy Development \(CAPD\)](#)
- **Deborah Meehan**, [Leadership Learning Community \(LLC\)](#)
- **Elissa Perry**, [Think.Do.Repeat.](#)
- **Maggie Potapchuk**, [MP Associates](#)
- **Professor John A. Powell**, [The Kirwan Institute for the Study of Race and Ethnicity](#)
- **Hanh Cao Yu, Ph.D.**, [Social Policy Research Associates \(SPR\)](#)

Lori Villarosa, [Philanthropic Initiative for Racial Equity \(PRE\)](#), participated as a reviewer.

### Why This Matters

We believe that people of color will continue to be under-recognized for their leadership contributions and under-represented in leadership positions without more culturally inclusive leadership models. Current leadership thinking that is very much based on beliefs about the role of the individual in change often misses the significance of social identity in helping groups coalesce and act from a shared understanding of collective grievances and aspirations.

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Cover image: The University of New Hampshire (UNH) Mural Project: *What Does Diversity Mean to Your Generation.*



# How to Develop and Support Leadership that Contributes to Racial Justice

## Introduction

We live in a multiracial world, in which the nature and consequences of racism are in flux. Many people take pride in, and build on, the strengths of their racial and ethnic identities. Although many of the most egregious and overt examples of racism have been outlawed, it is still true that life chances and opportunities are heavily racialized—that is, determined by one’s race or ethnicity. Differences by racial or ethnic identity remain, and in some instances are growing, in areas of well-being that include wealth, income, education, health, and even life expectancy. These differences are the result of historical and current practices that produce and reproduce racialized outcomes in a way that is not well revealed by looking through our old lens of race.

This publication, produced through a partnership of those in the racial justice and leadership development fields, explores the ways in which our current thinking about leadership may contribute to producing and maintaining racialized dynamics, and identifies a set of core competencies associated with racial justice leadership. Recommendations are included for ways to develop and support these competencies. This paper does not seek to address all positive leadership competencies, but rather to highlight some particular capacities and practices

that can further racial justice in organizations, communities, and the broader society.

Leadership can play a critical role in either contributing to racial justice or reinforcing prevailing patterns of racial inequality and exclusion. In an ever-changing multicultural society, filled with racial complexities, the role that leadership plays requires continual re-examination and reshaping to contribute in positive ways toward creating a society in which opportunities and benefits are more equally shared. We need to change our leadership development thinking and approaches in order to become part of the solution to racial inequalities.

Failing to pay attention to structural racism in leadership development programs and nonprofit leadership leaves unchallenged several issues that undermine the effectiveness and sustainability of community-based organizations and racial justice work. Patricia St. Onge, et al., in “Embracing Cultural Competency: A Roadmap for Nonprofit Capacity Builders,” outlines some of these issues:

- A disproportionate percentage of executive directors and board members who do not reflect the general population
- The professionalization of nonprofit management in a way that overlooks the lack of connection between leaders and the communities they serve
- The unchallenged assumption that people of color can improve their leadership only as beneficiaries of highly prescriptive intervention from outside their communities, rather than from resources that support collective work and responsibility for self-determination in their own cultural context

## What is structural racism?

According to the Kirwan Institute for the Study of Race and Ethnicity, “The word ‘racism’ is commonly understood to refer to instances in which one individual intentionally or unintentionally targets others for negative treatment because of their skin color or other group-based physical characteristics. This individualistic conceptualization is too limited. Racialized outcomes do not require racist actors. Structural racism/racialization refers to a system of social structures that produces cumulative, durable, race-based inequalities. It is also a method of analysis that is used to examine how historical legacies, individuals, structures, and institutions work interactively to distribute material and symbolic advantages and disadvantages along racial lines.”

Just as modern-day schools have had to adapt to classrooms with expanding racial, cultural, linguistic, and developmental diversity, situated in neighborhoods and regions with wide variations in resources and opportunities, so must leadership development program staff and funders continually rethink and retool practices in order to appropriately adapt approaches.

### The Impact of Leadership Thinking and Practice on Race

To a large extent, current thinking about leadership focuses on individualism, meritocracy, and equal opportunity, as described by the *Aspen Institute (Structural Racism and Youth Development: Issues, Challenges, and Implications)*:

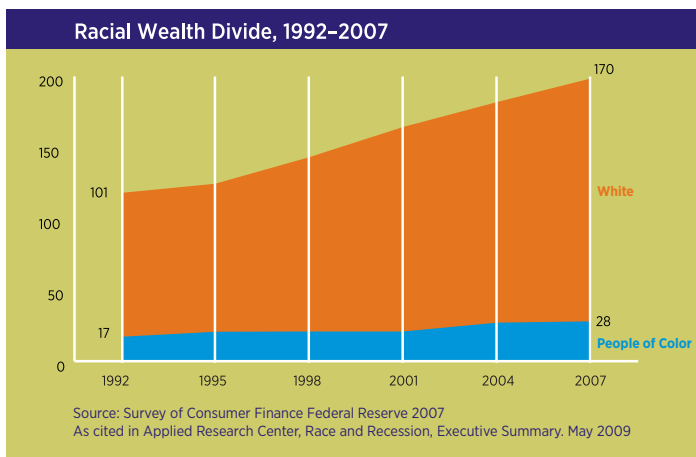
- Personal responsibility and individualism: The belief that people control their fates regardless of social position, and that individual behaviors and choices determine material outcomes.
- Meritocracy: The belief that resources and opportunities are distributed according to talent and effort, and that social components of “merit”—such as access to inside information or powerful social networks—are of lesser importance or do not matter much.
- Equal opportunity: The belief that employment, education, and wealth accumulation arenas are “level playing fields” and that race is no longer a barrier to progress in these areas.

Issues of advantage and disadvantage are largely influenced by racialized structural arrangements and group position; however, the focus on individualism and equal opportunity fails to recognize that link. Current leadership thinking and practice is strongly influenced by values and beliefs that are part of the dominant culture of individualism in the United States. There are several ways of understanding how this plays out in leadership work:

- Mainstream ideas about leadership carry the assumption that individuals have attained leadership positions based primarily on their talent, natural ability, or achievements. This thinking overlooks the many ways in which structural racism has created economic structures that create advantage, opportunities, and access (or lack of access) to leadership positions based on race. Even someone who attains a position of leadership may not have the needed resources to effectively lead or to deal with resistance embedded within the cultures of institutions. For example, focusing on supporting people’s success and leadership without addressing structural racism that may undermine their achievements—such as telling a young

### How does structural racism play out?

As an example of structural racism, the GI Bill disproportionately enabled white people to buy homes and create wealth (Kirwan Institute for the Study of Race and Ethnicity). That wealth helped a generation of working middle-class white people send their children to better schools and take care of their health needs more easily. Government policies also opened the doors to higher education for later generations, enabling those eligible for the GI Bill to finance their children’s education as a consequence of wealth accumulated by home ownership. But these policies excluded certain groups of service people (nearly all people of color) and potential home buyers (also nearly all people of color). According to the website for the PBS series *Race: The Power of an Illusion*, “Today, 71% of whites own their own home, compared to 44% of African Americans. Black and Latino mortgage applicants are 60% more likely than whites to be turned down for loans. As housing gets more expensive and wealth gets passed down from generation to generation, the legacy of past discrimination persists, giving whites and nonwhites vastly different chances.” These factors, along with the fact that for many years the dominant culture accepted these differences as normal, are examples of structural racism with profound consequences.



person how to dress or behave in a job interview or leadership position without talking about racial barriers (prejudice, organizational culture, old-boy networks)—implies that they are fully responsible for their success or failure, in that if they work hard enough they have as much chance to succeed as the next person. Many organizations have demonstrated that this is not true and have statistically documented the disadvantage of race along a number of dimensions, including the likelihood of owning a home, of going to college, and of going to prison.

- Focusing on the role of individuals in creating and solving problems does not look at the impact that systems have on the ways people behave, and tends to attribute racism only to ignorance or hateful behaviors. Based on this logic, it would follow that we could eliminate racism by changing people’s attitudes; however, this is not entirely true. In her article, “Taking on Postracialism,” Rinku Sen points out that while intrapersonal racism and bias are declining, incidents of structural racism are on the rise. This is because many of the policies and practices that produce disparities appear “race-neutral”—that is, they do not specify different actions by race—but their effect is to give whites advantage over people of color. Funding education by property taxes is one example; requiring computer literacy or a valid driver’s license for jobs that do not demand them is another. If we do not understand and address the consequences of structural racism, we help to maintain it.

- Leadership exists within a context. The focus on individuals in leadership thinking does not address differences in social contexts that are created by systems of structural advantage and disadvantage and that shape social and racial identity. These collective identities create a shared experience from which collective grievances and aspirations emerge to motivate collective action. The focus on individuals misses the influence of social identity as a context of collective leadership and action. A leader’s power is often connected to the group that the leader is part of. Many leaders of color represent a constituency that has limited power because of structural racism or may be supported by groups from different backgrounds that do not share a racial justice perspective.

**To support leadership that contributes to racial justice, we need to focus on how individuals and groups are connecting, organizing, thinking systemically, bridging, and learning as part of a dynamic leadership process that mobilizes action on the scale needed to address racial injustice.**

- Leadership is often characterized by the heroic, directive, high-profile individual who exerts influence over others by virtue of authority, or position, or persuasion; this is, however, only one model of leadership. Leadership is not inherently individualistic. We often reward people whose leadership style is aligned with the individual model of the dominant culture, but not those who engage in more collective forms of leadership. This serves to render invisible the leadership of many women and people of different races/ethnicities.

## Core Competencies for Racial Justice Leadership

Given the cultural influence of individualism, many leadership development programs assume that if you select individuals who have demonstrated leadership potential or ability and provide them with additional knowledge and skills, they will then strengthen their organizations’ performance and ability to serve the community. This approach does not take into

account structural and systemic issues that inhibit individual power, or the fact that dismantling structural racism requires collaborative, adaptive approaches.

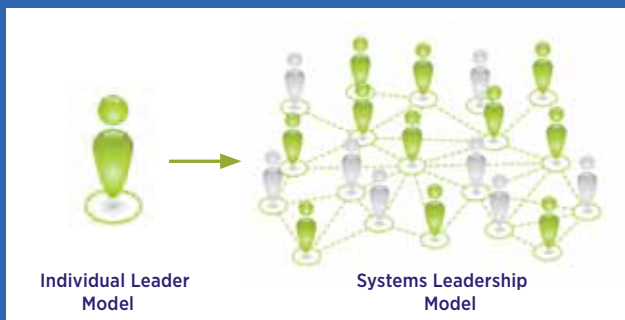
Changing the behavior of individuals is not enough: it will not support a system intervention that addresses the root causes of structural racism. Having a systemic perspective and a focus on leadership as a process, leads us to ask not only which individuals to support but also how to embed racial justice competencies in the ongoing practice and culture of organizations, networks, and communities.

**Meaning Making and Connecting** | Building alignment around an explicit and active commitment to racial justice requires a deep knowledge of oneself and others, and is core to

working together on racial justice in organizations and communities. This involves making meaning of one's own experience with issues of power. Understanding intersecting identities builds connection and shared commitment to racial justice work. Philanthropic Initiative for Racial Equity (PRE) and **mosaic** also link the meaning-making process to leadership development, explaining that the work of youth development organizations is to help youth analyze and comprehend the world around them at a critical stage in their development. As young people better understand how their lives and opportunities are influenced by racism, they can become a collective voice and advocate for themselves.

**Systems Thinking** | The Kirwan Institute helps us understand that racial disadvantage is primarily

### Why is systems thinking a critical racial justice leadership competency?



African Americans, who remain the most racially segregated population in the nation, are segregated not just from whites but also from opportunities that are critical to the quality of life, stability, and advancement. Where one lives determines one's connection to jobs, high-performing neighborhood schools, green space, quality

retail stores, fresh foods, and safety. Neighborhood is also an indicator of one's physical and mental health. If you are trying to open up opportunity for a marginal group by building low-income housing or providing tax credits for housing in neighborhoods with access to more resources, this increased integration of African Americans will likely have an impact on a more powerful group that could effectively veto such efforts.

A leadership development program cannot address an issue, such as access to quality of education, without an understanding of the complex context and system in which a particular school operates: the history of the neighborhood, the dynamics among potential stakeholders in the school's success (parents, realtors, mortgage lenders, churches, community groups, unions, school boards, teachers), the politics of the school system, the tax base, the demographics of the school, and the competition for teachers with other school districts that may have more resources and fewer problems.

a product of opportunity structures within society. “A systems perspective helps us understand how racial disadvantages manifest, accumulate, and resist efforts to address them by allowing us to see the world in terms of wholes, rather than in single event ‘snapshots’ and how parts of a system work together to produce systems outcomes” (Systems Primer). Systems thinking deepens understanding of how structural racism is perpetuated. This includes a commitment to assessing racial impacts of key plans and proposals before making final decisions, to maximize equitable systemic impacts.

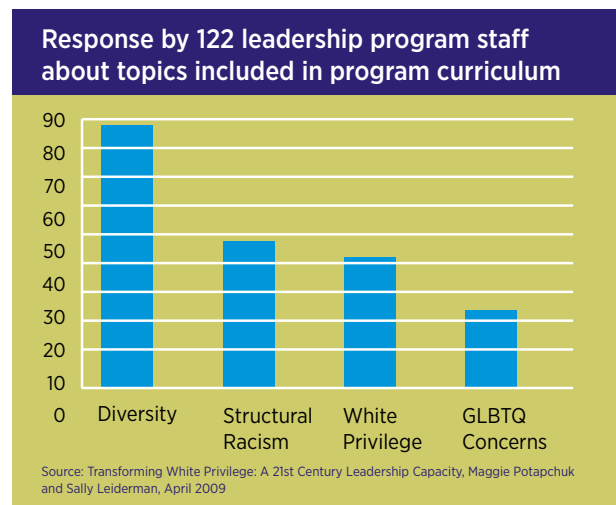
**Organizing** | Conscious attention should be paid to racial justice in all aspects of organizing, in a variety of contexts ranging from organizations to networks and coalitions. This means organizing the work such that equity and inclusion are paramount and the process and pursuits are fully aligned. It requires transparent conversations about power and privilege in decision-making and governance issues.

**Learning and Reflection** | Reflection on one’s individual experience with institutional power and privilege, along with learning about racialized opportunity structures, is a continuous process that is integrated with action. It means being collectively accountable for how we are doing on our racial justice goals and mobilizing to do better, individually and as groups. This competency within organizations and communities includes understanding how to use data to diagnose an issue and track progress.

**Bridging** | Understanding leadership as a process makes more visible the natural connections between many organizations and individuals in different parts of a system, and encourages leadership that builds strategic alignment around problem analysis and vision with a diverse array of stakeholders. To achieve racial and social justice, we need to move beyond the emphasis on the power of individuals to a philosophy of interdependence and building connections.

## Recommendations for Effectively Supporting Racial Justice Leadership

**Make racial justice an explicit and active commitment.** Just as many programs have adopted an explicit commitment to diversity and anti-discrimination, organizations can be encouraged to adopt an explicit commitment to racial justice. It is helpful to see diversity as a tool to help us get to racial justice, rather than an end in itself. A recent survey illustrates that a large number of leadership programs place a strong emphasis on diversity but more could be done to stress issues of structural racism and white privilege.



Racial justice leadership needs to express this commitment through concrete planning and, to make it a reality, through practice in terms of diverse staffing, inclusive policies, and power in making curriculum decisions. It is also important to understand how an organization’s commitment to racial justice is reflected or inhibited in the structure of the institution and in relation to other institutions.

**Be accountable for racial justice outcomes.**

If we are going to hold ourselves accountable for transforming structural racism through our leadership work, then, according to Sally Leiderman of the Center for Assessment and Policy Development, we need to

track all of the following: changes at organizational and community levels for different racial groups over the long term; the extent to which race becomes a less powerful predictor of how people fare; and progress toward a community's understanding of how privilege and oppression shape opportunities. And we must share our stories of success.

**Provide those engaged in leadership of organizations, networks, and communities with access to tools and resources that support them in making racial justice a conscious part of planning and decision-making in their leadership work.** Leadership within organizations and communities needs to understand the racial impact of programs and policies. This begins with developing the individual and institutional knowledge and the confidence to ask tough questions, such as: What aspects of our organizations actively work to create inequities? What are the power dynamics at play? Whose voices are at the table? Whose are not? Is there a single cultural lens through which policies, practices, and experiences are interpreted and determined? Who benefits from the way things are done? These leadership skills can be supported with the following types of tools and resources:

- **Issue Framing Guide** | Some organizations have learned new ways to highlight the racial dynamics of social issues they are addressing. For example, the board of directors of Citizen Action of New York enacted a policy that requires its chapters and issues committees to use a racial justice framing tool to assess whether to explicitly address racial inequities in its issue campaigns. If the chapters or committees decide not to address racism, they must provide an explanation to the board. Having this policy and tool provides leaders with a concrete way to consciously address race.
- **Policy and Budget Filter** | City officials in Seattle and county officials in King County, Washington, are using planning and budgetary guides to help them address racial disparities in making planning and budgetary decisions.
- **Racial Equity Impact Assessments** | Some government bodies and non-profits are beginning to use Racial Equity Impact Assessments during the

**Leadership development programs and strategies cannot undo structural racism, but they can provide increased opportunities for individuals and groups who, because of racialized systems of structural advantage, are less likely to have had equitable access to resources.**

planning and decision-making process to predict and prevent negative racial impacts. Legislators in Iowa and Connecticut have passed laws requiring the use of minority impact assessments when considering legislative proposals that could affect the racial population of state prisons, in order to help prevent further racial disparities.

**Incorporate racial justice training into leadership development strategies.** Effective leadership development can be strengthened by racial justice trainings, which include an analysis of structural racism and support the development of skills and strategies for advancing racial equity and institutional change. These differ from diversity and cultural competency trainings, which often focus on interpersonal relations, prejudice reduction, and cultural awareness, and even from dismantling racism trainings. The latter, at their best, usually provide an institutional analysis and critique of racism and deeper awareness of racial privilege and oppression, but they tend to focus on organizational change and may fail to connect to strategies for external community and policy change.

**Support the development of systems thinking and analysis.** Tackling structural racism as a system requires understanding how systems operate and perpetuate themselves—recognizing in particular the role of “leverage points” in altering a system’s ability to maintain itself and resist efforts toward change.

Other considerations from a systems analysis approach include:

- **An understanding of the deep relational nature of systems.** It is important for leadership to understand resistance (whether implicit or explicit) to the goal of racial justice and how this goal aligns or conflicts with other institutional and inter-institutional goals and dynamics. Failure to understand and address such issues can undermine the effectiveness of leadership in general, but especially in matters of race.

- **A shift in the meaning of race and the grammar for race.** Instead of focusing on individual or group feelings and thoughts, it becomes necessary to consider what work the institutions are doing and how to influence them. It also becomes important to have an understanding of implicit racial messages and meaning.

**Provide time, processes, and conducive space for talking about race and racial/ethnic identity.**

Conversations about race that deal honestly with conflict can give participants an opportunity to learn something new and transform their thoughts and feelings (*Taking Back the Work: A Cooperative Inquiry into the Work of Leaders of Color in Movement-Building Organizations*). Making meaning of individual and collective experiences in a safe environment for emotional exploration of racism can also support healing. It is important to address racial nuance in the course of business and to recognize and value the importance of giving needed time to these discussions in real time as racialized dynamics surface.

**Promote inclusive models of leadership that recognize leadership as a collective process through which individuals and groups take action on racial justice goals.**

Many programs promote the individual model of leadership, which is associated with leadership “over” others, creates relationships of dominance, and has historically applied coercion, force, or influence to reinforce power and privilege. Leadership needs to be reframed as the process by which individuals and groups align their values and mission, build relationships, organize and take action, and learn from their experiences to achieve their shared goals. Leadership programs should honor multiple approaches to leadership by inviting participants to share and learn from the different ways that they and their communities exercise collective, action-oriented leadership.

**Provide resources, networks, and skills to groups that have been historically disadvantaged.**

The kinds of support structures needed for people of color, especially those from low-income backgrounds, may differ considerably from those needed for middle-class whites. Without paying attention to these

differences, a typical program approach that assumes equal opportunity will not take the extra steps needed to address historical disadvantage. Examples of what to provide to program participants include:

- **Targeted Resources** | Provide resources based on need; for example, cover child care costs, missed time from work, health care, and educational opportunities. Targeted efforts like these are critical to achieving more universal goals intended to benefit all, which in the case of a leadership program, might be the intention to provide reflective time in a retreat-like environment, to help all participants align their mission and values.
- **Response to Specific Needs** | Provide a safe space in which people of color can examine their own internalized oppression, to avoid having others tokenize their experiences and to create effective multiracial coalitions for addressing ineffective policies and practices. White people may need different support structures to help them recognize their own white privilege and step out of their comfort zones to ask and understand the effects of racism, in order to become allies for racial justice.
- **Skills Development** | Provide access to skills that facilitate participation of people of color at policy tables, to which they can bring a racial impact analysis, as well as access to planning, decision-making, and evaluation tools related to promoting racial justice outcomes.
- **Networks** | Provide strategies that connect people who have been marginalized to existing networks while building new networks for mentoring, intergenerational partnership, information exchange, and access to resources.

**Adequately fund leadership programs and strategies that promote racial justice:**

Financially support programs that have an explicit commitment to racial justice goals, demonstrate inclusive leadership diversity and incorporate program strategies that enhance the ability of participants to access resources, opportunities to talk about race, employ a racial impact analysis and build connections needed to tackle structural racism.

## Conclusion

We who are involved in leadership work have an opportunity to address disparities in how resources and opportunity are distributed in the U.S. Bringing a race conscious lens to common assumptions about leadership raises an important question about the impact of our leadership work, “Are current approaches to leadership contributing to growing disparities or supporting a more equitable and just future for people of all races and ethnicities?” Leadership programs engage thousands of people every year and will make a difference. It is up to us to decide what that difference will be. A commitment to racial justice will require a new consciousness, and new approaches to our leadership work. We developed this publication to stimulate the conversation about needed changes in leadership work, offer suggestions about racial justice leadership strategies and identify resources that can guide leadership programs in better supporting racial justice. The work is still emerging and we invite you to help strengthen it by sharing your experience and learning.

This publication is part of a larger collaborative research initiative, Leadership for a New Era, which promotes leadership approaches that are more inclusive, networked and collective. We invite you to visit the central site for this collaborative initiative, [www.leadershipforanewera.org](http://www.leadershipforanewera.org), to connect with peers across the nation, add ideas, raise questions, get resources and ultimately, join us in promoting changes that will increase the contributions leadership can make to racial justice.

## Tools

### Evaluation

- Evaluation Tools for Racial Equity: [www.evaluationtoolsforracialequity.org](http://www.evaluationtoolsforracialequity.org) (June 2010)
- “Doing Evaluation Differently” (Chapter 9), *Flipping the Script: White Privilege and Community Building* (Potapchuk and Leiderman with Bivens and Major, 2005)
- Social Policy Research Associates (SPR) has developed an institutional change model that focuses on the organizational context required for the success of any leadership efforts to address racial equity. See *Commissioning Multicultural Evaluation: A Foundation Resource Guide* (Inouye, T., Yu, H.C., Adefuin, J., January 2005) <http://www.spra.com/pdf/TCE-Multicultural-Evaluation.pdf>

### Others

- Racial Equity Impact Assessment Toolkit: [www.arc.org/content/view/744/167/](http://www.arc.org/content/view/744/167/) (June 2010)
- Racial Equity Tools: [www.racialequitytools.org](http://www.racialequitytools.org) (June 2010)





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# THE WASHINGTON STATE BOARD OF EDUCATION

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## Title: Supporting Seamless Student Transitions to Postsecondary Education

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**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 type="checkbox"/> <b>Goal Two:</b> Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input 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 checked="" type="checkbox"/> Policy leadership	<input type="checkbox"/> Communication
<input type="checkbox"/> System oversight	<input type="checkbox"/> Convening and facilitating
<input checked="" type="checkbox"/> Advocacy	

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**Policy considerations / Key questions:**

- How are districts partnering with postsecondary institutions to establish secondary to postsecondary pathways?
- How are students experiencing the transition from secondary to postsecondary education? What are students' fears, challenges, and successes concerning transitions?
- How does the state currently support successful student transitions? Does the support align with the reform recommendations of the Board and organizations tasked by the Legislature to make recommendations?
- What are statewide policy levers that would increase seamless student transitions to postsecondary education?

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**Relevant to business item:** No business item associated with this agenda item

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**Materials included in packet:**

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

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**Synopsis:** At the Board meeting, the board will hear from

1. SBE staff, with a brief introduction and a data spotlight on student transitions (a data memo is included in this section of the Board packet).
2. Andrea Cobb, the Executive Director of the Center for the Improvement of Student Learning for the Office of the Superintendent of Public Instruction (OSPI), with an update on the Integrated Student Supports Workgroup (via online conference).
3. A panel of secondary and postsecondary educational leaders about efforts in Walla Walla to create seamless pathways to postsecondary education and careers.
4. A panel of high school and college students, who will share about their experience with student transitions.

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This is the second meeting of a 3-meeting arch on student transitions. The first focused on planning, the second on supports, and the third will be on assessment and postsecondary admissions.

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# THE WASHINGTON STATE BOARD OF EDUCATION

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## SUPPORTING SEAMLESS STUDENT TRANSITIONS TO POSTSECONDARY EDUCATION

### Summary

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

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

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

Included in this section are:

1. An outline of the meeting segment, with guiding questions that were shared with panelists.
2. A memo on current and recommended state supports for successful student transitions based on an examination of budget provisos.
  - a. Appendix A: List of budget provisos for 2017-18, the biennial total, and a link to more information.
  - b. Appendix B: brief description of most of the programs and reforms in the budget provisos.
3. Data on Key Student Transitions.
4. Washington Integrated Student Supports Protocol Brief – background information for an update on the Washington Integrated Student Supports Workgroup.

Possible outcomes of the Board’s work on student transitions include:

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

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

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

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

9:35-10:35 - Panel Discussion: Creating Seamless Transitions between Secondary and Post-Secondary Educational Systems (1 hour)

Dr. Marleen Ramsey, Vice President of Instruction/CIO, Walla Walla Community College

Mr. Wade Smith, Superintendent, Walla Walla Public Schools

Mr. Tim Payne, Superintendent, College Place School District

**Guiding Questions for Educator Leaders:**

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

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

10:45-11:45 - Panel Discussion: Transitions between Secondary and Post-Secondary Systems—the Student Experience (1 hour)

Maria Alonso, Trio advisor for Walla Walla Community College will moderate the student panel. The panel will consist of two high school students and two community college students.

**Moderator's questions for high school students:**

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

**Moderator's questions for college students:**

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

11:45 Agenda segment end



# THE WASHINGTON STATE BOARD OF EDUCATION

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## **SUMMARY OF CURRENT AND RECOMMENDED STATE SUPPORTS FOR SUCCESSFUL STUDENT TRANSITIONS**

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

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

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

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

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

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

### **Budget Provisos for Statewide Programs and Reforms**

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

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

The amount of funds the state allocates in support of particular programs or reforms varies based in part on how expensive it is to deliver a particular program or reform. Twenty-four of the programs and reforms funded through provisos were identified subjectively as programs that appear to particularly support student

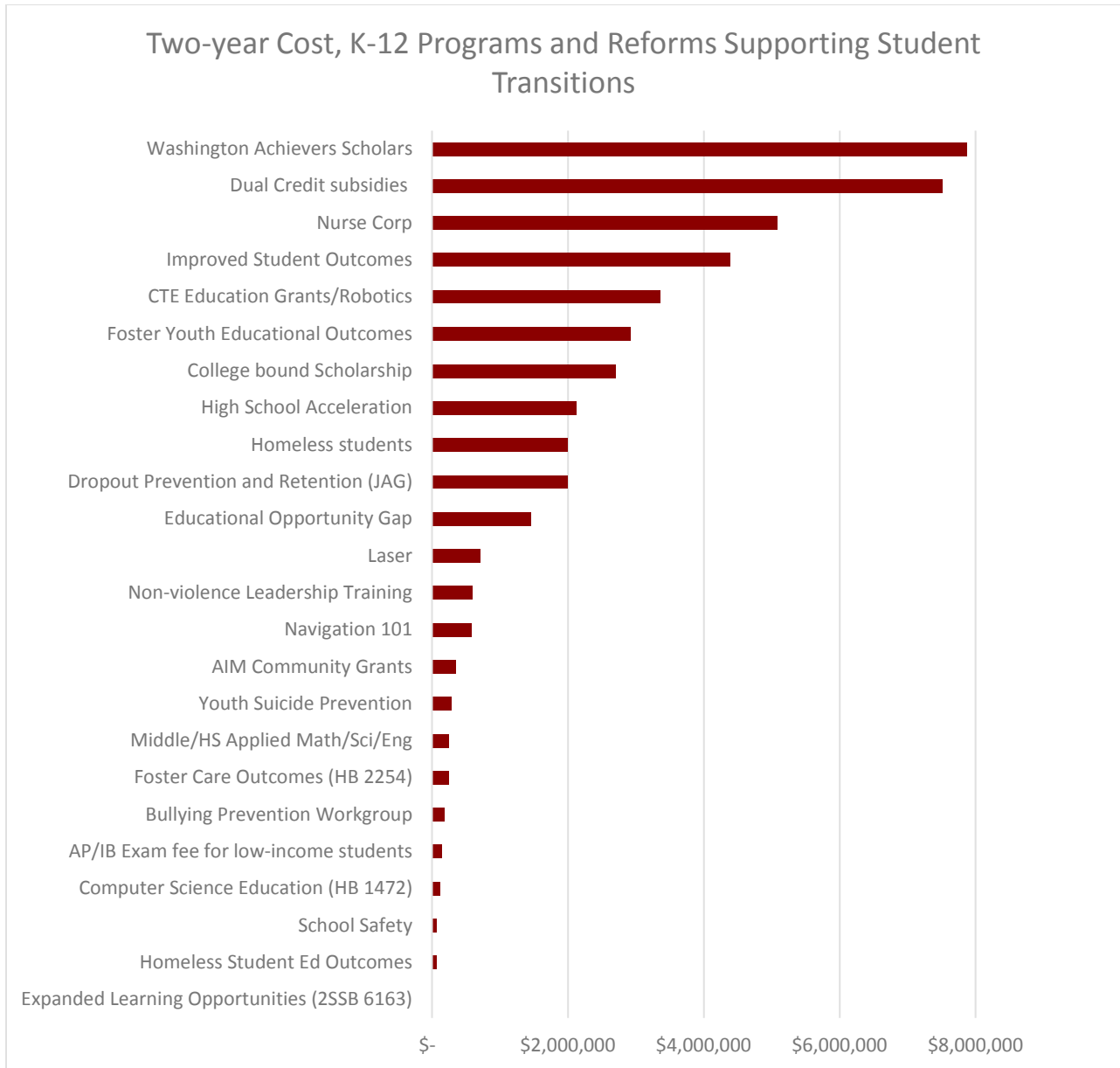
transitions. (Identifying this subset is not meant to definitively characterize the programs and reforms, it is merely intended to sort and reduce the numbers of programs so that the relative costs of a smaller number of items can be examined more easily.)

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

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

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

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



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

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



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

<b>Organization:</b>	<b>State Board of Education</b>	<b>Educational Opportunity Gap Oversight and Accountability Committee</b>	<b>Washington Student Achievement Council</b>
Originating Legislation for recommendations:	SB 5491, passed in 2013	ESSB 5973, passed in 2009	E2SHB 2483 originating Legislation of the Council, passed in 2012 (RCW 28B.77)
Report, documents	<a href="#">Statewide Indicators of Educational System Health, 2016 Report</a>	Closing the Opportunity Gap in Washington’s Public Education System  <a href="#">2017 Annual Report and Recommendations</a>	Road Map: a Plan to Increase Educational Attainment in Washington  <a href="#">Road Map webpage</a>
Goal of recommendations:	Improving student achievement and closing opportunity and achievement gaps	Closing racial opportunity gaps	Increasing educational attainment in Washington
Broad K-12 Recommendations Concerning:	<ul style="list-style-type: none"> <li>• Early childhood education</li> <li>• Expanded learning opportunities</li> <li>• Professional learning for educators</li> <li>• Supports and services that prepare students for postsecondary opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Student Discipline</li> <li>• Teacher Recruitment, Hiring, and Retention</li> <li>• English Language Learner Accountability</li> <li>• Cultural Competence</li> <li>• Family Engagement</li> <li>• Disaggregated Student Data</li> <li>• Washington Integrated Student Supports Protocol</li> <li>• Social Emotional Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring access to postsecondary education               <ul style="list-style-type: none"> <li>○ Ensuring cost is not a barrier</li> <li>○ Ensure career and college readiness</li> <li>○ Streamline dual credit</li> </ul> </li> <li>• Enhancing learning               <ul style="list-style-type: none"> <li>○ Increase access to work-based learning</li> </ul> </li> <li>• Preparing for future challenges               <ul style="list-style-type: none"> <li>○ Increase awareness of postsecondary opportunities</li> </ul> </li> </ul>
Examples of statewide Programs and Reforms that align with the specific recommendations	<ul style="list-style-type: none"> <li>• Kindergarten Readiness Wakids</li> <li>• Expanded learning Opportunities</li> <li>• Leadership Academy</li> <li>• Washington Achievers Scholars</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor/Beginning Teacher assistance (BEST)</li> <li>• Educational Opportunity Gap (funding to support implementing 4SHB 1541, including the ISS workgroup and protocol)</li> </ul>	<ul style="list-style-type: none"> <li>• Dual Credit Subsidies</li> <li>• College Bound Scholarships</li> </ul>

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

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

Areas where the alignment could be improved include:

- **Funding for expanded learning opportunities** in the budget provisos support the Expanded Learning Opportunities Taskforce. The state is beginning to look at this reform through the taskforce, but there is currently little state funding specifically supporting expanded learning opportunities.
- While many supports help address closing opportunity and achievement gaps—**specific funding to support the recommendations of the EOGOAC** seems scant compared to the scope of the problem and the intransigence of gaps. Recommendations concerning additional support for the Transitional Bilingual Instructional Program, cultural competency professional development, family engagement, social emotional learning, and the ISS protocol seem particularly aimed at helping student successfully transition.
- **High quality high school and beyond planning** is specifically recommended by both the SBE and WSAC. Yet the cost of implementing high school and beyond plans is absorbed almost entirely by district budgets. Some districts deliver high quality, innovative ways of implementing high school and beyond planning, while for other districts the plan is as little as a worksheet filled out once during high school.
- WSAC calls for **graduation specialists** for all high school seniors, to help ensure students have access to supports for successful transitions, and are informed about postsecondary options.
- **Increased access to work-based learning** is called for by WSAC, as part of the Roadmap recommendation of enhancing learning. This is also a priority of the Workforce Training and Education Coordinating Board, as was discussed with the SBE at the joint meeting in January.

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

### **Action**

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

If you have questions regarding this memo, please contact Linda Drake at [linda.drake@k12.wa.us](mailto:linda.drake@k12.wa.us).

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

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

<b>Statewide Programs/Ed Reforms in the 2017-2018 Budget</b>	<b>First year</b>	<b>Biennial Total</b>	<b>Links to Additional Information</b>
CTE Leadership Org. -Existing	\$ 100,000	\$ 200,000	
Civil Rights Enforcement (HB 3026)	\$ 266,000	\$ 532,000	<a href="#">HB 3026</a>
EOGOAC Committee	\$ 50,000	\$ 100,000	<a href="http://www.k12.wa.us/WorkGroups/EOGOAC.aspx">http://www.k12.wa.us/WorkGroups/EOGOAC.aspx</a>
Military Compact	\$ 61,000	\$ 122,000	<a href="http://www.k12.wa.us/MilitaryKids/InterstateTransfers.aspx">http://www.k12.wa.us/MilitaryKids/InterstateTransfers.aspx</a>
Student Database (CEDARS)	\$ 1,802,000	\$ 364,000	<a href="http://www.k12.wa.us/CEDARS/default.aspx">http://www.k12.wa.us/CEDARS/default.aspx</a>
Project Citizen	\$ 50,000	\$ 100,000	<a href="http://www.civiced.org/pc-program">http://www.civiced.org/pc-program</a>
Collaborative Schools for Innovation	\$ 1,500,000	\$ 150,000	<a href="http://www.k12.wa.us/legisgov/2015documents/2015-12-CollaborativeSchools.pdf">http://www.k12.wa.us/legisgov/2015documents/2015-12-CollaborativeSchools.pdf</a>
Foster Youth Educational Outcomes	\$ 1,461,000	\$ 2,922,000	<a href="#">SHB 2254</a>
Open K-12 Education Resources (HB 2337)	\$ 250,000	\$ 250,000	<a href="http://digitallearning.k12.wa.us/oer/">http://digitallearning.k12.wa.us/oer/</a>
Bullying Prevention Workgroup	\$ 93,000	\$ 186,000	<a href="http://www.k12.wa.us/safetycenter/BullyingHarassment/WorkGroup.aspx">http://www.k12.wa.us/safetycenter/BullyingHarassment/WorkGroup.aspx</a>
State-Tribal Education Compacts	\$ 14,000	\$ 28,000	<a href="http://www.k12.wa.us/Finance/AgencyFinancialServices/Provisos/2016/RT1_StateTribalEducationCompacts.pdf">http://www.k12.wa.us/Finance/AgencyFinancialServices/Provisos/2016/RT1_StateTribalEducationCompacts.pdf</a>
Computer Science Education (HB 1472)	\$ 62,000	\$ 124,000	<a href="#">SHB 1472</a>
Washington Innovation Schools	\$ 10,000	\$ 20,000	<a href="http://www.k12.wa.us/EducationAwards/Innovative/default.aspx">http://www.k12.wa.us/EducationAwards/Innovative/default.aspx</a>
Mobius Science Center	\$ 100,000	\$ 200,000	<a href="http://mobiusspokane.org/mobius-science-center/education">http://mobiusspokane.org/mobius-science-center/education</a>
ALE compliance staff at OSPI	\$ 131,000	\$ 262,000	
Math and Science Equivalencies (SB 6552)	\$ 31,000	\$ 86,000	
Youth Suicide Prevention	\$ 142,000	\$ 284,000	<a href="http://www.k12.wa.us/safetycenter/YouthSuicide/SuicidePrevention.aspx">http://www.k12.wa.us/safetycenter/YouthSuicide/SuicidePrevention.aspx</a>
Nurse Corp	\$ 2,541,000	\$ 5,082,000	<a href="http://www.k12.wa.us/HealthServices/SchoolNurse.aspx">http://www.k12.wa.us/HealthServices/SchoolNurse.aspx</a>
Non-violence Leadership Training	\$ 300,000	\$ 600,000	
K-20 Support Services in K-12	\$ 1,221,000	\$ 2,442,000	<a href="http://www.k12.wa.us/EdTech/K-20Network/">http://www.k12.wa.us/EdTech/K-20Network/</a>
Washington Achievers Scholars	\$ 3,940,000	\$ 7,880,000	<a href="http://www.k12.wa.us/Finance/AgencyFinancialServices/Provisos/2016/MN1_WashingtonAchieversScholars.pdf">http://www.k12.wa.us/Finance/AgencyFinancialServices/Provisos/2016/MN1_WashingtonAchieversScholars.pdf</a>
College bound Scholarship	\$ 1,354,000	\$ 2,708,000	<a href="http://www.wsac.wa.gov/college-bound">http://www.wsac.wa.gov/college-bound</a>
Dropout Prevention and Retention (JAG)	\$ 1,000,000	\$ 2,000,000	<a href="http://www.k12.wa.us/Finance/AgencyFinancialServices/Provisos/2016/SB1-CW1_DropoutPrevention-BuildingBridges-JAGGrants.pdf">http://www.k12.wa.us/Finance/AgencyFinancialServices/Provisos/2016/SB1-CW1_DropoutPrevention-BuildingBridges-JAGGrants.pdf</a>
Kindergarten Readiness Wakids	\$ 2,984,000	\$ 5,968,000	<a href="http://www.k12.wa.us/WaKIDS/">http://www.k12.wa.us/WaKIDS/</a>
AP/IB Exam fee for low-income students	\$ 75,000	\$ 150,000	<a href="http://www.k12.wa.us/AdvancedPlacement/testfee.aspx">http://www.k12.wa.us/AdvancedPlacement/testfee.aspx</a>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



## Key Transition Data

Parker Teed, Data Analyst

May 2017

### Overview of Presentation



❖ There are multiple ways to examine student transitions through data. This presentation highlights three major ways to look at student transitions:

Mobility

Program Status

Transition Points

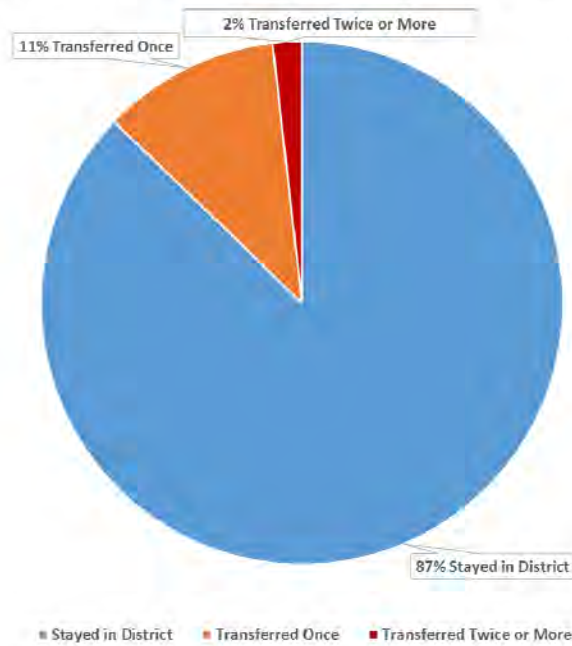
❖ These data show the proportion of students who experience these transitions and examines how those transitions correlate to student outcomes.



## Mobility

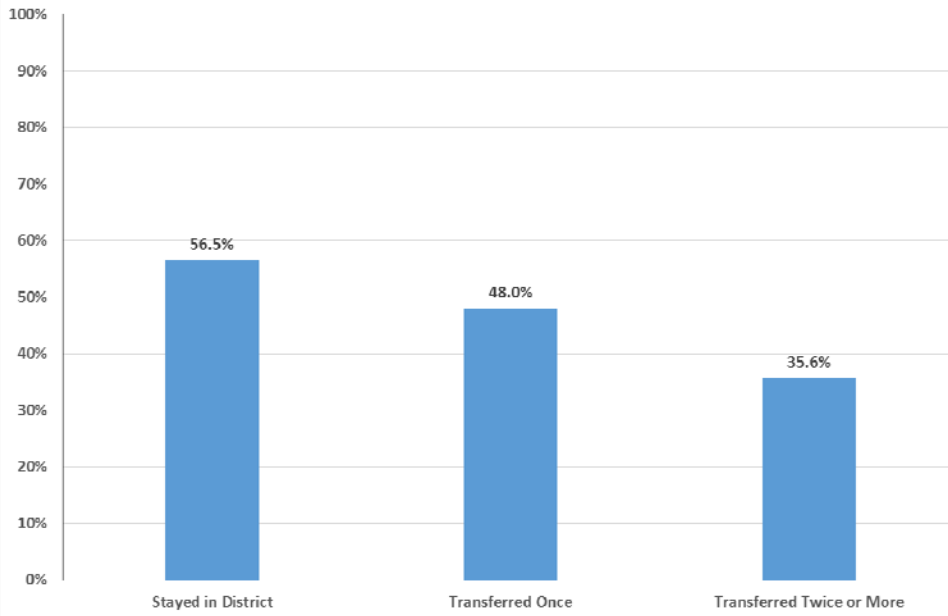
3

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



4

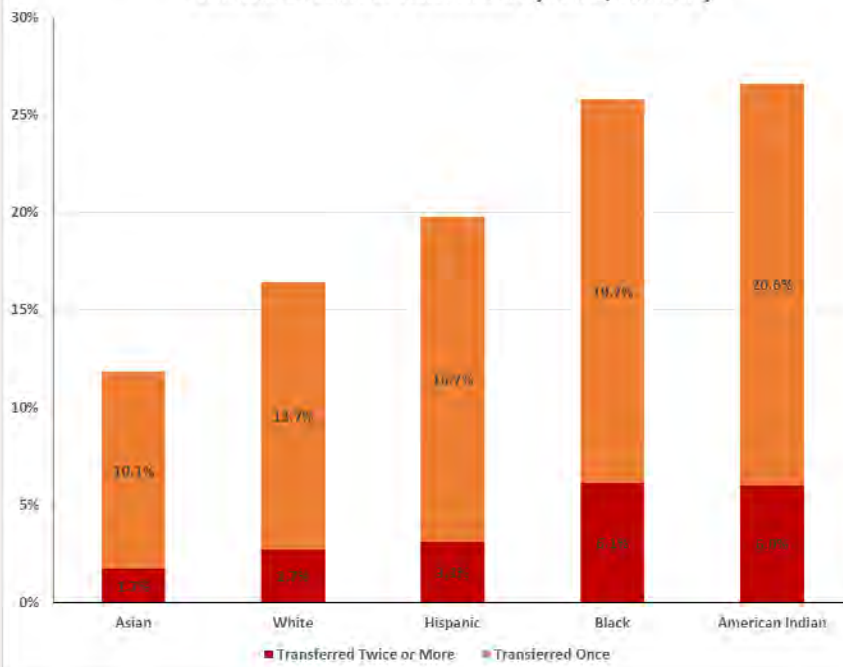
### Fourth Grade Math Outcomes by Number of Schools Attended



Number of Schools Attended Between 2nd and 4th Grades  
 Source: ERDC, A First Look at Student Mobility, February 2010



### Number of Districts Attended by Race/Ethnicity

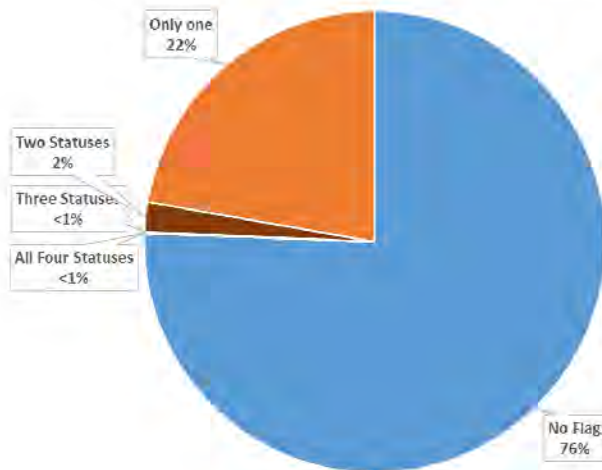




## Program Status

7


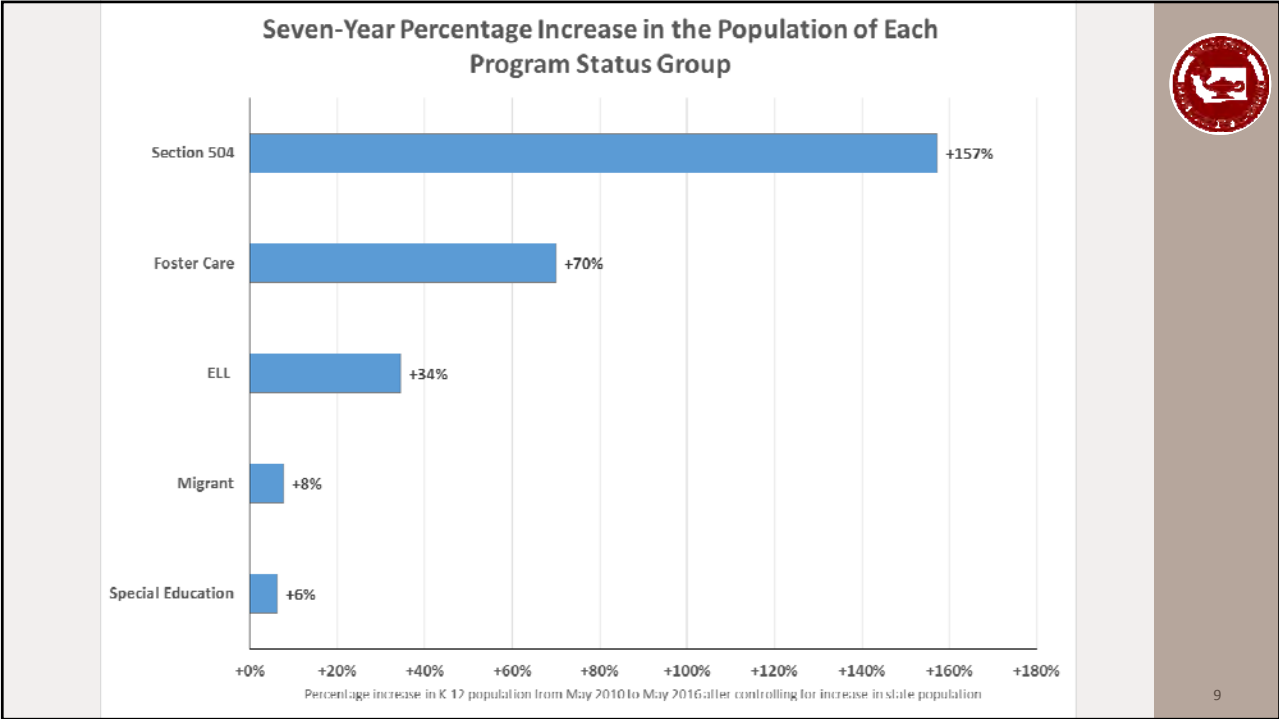
What percentage of the K-12 population experience a challenging transition related to program status (English Learner, Special Education, Migrant, or Section 504 status)?



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

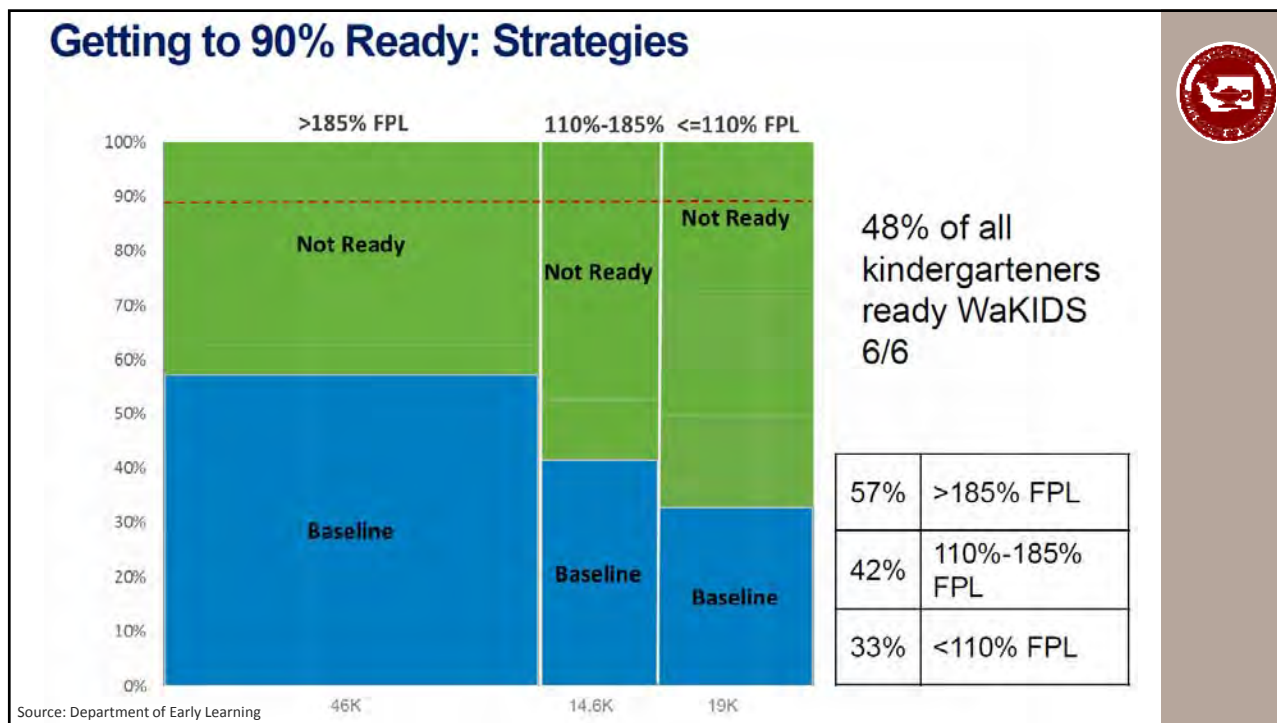
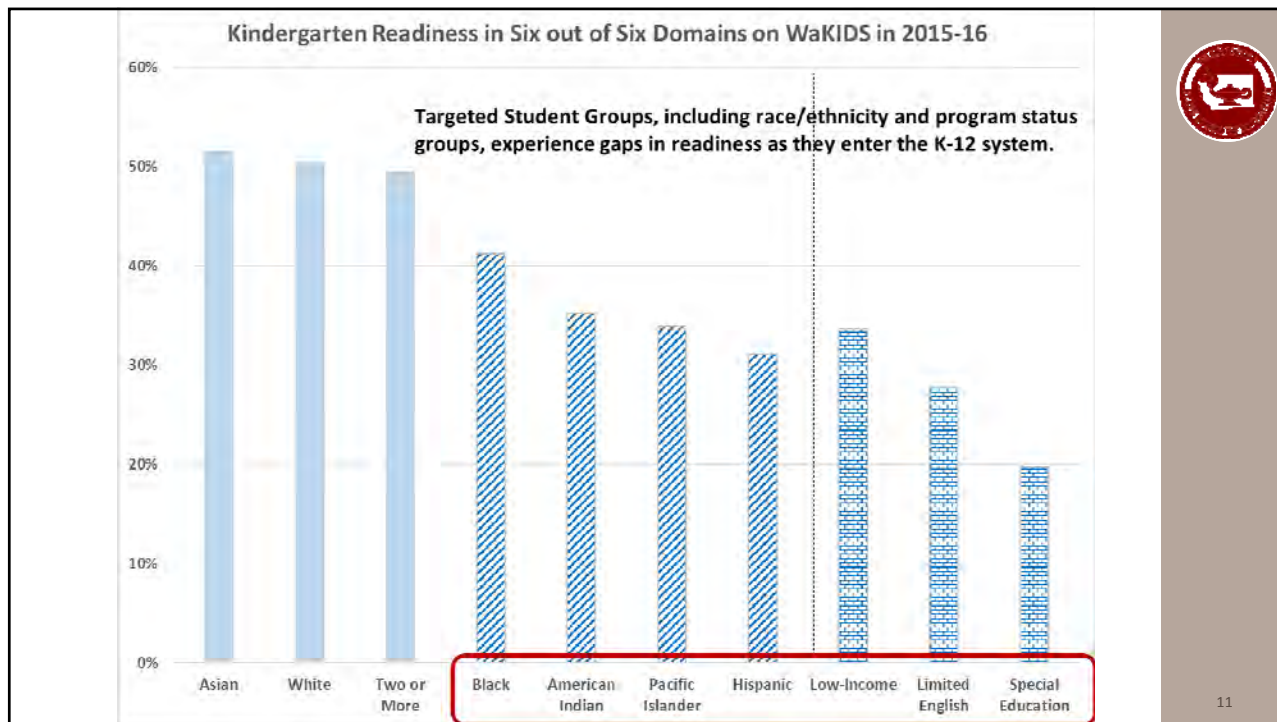


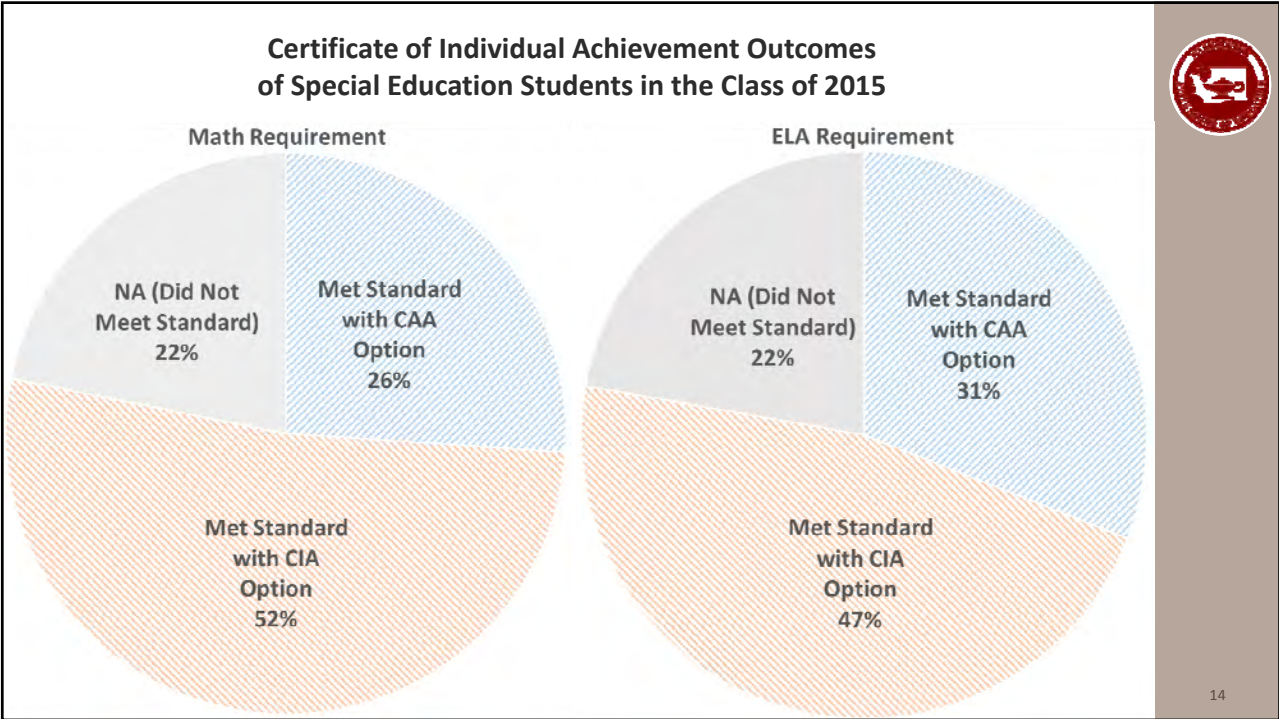
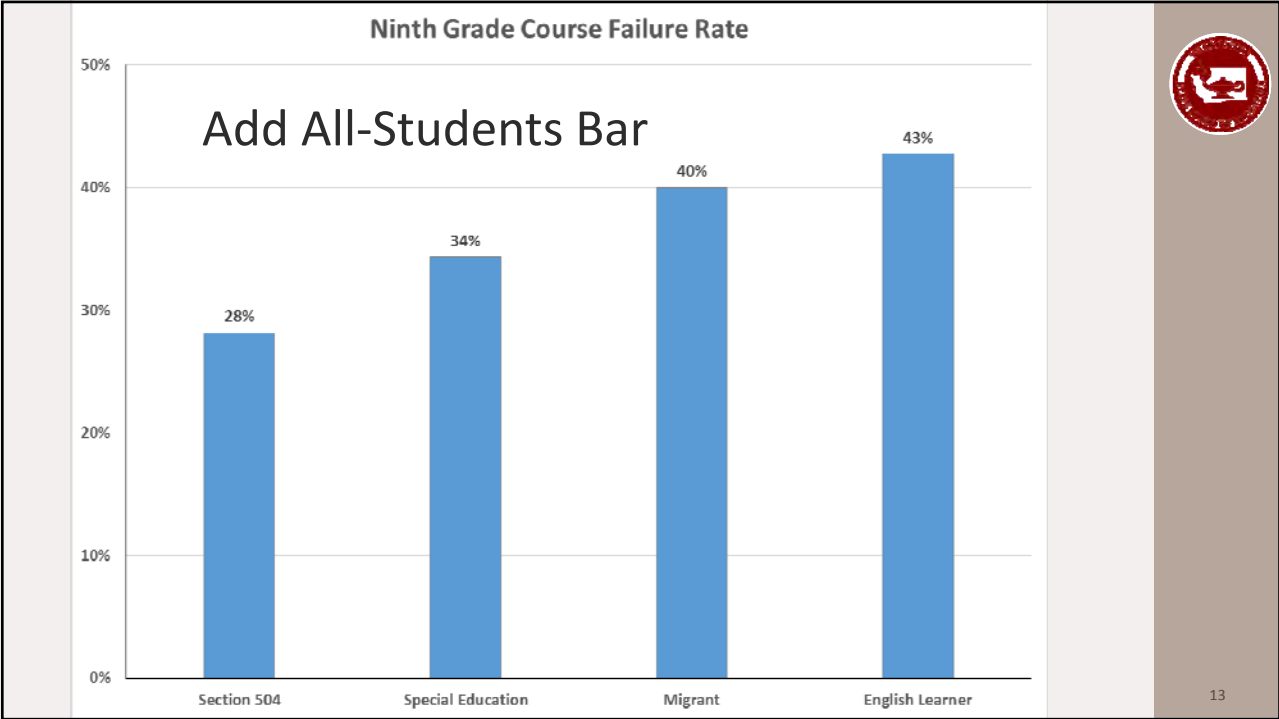
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## Transition Point Data

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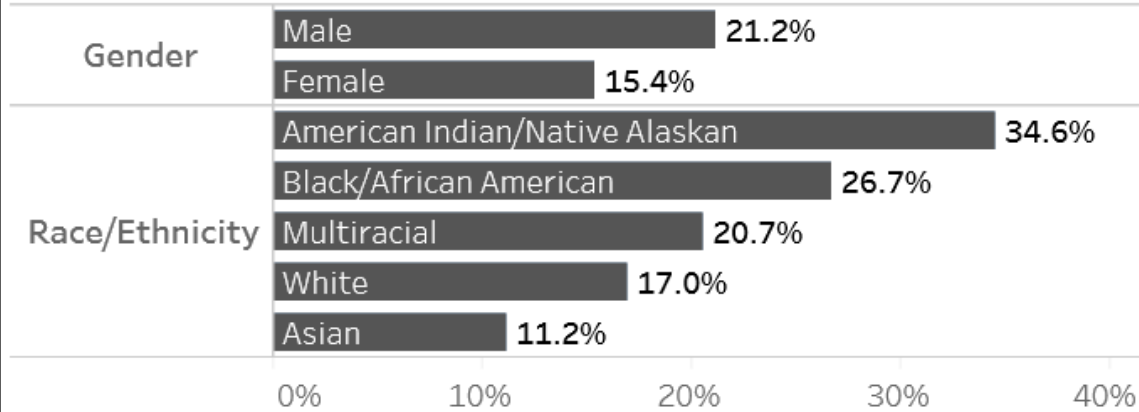






# ERDC Juvenile Justice Data Tool

## What % of students were involved in juvenile justice?

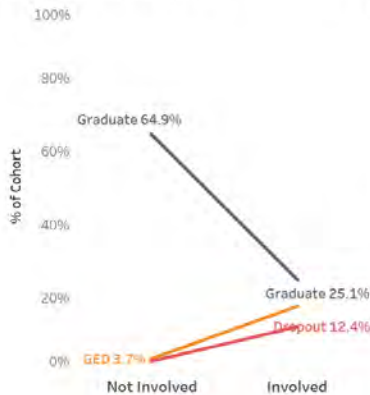


Note: Results for the entire cohort of students enrolled in 8<sup>th</sup> grade in the 2004-05 school year.

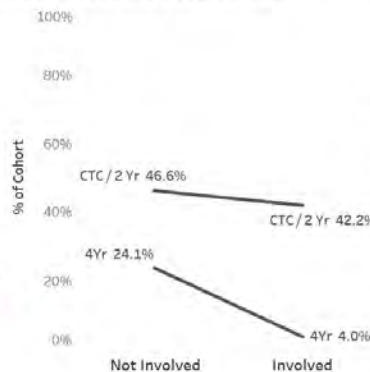
# ERDC Juvenile Justice Data Tool



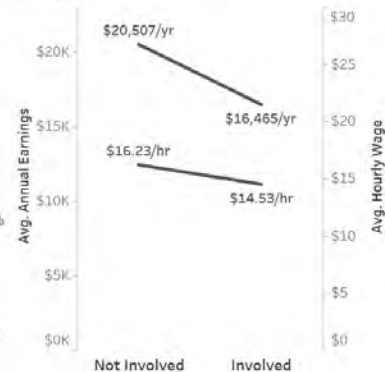
Students involved in juvenile justice were less likely to Graduate and more likely to Dropout or obtain a GED.



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



On average, students involved in juvenile justice earned less in 2014 on both an hourly and annual basis than those not involved.



Note: Native American Results for a cohort of students enrolled in 8<sup>th</sup> grade in the 2004-05 school year.



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)



# Washington Integrated Student Supports Protocol

## Background

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

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

## Purpose and Operational Framework

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The purpose of the WISSP is to:

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

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

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



## Protocol Development and Policy Recommendations

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### Development

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

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

### Policy Recommendations

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

## Get Involved

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

*You can learn more about the WISSP by visiting [www.k12.wa.us/CISL](http://www.k12.wa.us/CISL), or by reaching out to one of the OSPI staff people included below.*

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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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**Title: Career and Technical Education Course Equivalency Frameworks—Consideration of Approval**

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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 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 Two:</b> Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> <b>Goal Four:</b> Provide effective oversight of the K-12 system.
	<input type="checkbox"/> <b>Other</b>

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**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	

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**Policy considerations / Key questions:**

The Board will review the Career and Technical Education (CTE) course equivalency list and frameworks and consider approving statewide course equivalencies. Key questions include:

- Does the process for developing the course equivalencies and frameworks support strong incorporation of math, science and CTE standards?
- From the perspective of non-content-experts, do the CTE standards and the core content standards appear to mesh well into a single course?
- Is the course likely to help students meet both academic and career goals?

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**Relevant to business item:** The Board will consider approval of new course equivalencies in Agricultural Power and Technology, and Viticulture.

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**Materials included in packet:** Memo and CTE course equivalency frameworks. Presentation by staff from the Office of the Superintendent of Public Instruction is in additional materials.

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**Synopsis:** E2SSB 6552, passed in 2014, increased the responsibility of districts to provide students access to CTE course equivalencies in science and math. The bill directed the State Board of Education (SBE) to review a list of equivalent CTE courses developed by the Office of the Superintendent of Public Instruction (OSPI), provide an opportunity for public comment, and approve the list. In May 2015 the Board approved 21 statewide CTE equivalency frameworks, and in May 2016, approved an additional 11.

At this meeting, the Board will consider approval of two additional statewide CTE course equivalencies.

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# THE WASHINGTON STATE BOARD OF EDUCATION

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

## CAREER AND TECHNICAL EDUCATION COURSE EQUIVALENCY FRAMEWORKS—CONSIDERATION OF APPROVAL

### Policy Considerations

Career and Technical Education (CTE) course equivalencies are CTE courses identified as aligning with both professional and technical career standards and academic core subject area learning standards. CTE courses recognized as equivalent to core subject area courses may meet both an CTE/occupational education graduation requirement and a core subject area requirement. Such courses allow for a “two-for-one” policy, wherein students meet two graduation requirements while earning one credit in one course. Course equivalencies allow important flexibility to students in CTE programs, such as most programs at skill centers, consisting of multi-course sequences leading to a professional technical certificate.

Senate Bill 6552, passed in 2014, expanded the responsibility of districts to provide access to CTE course equivalencies and established statewide course equivalencies in science and math. The bill directed the Office of the Superintendent of Public Instruction to develop course frameworks from a list of CTE courses equivalent to core math and science subject graduation requirements. The bill further directed that:

The office shall submit the list of equivalent career and technical courses and their curriculum frameworks to the state board of education for review, an opportunity for public comment, and approval.

In May 2015, the SBE approved 21 CTE course equivalency frameworks and the Board approved an additional 11 equivalencies in May 2016. Frameworks considered for approved by the Board this year would be the third group of statewide CTE course equivalency frameworks.

At the May 2017 Board meeting, the Board will:

- Receive an update on the development of new CTE course equivalency frameworks.
- Hear from representatives from the Office of the Superintendent of Public Instruction and content specialists involved in developing and reviewing the frameworks.
- Consider approving two new CTE course equivalency frameworks in Agricultural Power and Technology and in Viticulture.

The language in the bill authorizing the SBE to approve course equivalencies does not provide any criteria or basis for approval, however, one stated purpose for the Board’s involvement is to provide an opportunity for public comment. By providing time on the agenda at the Board’s public meeting for discussing the equivalencies and through the public comment time scheduled during the meeting, the Board is meeting the legislative directive to provide an opportunity for public comment. Notice of the opportunity for public comment on the course equivalencies was sent to SBE distribution lists, which includes superintendents, school board members, education professional associations, and others.

Without any stipulated basis in law for approval of course equivalencies, what criteria for approval should the Board apply? The staff recommendation is that the review should focus on broad questions:

- From the perspective of non-content experts, do the CTE standards and the core content standards appear to mesh well into a single course?
- Is the course likely to help students meet both academic and career goals?
- Is the course framework logically presented and understandable for an educator, student, parent or member of the public?

In addition, staff recommends that the Board examine the process that was used to develop and review the frameworks. OSPI staff will present on the process at the meeting. Key questions about the process include:

- Does the process for developing the course equivalencies and frameworks support strong incorporation of math, science and CTE standards?
- Have the proposed CTE course equivalencies undergone appropriate review by both core and CTE content experts to assure a sufficient commitment and fidelity to math, science and CTE standards to meet graduation requirements?

## **Background**

CTE course equivalencies have been recognized and encouraged by the Legislature since 2006 (SHB 2973, Chapter 113, Laws of 2006). RCW 28A.230.097 requires that each “high school or school district board of directors shall adopt course equivalencies for career and technical high school courses offered to students in high schools and skill centers.”

An SBE legislative priority for 2014 was to expand CTE math and science course equivalencies, so the Board strongly supported the actions of the Legislature to expand math and science course equivalencies in Senate Bill 6552 passed that year. The bill increased the opportunities for students to access course equivalencies by mandating that in addition to any locally established course equivalencies, each district offer at least one math or science equivalency from the approved list of statewide equivalencies:

School district boards of directors must provide high school students with the opportunity to access at least one career and technical education course that is considered equivalent to a mathematics course or at least one career and technical education course that is considered equivalent to a science course as determined by the office of the superintendent of public instruction and the state board of education in RCW [28A.700.070](#). Students may access such courses at high schools, interdistrict cooperatives, skill centers or branch or satellite skill centers, or through online learning or applicable running start vocational courses. (RCW 28A.230.010.)

A waiver from the requirement to offer at least one of the courses from the approved list of statewide equivalencies is available to districts with fewer than 2,000 students. The SBE adopted rules on this waiver in July 2014 ([WAC 180-18-100](#)).

CTE programs and courses are characterized by:

- Alignment with proven workforce needs.
- Alignment with industry standards.
- Advisory committees of industry representatives.
- Teachers with substantial work experience in their teaching assignment.
- A curriculum framework: a document that describes the state core content standards, industry standards, and leadership and employability skills associated with the course. Frameworks are reviewed annually by program advisory committees and by OSPI program supervisors.

## **Action**

At the May 2017 meeting the Board will hear from OSPI Career and Technical Education staff and educators who were involved with developing the course equivalencies.

If you have questions regarding this memo, please contact Linda Drake at [Linda.drake@k12.wa.us](mailto:Linda.drake@k12.wa.us).



## Statewide Framework Document for: 010201

**Standards may be added to this document prior to submission, but may not be removed for the framework to meet state credit equivalency requirements.** Performance assessments may be developed at the local level. In order to earn state approval, performance assessments must be submitted within this framework. **This course is eligible for 1 credit of laboratory science.** The Washington State Science Standards performance expectations for high school blend core ideas (Disciplinary Core Ideas, or DCIs) with scientific and engineering practices (SEPs) and crosscutting concepts (CCCs) to support students in developing usable knowledge that can be applied across the science disciplines. These courses are to be taught in a [three-dimensional manner](#). The details about each performance expectation can be found at [Next Generation Science Standards](#) and the supporting evidence statements can be found under [Resources](#). Science standards identified within the Aligned Washington State Standards sections do not connote a one-to-one correspondence, but indicate where opportunities for building student knowledge and understanding of science are strongest. This is consistent with the knowledge that science learning is a progression and builds over time.

# Agricultural Power and Technology

<b>Course Title: Agricultural Power and Technology</b>		<b>Total Framework Hours: 180</b>
<b>CIP Code: 010201</b>	<input checked="" type="checkbox"/> <b>Exploratory</b> <input type="checkbox"/> <b>Preparatory</b>	<b>Date Last Modified: 4.10.2017</b>
<b>Career Cluster: Agriculture, Food and Natural Resources</b>		<b>Cluster Pathway: Power, Structural, and Technical Systems</b>
<b>Eligible for Equivalent Credit in:</b> <input type="checkbox"/> <b>Math</b> <input checked="" type="checkbox"/> <b>Science</b>		<b>Total Number of Units: 7</b>

## Course Overview

### Summary:

The focus of Agricultural Power and Technology (APT) is to expose students to mechanics, power, technology, and career options in the world of agriculture. Students participating in the APT course will have experiences in various mechanical and engineering concepts with exciting hands-on activities, projects, and problems. Student's experiences will involve the study of energy, tool operation and safety, material properties, machine operation, and structural components. Students will acquire the basic skills to operate, repair, engineer, and design agricultural tools and equipment. Throughout the course, students will apply the engineering principles to the construction of machines and structures.

Students will explore projects and problems similar to those that a mechanic, technician, or engineer may face in their respective careers. In addition, students will understand specific connections between science, math, and technical skills applied to Supervised Agricultural Experiences and FFA components that play an important role developing an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

The Agricultural Power and Technology course includes; Shop Safety, Tool Operation, Material Selection and Uses, Fabrication, Energy and Power Production, Machine Components and Design, Agricultural Structures, Engineering, Technical Applications of Math and Science

As with all agriculture courses, instruction and assessment in the Supervised Agriculture Experience (SAE) is a requirement. The Supervised Agriculture Experience includes placing a student in a position where he or she will learn the practices of entrepreneurship and the fundamentals of research and experimentation in the agricultural field. Participants in the SAE will conduct exploratory projects with the purpose of learning about and improving practices in their surroundings.

SAE.01. This course will include instruction in and Student involvement in Supervised Agriculture Experience Projects (SAE).



**Unit 1: Introduction to Ag, Power, and Tech****Total Learning Hours for Unit: 15****Unit Summary:**

Competencies include:

- 1.1.1 Organization and record keeping are important to success in agricultural mechanics.
- 1.1.2 The agricultural industry uses power and technology to produce food, fiber, and fuel that are essential for everyday life.
- 1.1.3. Power and technology increase the efficiency of agriculture, food, and natural resource production.
- 1.1.4 People in agricultural power and technology use the engineering design process to increase agricultural productivity and solve problems.
- 1.2.1 Many forms of potential and kinetic energy are used in agriculture to complete tasks or work.
- 1.2.2 Machines in agriculture are designed to harness energy to perform work.
- 1.2.3 Work and power calculations are used to determine efficiencies in agricultural systems.
- 1.2.4 Communication and writing skills complement the operation of mechanical equipment used in agricultural power and technology careers.

**Performance Assessments:**

*Performance assessments on the following topics may be developed at the local level. In order to earn approval at the state level, performance assessments must be submitted within this framework.*

*It is expected that students will:*

- Develop and keep an Agriscience Notebook to record and store information.
- Research systems in power and technology and explain how they are applied in agriculture
- Use mathematical and computation thinking to calculate and compare the efficiency of different tools
- Obtain, evaluate, and communicate information about how an entrepreneur in agricultural mechanics uses the engineering process to improve production of food, fiber, and fuel.
- Design a prototype using the engineering design process to solve a problem.
- Obtain, evaluate, and communicate the types of energy used and managed in agriculture.
- Make a device to convert wind energy into mechanical energy
- Use mathematical and computation thinking to calculate the work completed by a machine.
- Use mathematical and computation thinking to calculate and compare power in English and SI units.
- Obtain, evaluate, and communicate information needed for a technical manual for machines that use different forms of energy.

**Leadership Alignment:**

Students will access and evaluate information to research systems in power and technology and the agricultural applications.

Students will reason effectively to design a prototype specifically purposed to solve a problem.

***Industry Standards and Competencies*****Agriculture, Food, and Natural Resources (AFNR) Standards:**

CRP.02. Apply appropriate academic and technical skills.

CRP.03. Attend to personal health and financial well-being.

CRP.04. Communicate clearly, effectively and with reason.

CRP.05. Consider the environmental, social and economic impacts of decisions.

CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them.

CS.02. Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.

PST.01. Apply physical science principles and engineering applications to solve problems and improve performance in AFNR power, structural and technical systems.

**Aligned Washington State Standards:**

**Washington Science Standards (Next Generation Science Standards):**

- HS-PS2-3. Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
- HS-PS2-5. Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.
- HS-PS3-1. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
- HS-PS3-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).
- HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
- HS-PS3-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
- HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

**Additional Science and Engineering Practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs):**

The local level must list one or more projects to be completed in this unit that will cumulatively address all of the following additional SEPs, DCIs, and CCCs.

<b>Specific Project Title(s): MUST BE ADDED AT LOCAL LEVEL</b>		
<b>Science and Engineering Practice</b>	<b>Disciplinary Core Idea</b>	<b>Crosscutting Concept</b>
Asking Questions and Defining Problems	PS3.A. Definitions of Energy	Patterns
Developing and Using Models	PS3.B. Conservation of Energy and Energy Transfer	Cause and Effect: Mechanism and Prediction
Planning and Carrying Out Investigations	PS3.D. Energy in Chemical Processes and Everyday Life	Systems and System Models
Using Mathematics and Computational Thinking	ETS1.A. Defining and Delimiting Engineering Problems	Energy and Matter: Flows, Cycles, and Conservation
Constructing Explanations and Designing Solutions	ETS1.B. Developing Possible Solutions	
Obtaining, Evaluating, and Communicating Information		
Analyzing and Interpreting Data		

## Unit 2: Safety and Measurement

Total Learning Hours for Unit: 15

### Unit Summary:

Competencies include:

- 2.1.1 Site-specific safety policies and procedures are in place for agricultural mechanic shops and labs
- 2.1.2 Safety must be planned and systematic for effective identification and lean management strategies in a laboratory or shop.
- 2.1.3 Personal protective equipment is the last line of defense against injury.
- 2.1.4 The purpose of first aid is to treat injuries or accidents in order to sustain life until professional medical attention can be received.
- 2.2.1 Tools are designed for specific applications.
- 2.2.2 The function of tools and machines will affect how they are operated.
- 2.2.3 Operating procedures for machines and tools keep the operator/by-standers safe and the machine or tool in good working order.
- 2.3.1 Precise and accurate measurements are important for fabrication of materials.
- 2.3.2. Technical measurements are expressed in different forms and units.
- 2.3.3 Estimation is used for completing a project or activity.
- 2.3.4 Technical application of the Pythagorean Theorem can be used to determine if a corner is square.
- 2.3.5 Areas are calculated using mathematical formulas.

### Performance Assessments:

*Performance assessments on the following topics may be developed at the local level. In order to earn approval at the state level, performance assessments must be submitted within this framework.*

*It is expected that students will:*

- Identify workplace hazards and the causes for accidents.
- Develop a standard set of safety requirements for an agricultural shop.
- Assess a shop to determine if safety standards are being met and make recommendations for changes.
- Identify types of Personal Protective Equipment (PPE) and their uses in the shop.
- Prepare an emergency first aid booklet.
- Select correct hand tools for a specific job.
- Identify the components of a power tool and determine any hazards present by using a safety evaluation form
- Write an operating procedure for using a power tool safely.
- Compare precise and accurate measurements using a combination square and caliper.
- Computational thinking and accurate measurement requires the conversion between fractions and decimals.
- Use pacing to estimate the distance between two points.
- Use the Pythagorean Theorem to determine if a structure is square and square a wall corner using a 3-4-5 triangle.
- Use mathematical formulas to measure an area of land.

### Leadership Alignment:

Students will reason effectively to determine hazards, establish safety procedures, and select appropriate PPE for needs in the agricultural shop setting.  
Students will work independently to select the correct tools for the appropriate tasks.

Students will communicate clearly to create an operating procedure for power related equipment.

**Industry Standards and Competencies**

**Agriculture, Food, and Natural Resources (AFNR) Standards:**

- CRP.01. Act as a responsible and contributing citizen and employee.
- CRP.02. Apply appropriate academic and technical skills.
- CRP.04. Communicate clearly, effectively and with reason.
- CRP.06. Demonstrate creativity and innovation.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP.11. Use technology to enhance productivity.
- CS.01. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
- CS.03. Examine and summarize the importance of health, safety and environmental management systems in AFNR workplaces.
- PST.01. Apply physical science principles and engineering applications to solve problems and improve performance in AFNR power, structural and technical systems.
- PST.02. Operate and maintain AFNR mechanical equipment and power systems.

**Aligned Washington State Standards**

**Washington Science Standards (Next Generation Science Standards):**

**Specific Project Title(s): MUST BE ADDED AT LOCAL LEVEL**

Science and Engineering Practice	Disciplinary Core Idea	Crosscutting Concept
Asking Questions and Defining Problems	PS3.B. Conservation of Energy and Energy Transfer	Patterns
Developing and Using Models	PS3.C. Relationship Between Energy and Forces	Cause and Effect: Mechanism and Prediction
Analyzing and Interpreting Data	ETS1.C. Optimizing the Design Solution	Systems and System Models
Using Mathematics and Computational Thinking		

<b>Unit 3: Material Properties</b>	<b>Total Learning Hours for Unit: 25</b>
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**Unit Summary:**

- Competencies include:
- 3.1.1 Metals used in agriculture can be classified using physical properties.
  - 3.1.2 Chemical properties of metal will determine how it reacts with other metals in the environment.
  - 3.1.3 The structure and function of metal will determine its service life and applications.
  - 3.1.4 Metals will physically change based upon environmental factors.
  - 3.2.1 Wood is selected based upon their physical and mechanical properties.
  - 3.2.2 Environmental factors determine the type of wood used for a project.
  - 3.2.3 Plastics used in agriculture are designed for a specific purpose.
  - 3.2.4 The chemical makeup of plastics will determine their mechanical properties.
  - 3.3.1 Fluids cool and lubricate agricultural machines and equipment.

- 3.3.2 Solutions need to be mixed with the correct proportions to function correctly.
- 3.3.3 Temperature can change the physical properties of fluids.
- 3.3.4 Machines use gases, such as air, to produce power.
- 3.4.1 Water and land are material that are mechanically managed and conserved.
- 3.4.2 Slope has an impact on the mechanics and design of materials.
- 3.4.3 The strength of concrete is dependent upon proper mixing and curing of materials.
- 3.4.4 Volume calculations and proportions are used for properly mixing concrete.

**Performance Assessments:**

*Performance assessments on the following topics may be developed at the local level. In order to earn approval at the state level, performance assessments must be submitted within this framework.*

*It is expected that students will:*

- Plan and conduct an investigation to classify metals based upon their physical properties.
- Construct an explanation of how metals chemically react in certain environmental conditions.
- Construct an explanation of how metals react with each other.
- Compare and contrast tensile strength, ductility, brittleness, and hardness of common metals used in agriculture.
- Use mathematics and computational thinking to measure the thermal conductivity and thermal expansion of different metals.
- Conduct an investigation to determine the effect of heat treating various metals to compare physical changes.
- Conduct an investigation to determine the relationship between density and tensile strength of species of wood.
- Plan and conduct an investigation to test the effect moisture has on the dimensional stability of different wood species.
- Plan and conduct an investigation to identify different types of plastics and their uses.
- Synthesize plastics to investigate the resulting mechanical properties.
- Plan and conduct an investigation to determine how lubrication can reduce the friction produced in a machine.
- Prepare solutions of water and antifreeze and compare their physical properties.
- Use mathematics and computational thinking to calculate the viscosity of different oils at varying temperatures.
- Observe and demonstrate the relationship between airflow and air pressure.
- Construct a windmill using Bernoulli's Principle as a basis for design.
- Measure the relationship between slope and velocity of water and observe management techniques to control erosion on sloped land.
- Use mathematics and computational thinking to calculate the slope of land between two points using surveying equipment.
- Obtain information through an investigation to observe the chemical and physical changes of concrete.
- Plan and conduct an investigation to test the compression strength of different mixtures of concrete.
- Using mathematical and computation thinking, complete mathematical calculations to mix concrete using proportions and volume calculations.

**Leadership Alignment:**

Students will think creatively and use and manage information to plan and conduct investigations related to metals, woods, and mechanical properties. Students will produce results through completion of student investigation projects.

***Industry Standards and Competencies***

**Agriculture, Food, and Natural Resources (AFNR) Standards:**

- CRP.02. Apply appropriate academic and technical skills.
- CRP.04. Communicate clearly, effectively and with reason.
- CRP.06. Demonstrate creativity and innovation.
- CRP.11. Use technology to enhance productivity.
- CS.03. Examine and summarize the importance of health, safety and environmental management systems in AFNR workplaces.
- PST.01. Apply physical science principles and engineering applications to solve problems and improve performance in AFNR power, structural and technical systems.

PST.02. Operate and maintain AFNR mechanical equipment and power systems.  
 PST.03. Service and repair AFNR mechanical equipment and power systems.  
 PST.04. Plan, build and maintain AFNR structures.

***Aligned Washington State Standards***

**Washington Science Standards (Next Generation Science Standards):**

HS-PS1-2. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

HS-PS1-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

HS-PS1-4. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy

HS-PS1-5. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

HS-PS1-6. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium

HS-PS1-7. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

**Additional Science and Engineering Practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs):**

The local level must list one or more projects to be completed in this unit that will cumulatively address all of the following additional SEPs, DCIs, and CCCs.

**Specific Project Title(s): MUST BE ADDED AT LOCAL LEVEL**

Science and Engineering Practice	Disciplinary Core Idea	Crosscutting Concept
Asking Questions and Defining Problems	PS1.A. Structure and Properties of Matter	Patterns
Developing and Using Models	PS1.B. Chemical Reactions	Cause and Effect: Mechanism and Prediction
Analyzing and Interpreting Data	PS2.B. Types of Interactions	Systems and System Models
Using Mathematics and Computational Thinking	PS3.D. Energy in Chemical Processes and Everyday Life	Scale, Proportion, and Quantity
Planning and Carrying Out Investigations	ETS1.A. Defining and Delimiting Engineering Problems	Energy and Matter: Flows, Cycles, and Conservation
Constructing Explanations and Designing Solutions	ETS1.B. Developing Possible Solutions	Structure and Function
Engaging in Argument from Evidence	ETS1.C. Optimizing the Design Solution	Stability and Change
Obtaining, Evaluating, and Communicating Information		

**Unit 4: Fabrication****Total Learning Hours for Unit: 30****Unit Summary:**

Competencies include:

- 4.1.1 Construct and design accurate plans and scaled drawings that are essential for project success.
- 4.1.2 A bill of materials accounts for all items needed to complete a project and assists in determining the budget.
- 4.2.1 A variety of tools are used to process bulk materials into useable parts.
- 4.2.2 Proper measurements and efficient use of materials are essential when manufacturing useable parts.
- 4.2.3 Quality products are produced by following procedural steps.
- 4.3.1 Torque is a factor considered when fastening material together.
- 4.3.2 Fasteners are selected based upon strength and durability when joining machine and structural parts.
- 4.3.3 A variety of welding processes are used to fuse metal.
- 4.3.4 Metals are welded together for a strong fit using a combination of materials.
- 4.3.4 Fabrication involves forming and fastening multiple types of materials together to make a useable product.

**Performance Assessments:**

*Performance assessments on the following topics may be developed at the local level. In order to earn approval at the state level, performance assessments must be submitted within this framework.*

*It is expected that students will:*

- Design a floor plan of a shop to scale.
- Draft isometric and orthographic depictions of three-dimensional objects.
- Complete a bill of materials for the construction of a fabricated project.
- Identify by name and describe the functionality the different types of cutting tools and blades.
- Fabricate a nut and bolt with a tap and die.
- Using mathematics and computational thinking demonstrate how the kerf must be considered when cutting material.
- Develop and write a detailed procedure to cut pieces of metal.
- Ask questions to understand the effect of torque on fastener performance.
- Carry out an investigation to test the strength and durability of different fasteners and determine and define where they should be used.
- Obtain, evaluate, and communicate basic techniques for different welding processes.
- Ask questions and define problems when identifying materials, consumables, and processes used to various metal.
- Construct explanations and design solutions for creating and selecting a welding electrode for a specific job.
- Fabricate a doorstop using concrete, metal, and wood.

**Leadership Alignment:**

Students will use systems thinking to determine the cost of materials for a designed project.

Students will collaborate with others and work creatively with others while designing and completing projects.

***Industry Standards and Competencies*****Agriculture, Food, and Natural Resources (AFNR) Standards:**

CRP.02. Apply appropriate academic and technical skills.

CRP.04. Communicate clearly, effectively and with reason.

CRP.06. Demonstrate creativity and innovation.

PST.01. Apply physical science principles and engineering applications to solve problems and improve performance in AFNR power, structural and technical systems.

PST.02. Operate and maintain AFNR mechanical equipment and power systems.  
 PST.03. Service and repair AFNR mechanical equipment and power systems.  
 PST.04. Plan, build and maintain AFNR structures.

***Aligned Washington State Standards:***

**Washington Science Standards (Next Generation Science Standards):**

HS-PS2-3. Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.  
 HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.  
 HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.  
 HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

**Additional Science and Engineering Practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs):**

The local level must list one or more projects to be completed in this unit that will cumulatively address all of the following additional SEPs, DCIs, and CCCs.

**Specific Project Title(s): MUST BE ADDED AT LOCAL LEVEL**

Science and Engineering Practice	Disciplinary Core Idea	Crosscutting Concept
Asking Questions and Defining Problems	ETS1.A. Defining and Delimiting Engineering Problems	Patterns
Developing and Using Models	ETS1.B. Developing Possible Solutions	Cause and Effect: Mechanism and Prediction
Analyzing and Interpreting Data	ETS1.C. Optimizing the Design Solution	Systems and System Models
Using Mathematics and Computational Thinking		Structure and Function
Planning and Carrying Out Investigations		Energy and Matter: Flows, Cycles, and Conservation
Constructing Explanations and Designing Solutions		Structure and Function
Engaging in Argument from Evidence		
Obtaining, Evaluating, and Communicating Information		



**Unit 5: Energy****Total Learning Hours for Unit: 40****Unit Summary:**

Competencies include:

- 5.1.1 Chemical reactions release and absorb thermal energy.
- 5.1.2 Electrical energy can be harnessed and transferred through chemical reactions.
- 5.1.3 Chemical energy can be converted into mechanical movement.
- 5.1.4 Agriculture is a producer of renewable forms of fuel.
- 5.1.5 Fossil and bio-fuels release energy and chemical bi-products when they combust.
- 5.1.6 Many factors influence the choice of an energy source.
- 5.2.1 Electricity must flow in a complete loop from the source and to the source with no breaks for a circuit to operate correctly.
- 5.2.2 The relationship between amps, volts, and ohms can be defined using Ohm's Law.
- 5.2.3 Two types of electrical circuits used in agriculture are series and parallel.
- 5.2.4 The use of electricity requires a knowledge and understanding of relationships between voltage, current, and resistance.
- 5.2.5 Circuits are designed to provide electrical power for a specific job or application.
- 5.3.1 Electromagnetic fields are a source of mechanical energy used to produce rotational movement.
- 5.3.2 Mechanical energy can be converted into electrical power.
- 5.3.3 The force produced in a fluid power system is measured using Pascal's Law.
- 5.3.4 Controlled movements of fluids under pressure produce mechanical energy.

**Performance Assessments:**

*Performance assessments on the following topics may be developed at the local level. In order to earn approval at the state level, performance assessments must be submitted within this framework.*

*It is expected that students will:*

- Design and construct a hand warmer using elements that chemically react.
- Plan and carry out an investigation to create a wet cell battery to power an electric motor.
- Design and construct a steam engine that propels a boat and explain the transfer of energy.
- Design and construct ethanol from agricultural products.
- Develop and test a model to demonstrate the combustion of hydrocarbons and ethanol.
- Obtain, evaluate and communicate the advantages and disadvantages of renewable and nonrenewable fuels.
- Analyze and interpret data to measure the energy output of renewable and nonrenewable fuels.
- Develop and construct a complete electrical circuit.
- Obtain and evaluate information to distinguish between an open and closed circuit.
- Using mathematical and computational thinking to determine amps, volts, and ohms in a circuit using Ohm's Law.
- Construct a parallel and series circuit to show the effects on Ohm's Law.
- Analyze and communicate how a resistor affects the electrical current in circuit.
- Design, construct, and test an electrical circuit that meets certain specifications.
- Construct an electric motor and identify the parts and their functions.
- Generate electrical energy with a windmill and evaluate factors optimize the power produced.
- Using mathematics and computational thinking to determine the force of fluids under pressure.
- Planning and carrying out an investigation to create a hydraulic lift that can perform a specified amount of work.

**Leadership Alignment:**

Students will manage projects, and produce results in designing and constructing a steam engine.

Students will work creatively with others and solve problems to distinguish between open and closed circuits.

### ***Industry Standards and Competencies***

**Agriculture, Food, and Natural Resources (AFNR) Standards:**

- CRP.02. Apply appropriate academic and technical skills.
- CRP.04. Communicate clearly, effectively and with reason.
- CRP.05. Consider the environmental, social and economic impacts of decisions.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them.
- CS.01. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
- CS.06. Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.
- PST.01. Apply physical science principles and engineering applications to solve problems and improve performance in AFNR power, structural and technical systems.
- PST.03. Service and repair AFNR mechanical equipment and power systems.

### ***Aligned Washington State Standards***

**Washington Science Standards (Next Generation Science Standards):**

- HS-PS1-1. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms
- HS-PS1-2. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
- HS-PS1-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
- HS-PS1-4. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
- HS-PS1-5. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
- HS-PS1-6. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium
- HS-PS1-7. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
- HS-PS2-3. Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.\*
- HS-PS2-4. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.

**Additional Science and Engineering Practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs):**

The local level must list one or more projects to be completed in this unit that will cumulatively address all of the following additional SEPs, DCIs, and CCCs.

**Specific Project Title(s): MUST BE ADDED AT LOCAL LEVEL**

Science and Engineering Practice	Disciplinary Core Idea	Crosscutting Concept
Asking Questions and Defining Problems	PS1.A. Structure and Properties of Matter	Patterns
Developing and Using Models	PS1.B. Chemical Reactions	Cause and Effect: Mechanism and Prediction
Analyzing and Interpreting Data	PS2.B. Types of Interactions	Systems and System Models
Using Mathematics and Computational Thinking	PS3.A. Definitions of Energy	Stability and Change

Planning and Carrying Out Investigations	PS3.B. Conservation of Energy and Energy Transfer	Energy and Matter: Flows, Cycles, and Conservation
Constructing Explanations and Designing Solutions	PS3.C. Relationship Between Energy and Forces	Scale, Proportion, Quantity
Engaging in Argument from Evidence	PS3.D. Energy in Chemical Processes and Everyday Life	
Obtaining, Evaluating, and Communicating Information	ETS1.A. Defining and Delimiting Engineering Problems	
	ETS1.B. Developing Possible Solutions	
	ETS1.C. Optimizing the Design Solution	

<b>Unit 6: Machines and Structures</b>	<b>Total Learning Hours for Unit: 30</b>
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**Unit Summary:**  
Competencies include:

6.1.1 Agricultural machines consist of one or more simple machines that produce linear and/or rotational movement.  
6.1.2 Simple machines provide a mechanical advantage.  
6.1.3 The amount of work to operate a machine will be greater than the work done by the machine.  
6.1.4 The power and speed of a machine is dependent upon proper design.  
6.2.1 Technical reading involves interpreting and applying information from manuals, schematics, diagnostic tools, and measuring tools.  
6.2.2 Preventive maintenance requires a systematic periodic schedule.  
6.2.3 Troubleshooting includes identifying the problem, researching solutions, and applying the possible solutions.  
6.2.4 Machines are calibrated to perform at specific efficiencies.  
6.3.1 Requirements of a project need to abide by code, laws, or rules governing such project.  
6.3.2 Structures provide a controlled environment to protect agricultural commodities and equipment.  
6.3.3 Agricultural structures contain joints and assemblies that withstand multiple types of forces.  
6.3.4 Agricultural structures need to be well planned, to meet a specific need or purpose.

**Performance Assessments:**  
*Performance assessments on the following topics may be developed at the local level. In order to earn approval at the state level, performance assessments must be submitted within this framework.*

*It is expected that students will:*

- Analyze and interpret the simple machines and types of motions found in agricultural equipment.
- Using mathematics and computational thinking measure the mechanical advantage of different classes of levers and identify where levers are used in agriculture.
- Using mathematics and computational thinking, calculate the efficiency of work completed by a pulley system to lift an object.
- Use ratios to calculate speed and torque of multiple systems of gears.

- Read and obtain information from an operation manual.
- Design a maintenance schedule for a small engine using a technical manual.
- Develop and use a model flow chart for solving a problem for a machine and analyze the model for troubleshooting.
- Calibrate a water pump to perform a task at a specific rate.
- Design a model of a windmill that produces electricity used to pump water at a specified rate.
- Obtain, evaluate, and communicate codes and laws for constructing an agricultural structure.
- Analyze and interpret data about the insulating properties of building materials.
- Design and evaluate test truss designs for strength.
- Define a plan for constructing an agricultural building with a specific purpose.

**Leadership Alignment:**

Students will implement innovations while designing and calibrating a water pump to perform a specific task.

Students will interacting effectively with others and working in diverse teams while working in pairs and small groups to complete unit projects.

***Industry Standards and Competencies***

**Agriculture, Food, and Natural Resources (AFNR) Standards:**

CRP.02. Apply appropriate academic and technical skills.

CRP.04. Communicate clearly, effectively and with reason.

CRP.05. Consider the environmental, social and economic impacts of decisions.

CRP.06. Demonstrate creativity and innovation.

CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them.

CS.01. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.

CS.03. Examine and summarize the importance of health, safety and environmental management systems in AFNR workplaces.

CS.06. Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.

PST.01. Apply physical science principles and engineering applications to solve problems and improve performance in AFNR power, structural and technical systems.

PST.02. Operate and maintain AFNR mechanical equipment and power systems.

PST.03. Service and repair AFNR mechanical equipment and power systems.

PST.04. Plan, build and maintain AFNR structures.

PST.05. Use control, monitoring, geospatial and other technologies in AFNR power, structural and technical systems.

***Aligned Washington State Standards***

**Washington Science Standards (Next Generation Science Standards):**

HS-PS3-1. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

HS-PS3-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).

HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

HS-PS3-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

HS-PS3-5. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

**Additional Science and Engineering Practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs):**

The local level must list one or more projects to be completed in this unit that will cumulatively address all of the following additional SEPs, DCIs, and CCCs.

<b>Specific Project Title(s): MUST BE ADDED AT LOCAL LEVEL</b>		
<b>Science and Engineering Practice</b>	<b>Disciplinary Core Idea</b>	<b>Crosscutting Concept</b>
Asking Questions and Defining Problems	PS3.A. Definitions of Energy	Patterns
Developing and Using Models	PS3.B. Conservation of Energy and Energy Transfer	Cause and Effect: Mechanism and Prediction
Analyzing and Interpreting Data	PS3.C. Relationship Between Energy and Forces	Systems and System Models
Using Mathematics and Computational Thinking	ETS1.A. Defining and Delimiting Engineering Problems	Structure and Function
Planning and Carrying Out Investigations	ETS1.B. Developing Possible Solutions	Energy and Matter: Flows, Cycles, and Conservation
Constructing Explanations and Designing Solutions	ETS1.C. Optimizing the Design Solution	Scale, Proportion, Quantity
Obtaining, Evaluating, and Communicating Information		

**Unit 7: Mechanical Applications****Total Learning Hours for Unit: 25****Unit Summary:**

Competencies include:

7.1.1 Communication and writing skills complement the operation of mechanical equipment used in agricultural power and technology careers.

7.1.2 Careers in agricultural mechanics require the application of technical skill combined with material knowledge.

7.1.3 Agricultural mechanics design and calibrate equipment to produce food, fiber, and fuel.

**Performance Assessments:***Performance assessments on the following topics may be developed at the local level. In order to earn approval at the state level, performance assessments must be submitted within this framework.**It is expected that students will:*

- Complete a final draft of a technical manual for chosen tools and share the operational information about the tools with the class.
- Students will identify technical skills, careers, and knowledge needed in mechanical systems.
- Asking questions about needs and defining problems to design a planter/seeder/drill that meets the needs of a specific crop.

**Leadership Alignment:**

Students will implement innovations while designing a planter to address specifications for crop production.

Students will create media products while finalized the technical manual cumulative course project.

***Industry Standards and Competencies*****Agriculture, Food, and Natural Resources (AFNR) Standards:**

CRP.04. Communicate clearly, effectively and with reason.

CRP.05. Consider the environmental, social and economic impacts of decisions.

CRP.06. Demonstrate creativity and innovation.

CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.10. Plan education and career path aligned to personal goals.

CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food &amp; Natural Resources career pathways.

PST.01. Apply physical science principles and engineering applications to solve problems and improve performance in AFNR power, structural and technical systems.

***Aligned Washington State Standards*****Washington Science Standards (Next Generation Science Standards):****Additional Science and Engineering Practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs):**

The local level must list one or more projects to be completed in this unit that will cumulatively address all of the following additional SEPs, DCIs, and CCCs.

**Specific Project Title(s): MUST BE ADDED AT LOCAL LEVEL**

Science and Engineering Practice	Disciplinary Core Idea	Crosscutting Concept
Asking Questions and Defining Problems	ETS1.A. Defining and Delimiting Engineering Problems	Systems and System Models
Developing and Using Models	ETS1.B. Developing Possible Solutions	

Planning and Carrying Out Investigations		
Constructing Explanations and Designing Solutions		
Obtaining, Evaluating, and Communicating Information		

**21st Century Skills**

Students will demonstrate in this course:

<p><b>LEARNING &amp; INNOVATION</b></p> <p><b>Creativity and Innovation</b>  <input type="checkbox"/> Think Creatively  <input type="checkbox"/> Work Creatively with Others  <input checked="" type="checkbox"/> Implement Innovations</p> <p><b>Critical Thinking and Problem Solving</b>  <input checked="" type="checkbox"/> Reason Effectively  <input checked="" type="checkbox"/> Use Systems Thinking  <input checked="" type="checkbox"/> Make Judgments and Decisions  <input checked="" type="checkbox"/> Solve Problems</p> <p><b>Communication and Collaboration</b>  <input checked="" type="checkbox"/> Communicate Clearly  <input checked="" type="checkbox"/> Collaborate with Others</p>	<p><b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b>  <input checked="" type="checkbox"/> Access and Evaluate Information  <input checked="" type="checkbox"/> Use and Manage Information</p> <p><b>Media Literacy</b>  <input checked="" type="checkbox"/> Analyze Media  <input checked="" type="checkbox"/> Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b>  <input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p><b>LIFE &amp; CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b>  <input checked="" type="checkbox"/> Adapt to Change  <input checked="" type="checkbox"/> Be Flexible</p> <p><b>Initiative and Self-Direction</b>  <input checked="" type="checkbox"/> Manage Goals and Time  <input checked="" type="checkbox"/> Work Independently  <input checked="" type="checkbox"/> Be Self-Directed Learners</p> <p><b>Social and Cross-Cultural</b>  <input checked="" type="checkbox"/> Interact Effectively with Others  <input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b>  <input checked="" type="checkbox"/> Manage Projects  <input checked="" type="checkbox"/> Produce Results</p> <p><b>Leadership and Responsibility</b>  <input type="checkbox"/> Guide and Lead Others  <input checked="" type="checkbox"/> Be Responsible to Others</p>
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## Statewide Framework Document for: 010309 Viticulture

**Standards may be added to this document prior to submission, but may not be removed from the framework to meet state credit equivalency requirements.** Performance assessments may be developed at the local level. In order to earn state approval, performance assessments must be submitted within this framework. **This course is eligible for 1 credit of laboratory science.** The Washington State Science Standards performance expectations for high school blend core ideas (Disciplinary Core Ideas, or DCIs) with scientific and engineering practices (SEPs) and crosscutting concepts (CCCs) to support students in developing usable knowledge that can be applied across the science disciplines. These courses are to be taught in a [three-dimensional manner](#). The details about each performance expectation can be found at [Next Generation Science Standards](#), and the supporting evidence statements can be found under [Resources](#). Science standards identified within the Aligned Washington State Standards sections do not connote a one-to-one correspondence, but indicate where opportunities for building student knowledge and understanding of science are strongest. This is consistent with the knowledge that science learning is a progression and builds over time.

### Viticulture

<b>Course Title: Introduction to Viticulture</b>		<b>Total Framework Hours: 180</b>
<b>CIP Code: 010309</b>	<input checked="" type="checkbox"/> <b>Exploratory</b> <input type="checkbox"/> <b>Preparatory</b>	<b>Date Last Modified: 2/23/2017</b>
<b>Career Cluster: Agriculture, Food, and Natural Resources</b>		<b>Cluster Pathway: Plant Systems</b>
<b>Eligible for Equivalent Credit in:</b> <input type="checkbox"/> <b>Math</b> <input checked="" type="checkbox"/> <b>Science</b>		<b>Total Number of Units: 8</b>
<b>Course Overview</b>		
<b>Summary:</b>		
A program that focuses on the application of scientific and agribusiness principles to the production and agribusiness of grape growing. Includes instruction in grapes of the world; grape production; plant biology; chemistry; food science, safety, and packaging; soil science; vineyard and pest management; and marketing and business management.		
As with all agriculture courses, instruction and assessment in the Supervised Agriculture Experience (SAE) is a requirement. The Supervised Agriculture Experience includes placing a student in a position where he or she will learn the practices of entrepreneurship and the fundamentals of research and experimentation in the agricultural field. Participants in the SAE will conduct exploratory projects with the purpose of learning about and improving practices in their surroundings.		
SAE.01. This course will include instruction in and Student involvement in Supervised Agriculture Experience Projects (SAE).		



<b>Unit 1: Introduction to Viticulture</b>	<b>Total Learning Hours for Unit: 20</b>
<p><b>Unit Summary:</b>  <b>This unit will introduce students to the history, purpose, science, and supply and demand of grape production, consumption, and processing.</b></p> <p>Competencies may include:</p> <ul style="list-style-type: none"> <li>• Asking questions by observing worldwide/US/WA production and consumption</li> <li>• Obtain, evaluate and communicate information utilizing basic supply and demand principles.</li> <li>• Identifying the species origin</li> <li>• Varieties in Washington – traditional or historic context</li> <li>• History of the vine from Mesopotamia to modern day.</li> </ul>	
<p><b>Performance Assessments:</b>  <i>Performance assessments on the following topics may be developed at the local level. In order to earn approval at the state level, performance assessments must be submitted within this framework.</i></p> <p><i>It is expected that students will demonstrate understanding by:</i></p> <ul style="list-style-type: none"> <li>• Obtaining, evaluating, and communicating information by critically reading scientific and technical information related to grape production and basic supply and demand principles.</li> <li>• Communicate scientific information related to species origin and varieties grown in Washington through an oral or written presentation.</li> <li>• Viticulture Summative Project: comprehensive course long project: research varieties in Washington to determine preferred varieties.</li> </ul>	
<p><b>Leadership Alignment:</b></p> <p>Students will reason effectively and work independently to investigate the historical and current context of grape production.</p>	
<p><b><i>Industry Standards and Competencies</i></b></p>	
<p><b>Agriculture, Food, and Natural Resources (AFNR) Standards:</b></p> <p>ABS 01.01.a Examine and provide examples of microeconomic principles related to decisions about AFNR business inputs and outputs (e.g., supply, demand and equilibrium, elasticity, diminishing returns, opportunity cost, etc.).</p> <p>PS.02.01.02.b Identify and describe important plants to agricultural and ornamental plant systems by common names.</p> <p>PS.02.01.02.c Identify and describe important plants to agricultural and ornamental plant systems by scientific names.</p>	
<p><b><i>Aligned Washington State Standards</i></b></p>	
<p><b>Washington State Science Learning Standards (Next Generation Science Standards):</b></p> <p>HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.</p>	

HS-ESS3-5. Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems  
HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.  
HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

## Unit 2: Soil Science

Total Learning Hours for Unit: 30

### Unit Summary:

**This unit will investigate the role of the climate, soil, geography and other factors that affect grape production.**

Competencies include:

- American Viticultural Area
- Soil types and effects on variety choice
- Soil fertility
- Soil characteristics: water capacity and structure
- Soil chemistry and pH
- Irrigation
- Water management (natural water and irrigation)
- Topography and aspect – elevation
- Microclimates and Mesoclimates
- Growing Degree Days (GDD): heat units
- Water cycle
- Technology

### Performance Assessments:

*Performance assessments on the following topics may be developed at the local level. In order to earn approval at the state level, performance assessments must be submitted within this framework.*

*It is expected that students will:*

- Conduct an investigation to determine soil texture by feel, soil permeability to determine relationships between particle size and rate of water filtration.
- Demonstrate the principles of water holding capacity and represent differences between test substances with data.
- Conduct an investigation to determine soil pH and explain the effects of pH on grape production.
- Conduct an experiment providing evidence for the role of organic matter related to water holding capacity of the soil.
- Obtain, evaluate, and communicate scientific and technical information related to microclimates and mesoclimates, and the effect of heat units and weather related factors on grape production.
- Describe the water cycle
- Compare, and evaluate the differences in American Viticultural Areas (AVAs)
- Use mathematics and computational thinking to analyze and interpret data collected through soil science investigations.
- Evaluate the ability of specific geographic locations to produce grapes based upon factors including topography, GDD, climate, and soil characteristics.
- Viticulture Summative Project: comprehensive course long project: propose and defend site selection of vineyard based on soil chemistry and characteristics.

**Leadership Alignment:**

Students will think creatively, access and evaluate information, and interact effectively with others to conduct investigations related to soil science. Students will access and evaluate information to determine proposed site selection of vineyards.

***Industry Standards and Competencies*****Agriculture, Food, and Natural Resources (AFNR) Standards:**

ESS.03.02.01.b Use a soil survey to determine the land capability classes for different parcels of land in an area.  
ESS.03.02.03.a Examine and explain how the physical qualities of the soil influence the infiltration and percolation of water.  
ESS.03.02.03.b Assess the physical qualities of the soil that determine its potential for filtration of groundwater supplies and likelihood for flooding.  
ESS.03.03.01.b Analyze the soil chemistry of a sample.  
ESS.03.01.01.a Examine and summarize how chemistry affects soil structure and function (e.g., pH, cation-exchange capacity, filtration capability, flooding likelihood, etc.).  
ESS.03.01.01.b. Differentiate how components of the atmosphere (e.g., weather systems and patterns, structure of the atmosphere, etc.) affect environmental service systems.  
ESS.03.01.01.c Utilize meteorological data to assess the impact of atmospheric conditions on environmental service systems.  
ESS.01.02.01.a Identify basic laboratory equipment and explain their uses.  
ESS.01.01.01.a Identify sample types and sampling techniques used to collect laboratory and field data.  
ESS.01.01.01.b Determine the appropriate sampling techniques needed to generate data.  
ESS.01.01.01.c Collect and prepare sample measurements using appropriate data collection techniques.  
ESS.05.01.01.b Apply surveying and mapping principles to a situation involving environmental service systems and identify and explain the use of equipment for surveying and mapping.  
NRS.03.02.01.b Assess harvesting methods in regards to their economic value, environmental impact, and other factors.  
NRS.01.03.01.a Classify different kinds of biogeochemical cycles and the role they play in natural resources systems.  
NRS.01.03.01.b Assess the role that the atmosphere plays in the regulation of biogeochemical cycles.  
NRS.01.03.01.c Evaluate and make recommendations to lessen the impact of human activity on the ability of the atmosphere to regulate biogeochemical cycles.  
PS.01.02. Prepare and manage growing media for use in plant systems.  
PS.01.02.01.a. Identify the major components of growing media and describe how growing media support plant growth.  
PS.01.02.01.b. Describe the physical and chemical characteristics of growing media and explain the influence they have on plant growth.  
PS.01.02.01.c. Formulate and prepare growing media for specific plants or crops.  
PS.01.02.02.a. Identify the categories of soil water.  
PS.01.02.02.b. Discuss how soil drainage and water-holding capacity can be improved.  
PS.01.02.02.c. Determine the hydraulic conductivity for soil and how the results influence irrigation practices.  
PS.01.03.06.a Summarize the impact of environmental factors on nutrient availability (e.g., moisture, temperature, pH, etc.).  
PS.01.01.03.a Identify and summarize the effects of water quality on plant growth, (e.g., pH, dissolved solids, etc.).  
PS.01.03.03. b Interpret laboratory analyses of soil and tissue samples  
NRS.03.02.01.a. Summarize how to use maps and technologies to identify directions and land features, calculate actual distance and determine the elevations of points.  
NRS.03.02.01.b. Apply cartographic skills and tools and technologies (e.g., land surveys, geographic coordinate systems, etc.) to locate natural resources.

***Aligned Washington State Standards*****Washington State Science Learning Standards (Next Generation Science Standards):**

HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

HS-ESS2-3. Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection

HS-ESS2-5. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

HS-ESS2-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

HS-ESS2-7. Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-2. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.\*

HS-ESS3-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.

HS-ESS3-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.\*

HS-PS1-1. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms

HS-PS1-2. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.\*

**Unit 3: Plant Biology and Chemistry****Total Learning Hours for Unit: 35****Unit Summary:****This unit will investigate the fundamental principles of plant biology and chemistry through studying structure, physiology, and plant development**

Competencies include:

- Classification
- Scientific name – family/genus/species/variety/clone/rootstock
- Vitis vinifera vs. Vitis labrusca
- Varieties in Washington
- Photosynthesis
- Transpiration
- Respiration
- Parts, functions, processes of plant
- Pollination
- Parts of a flower/berry development
- Components and products of the fruit
- Carbon cycle

**Performance Assessments:**

*Performance assessments on the following topics may be developed at the local level. In order to earn approval at the state level, performance assessments must be submitted within this framework.*

*It is expected that students will:*

- Obtain, evaluate, and communicate information to compare vitis vinifera and vitis labrusca.
- Identify and describe the parts and functions of the flower/berry, and plant as it relates to fruit production
- Design and carry out an investigation to monitor the rates of photosynthesis, transpiration, and respiration
- Compare and contrast the effects of various biochemical cycles on plant development
- Develop and use a model that proves pollination leads to fruit bearing plants
- Viticulture Summative Project: comprehensive course long project: students will analyze and include information related to plant physiology and plant development demonstrating an understanding of components, structure, and function as it relates to plant biology and chemistry.

**Leadership Alignment:**

Students will apply technology effectively to research the difference between Vitis vinifera and Vitis labrusca. Students will collaborate with others to design and build a model to demonstrate the effects of pollination.

***Industry Standards and Competencies*****Agriculture, Food, and Natural Resources (AFNR) Standards:**

PS.02.01.01.a. Identify and summarize systems used to classify plants based on specific characteristics.

PS.02.01.01.c. Classify agricultural and ornamental plants according to the hierarchical classification system

PS.02.01.02.a. Describe the morphological characteristics used to identify agricultural and herbaceous plants (e.g., life cycles, growth habit, plant use and as monocotyledons or dicotyledons, woody, herbaceous, etc.).

PS.02.01.02.b. Identify and describe important plants to agricultural and ornamental plant systems by common names.

PS.02.01.02.c. Identify and describe important plants to agricultural and ornamental

PS.02.03.01.a. Summarize the importance of photosynthesis to plant life on earth and the process of photosynthesis, including the types (c3, c4, Cam), its stages (e.g., light-dependent and light independent reactions), and its products and byproducts.

PS.02.03.01.b. Apply knowledge of photosynthesis to analyze how various environmental factors will affect the rate of photosynthesis.

PS.02.03.01.c. Evaluate the impact of photosynthesis and the factors that affect it on plant management, culture and production problems.

PS.02.02.06.a. Identify and summarize the functions and components of seeds and fruit.

PS.02.02.06.b. Analyze and categorize the major types of seeds and fruit.

PS.02.02.06.c. Evaluate the impact of different seed and fruit structures to plant culture and use.

PS.02.02.05.a. Identify and summarize the components of a flower, the functions of a flower and the functions of flower components.

PS.02.02.04.b. Analyze how leaves capture light energy and summarize the exchange of gases.

PS.02.03.02.a. Summarize the stages of cellular respiration including their products and byproducts.

PS.02.03.02.b. Analyze the factors that affect cellular respiration processes and rate in a crop production setting.

PS.02.03.02.c. Evaluate the impact of plant respiration on plant growth, crop management and post-harvest handling decisions.

PS.02.02.02.a. Identify and summarize the components, the types and the functions of plant roots.

PS.02.02.03.a. Identify and summarize the components and the functions of plant stems.

### ***Aligned Washington State Standards***

#### **Washington State Science Learning Standards (Next Generation Science Standards):**

HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins that carry out the essential functions of life through systems of specialized cells.

HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

HS-LS1-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

HS-LS1-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

HS-ESS2-5. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

HS-ESS2-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

HS-LS1-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

HS-LS2-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

**Unit 4: Integrated Pest and Disease Management****Total Learning Hours for Unit: 25****Unit Summary:**

This unit will establish how to systematically manage vineyards in relation to pests and diseases in ways that are cost-effective, sustainable, and environmentally worthwhile for long term vineyard, grape, human and community health.

Competencies include:

- Common Diseases
- Common pests
- IPM strategies
- Health and safety regulations
- Biodiversity and species impact
- Sustainable Alternatives and practices
- Biocontrol
- Cropping systems
- Pesticide/herbicide certification regulations and trainings (PPE)

**Performance Assessments:**

*Performance assessments on the following topics may be developed at the local level. In order to earn approval at the state level, performance assessments must be submitted within this framework.*

*It is expected that students will:*

- Identify common diseases and pests that affect plant production
- Describe life cycles of common pests and plants
- Analyze questions and define problems in determining common diseases, pests, and the effects on plant production and IPM strategies to combat those negative impacts.
- Construct explanations and design solutions in determining the best practices to utilize based upon values of the production.
- Engage in arguments about selection of pest and disease management options with a focus on biodiversity, health, and safety regulations.
- Engage in arguments from evidence on the effectiveness and costs of alternative practices.
- Develop a successful model for the safe use and application of pesticides and herbicides.
- Viticulture Summative Project: comprehensive course long project: students will analyze and interpret the pest management and disease management strategies selected for their vineyard plan.

**Leadership Alignment:**

Students will work effectively and respectfully in diverse teams in order to create management plans for controlling pests and diseases. Students will monitor, define, and prioritize their investigations and research regarding pesticides (chemical) and organic (natural) prevention methods. Students will use systems thinking and make judgements and decisions when determining personal application for IPM and disease management.

***Industry Standards and Competencies*****Agriculture, Food, and Natural Resources (AFNR) Standards:**

PS.03.03.01.a. Identify and categorize plant pests, diseases and disorders.

PS.03.03.01.b. Identify and analyze major local weeds, insect pests and infectious and noninfectious plant diseases.

PS.03.03.01.c. Devise solutions for plant pests, diseases and disorders.

PS.03.03.02.a. Diagram the life cycle of major plant pests and diseases.

PS.03.03.02.b. Predict pest and disease problems based on environmental conditions and life cycles.

PS.03.03.03.a. Identify and summarize pest control strategies associated with integrated pest management and the importance of determining economic threshold.

PS.03.03.03.b. Demonstrate pesticide formulations including organic and synthetic active ingredients and selection of pesticide to control specific pest.

PS.03.03.04.a. Distinguish between risks and benefits associated with the materials and methods used in plant pest management.

PS.03.03.04.b. Examine and apply procedures for the safe handling, use and storage of pesticides including personal protective equipment and reentry interval.

PS.03.03.04.c. Evaluate environmental and consumer concerns regarding pest management strategies.

PS.03.04.01.a. Compare and contrast the alignment of different production systems (conventional and organic) with USDA sustainable practices criteria.

PS.03.04.02.b. Compare and contrast the impact on greenhouse gas, carbon footprint of the national/international production system with local/regional production system markets.

NRS.01.01.03.b. Analyze how biodiversity develops through evolution, natural selection and adaptation; explain the importance of biodiversity to ecosystem function and availability of natural resources.

NRS.01.01.03.c. Evaluate biodiversity in ecosystems and devise strategies to enhance the function of an ecosystem and the availability of natural resources by increasing the level of biodiversity

### ***Aligned Washington State Standards***

#### **Washington State Science Learning Standards (Next Generation Science Standards):**

HS-LS2-1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

HS-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

HS-LS3-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population

HS-LS4-3. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations

HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.\*

HS-ESS3-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity

HS-ESS3-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.\*

HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.



## Unit 5: Vineyard Design and Management

Total Learning Hours for Unit: 25

### Unit Summary:

This unit will establish how design principles and management strategies affect the success of a vineyard including vine training, pruning, and harvesting methods and canopy and vineyard management.

Competencies include:

- Determining conditions necessary for vineyard site selection: climate, topography and soil preparation
- Frost protection
- Water cycle
- Row and vine spacings and calculating layout
- Types of trellis and training systems
- Engineering design (load calculation)
- Pruning types
- Irrigation
- Life cycle of the vine and nutrient needs
- Canopy management guidelines and techniques
- Cover crops and ground cover
- Principles and effects of pruning
- Soil fertility
- Steps to planting a new vineyard
- Nursery production – selection of vines
- Pest and disease management
- Permitting and regulations
- Hygiene
- Equipment needs

### Performance Assessments:

*Performance assessments on the following topics may be developed at the local level. In order to earn approval at the state level, performance assessments must be submitted within this framework.*

*It is expected that students will:*

- Ask questions and define problems when determining the best management methods in relation to pruning and harvesting.
- Use mathematics and computational thinking to determine row and vine spacing and calculating layout when designing a vineyard.
- Construct explanations and design solutions when determining constraints, which affect the potential design layout of a vineyard.
- Plan and carry out an investigation to determine the effects of soil fertility on site selection.
- Develop an irrigation model that includes water usage calculations, output expectations, and maximizes water efficiency.
- Viticulture Summative Project: comprehensive course long project: students will create initial design of vineyards and include decisions based upon evidence and reasoning when determining initial design and management techniques.

### Leadership Alignment:

Students will make judgements and decisions, use and manage information, and produce results in evaluating and selecting design and management decisions for their vineyard projects.

## ***Industry Standards and Competencies***

### **Agriculture, Food, and Natural Resources (AFNR) Standards**

- ESS.03.02.01.b Use a soil survey to determine the land capability classes for different parcels of land in an area.
- ESS.03.02.03.a Examine and explain how the physical qualities of the soil influence the infiltration and percolation of water.
- ESS.03.02.03.b Assess the physical qualities of the soil that determine its potential for filtration of groundwater supplies and likelihood for flooding.
- ESS.03.03.01.b Analyze the soil chemistry of a sample.
- ESS.03.01.01.a Examine and summarize how chemistry affects soil structure and function (e.g., pH, cation-exchange capacity, filtration capability, flooding likelihood, etc.).
- ESS.03.01.01.b. Differentiate how components of the atmosphere (e.g., weather systems and patterns, structure of the atmosphere, etc.) affect environmental service systems.
- ESS.03.01.01.c Utilize meteorological data to assess the impact of atmospheric conditions on environmental service systems.
- PS.01.02.02.a. Identify the categories of soil water.
- PS.01.02.02.b. Discuss how soil drainage and water-holding capacity can be improved.
- PS.01.02.02.c. Determine the hydraulic conductivity for soil and how the results influence irrigation practices.
- PS.01.03.06.a Summarize the impact of environmental factors on nutrient availability (e.g., moisture, temperature, pH, etc.).
- PS.01.01.03.a Identify and summarize the effects of water quality on plant growth, (e.g., pH, dissolved solids, etc.).
- PS.01.03.03. b Interpret laboratory analyses of soil and tissue samples
- PS.01.01.02.a. Identify and summarize the effects of air and temperature on plant metabolism and growth.
- PS.01.01.02.b. Determine the optimal air and temperature conditions for plant growth.
- PS.01.02.02.c. Determine the hydraulic conductivity for soil and how the results influence irrigation practices
- PS.01.03.01.a. Identify the essential nutrients for plant growth and development and their major functions (e.g., nitrogen, phosphorous, potassium, etc.).
- PS.01.03.02.a. Discuss the influence of pH and cation exchange capacity on the availability of nutrients.
- PS.01.03.02.b. Contrast pH and cation exchange capacity between mineral soil and soilless growing media.
- PS.01.03.02.c. Adjust the pH of growing media for specific plants or crops.
- PS.01.03.05.a. Research and summarize production methods focused on soil management (e.g., crop rotation, companion planting, cover crops, etc.).
- PS.01.03.06.b. Assess and describe the impact environmental factors have on a crop.
- PS.03.01.01.b. Examine and apply the process of plant pollination and/or fertilization.
- PS.03.01.03.a. Summarize optimal conditions for asexual propagation and demonstrate techniques used to propagate plants by cuttings, division, separation, layering, budding and grafting.
- PS.03.02.02.a. List and summarize the reasons for preparing growing media before planting.
- PS.03.02.02.b. Prepare soil and growing media for planting with the addition of amendments.
- PS.03.02.02.c. Analyze how mechanical planting equipment performs soil preparation and seed placement.
- PS.03.02.04.c. Prepare and implement a plant production schedule based on predicted environmental conditions and desired market target (e.g., having plants ready to market on a specific day such as Mother's Day, organic production, low maintenance landscape plants, etc.).
- PS.03.02.05.a. Summarize the stages of plant growth and the reasons for controlling plant growth.
- PS.03.02.05.b. Demonstrate proper techniques to control and manage plant growth through mechanical, cultural or chemical means.
- PS.03.02.05.c. Prepare plant production schedules utilizing plant growth knowledge to get plants to their optimal growth stage at a given time.
- PS.04.01.01.a. Identify and categorize plants by their purpose (e.g., floral plants, landscape plants, house plants, etc.).
- PS.04.01.01.b. Demonstrate proper use of plants in their environment (e.g., focal and filler plants in floriculture, heat tolerant and shade plants in a landscape design, etc.).
- PS.04.01.01.c. Install plants according to a design plan that uses the proper plants based on the situation and environment.
- PS.04.01.02.a. Summarize the applications of design in agriculture and ornamental plant systems.
- PS.04.01.02.b. Create a design utilizing plants in their proper environments.
- PST.04.03.04.a. Compare and contrast the characteristics of materials used in plumbing and water systems (e.g., copper, PVC, PEX, etc.).

PST.04.03.04.b. Calculate the cost of a water system in an AFNR structure (e.g., copper, PVC, etc.).

PST.05.02.02.a. Differentiate between the purpose of electrical sensors and controls used in AFNR power, structural and technical systems.

PST.05.02.02.b. Interpret maintenance schedules for electrical control systems used in AFNR power, structural and technical systems.

PST.05.02.02.c. Troubleshoot electrical control system performance problems found in AFNR power, structural and technical systems.

PST.05.02.01.a. Examine and categorize electrical control system components used in AFNR systems (e.g., transistors, relays, HVAC, logic controllers, etc.).

PST.05.02.01.b. Analyze schematic drawings for electrical control systems used in AFNR systems.

PST.05.02.01.c. Design schematic drawings for electrical control systems used in AFNR systems.

PST.05.02.03.a. Research and summarize the importance of AFNR power, structural and technical control systems using programmable logic controllers (PLC) and/or other computer-based systems.

PST.05.02.03.b. Assess the functions of AFNR power, structural and technical control systems using programmable logic controllers (PLC) in agricultural production and manufacturing.

PST.05.02.03.c. Develop and implement AFNR power, structural and technical control systems using programmable logic controllers (PLC) and/or other computer-based systems.

### ***Aligned Washington State Standards***

#### **Washington State Science Learning Standards (Next Generation Science Standards):**

HS-ESS2-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

HS-ESS2-5. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

HS-ESS2-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

HS-ESS3-2. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.\*

HS-ESS3-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity

HS-ESS3-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.\*

HS-PS3-1. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

HS-LS1-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

HS-LS1-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

HS-LS4-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.\*

HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

**Unit 6: Food Science Safety and Processing****Total Learning Hours for Unit: 20****Unit Summary:**

**This unit will highlight the importance of food science safety principles when making decisions related to the growing, producing, and processing of plants and products.**

Competencies include:

- Plant patents and vineyard management
- Safety procedures and regulations
- Human health impacts
- Harvest – indicators leading to harvest
- Global gap
- ISO5000- International Food Standards
- Labor law and regulations H2A
- Accident prevention
- SDS
- Job Hazard Analysis
- Lab Safety
- Equipment and Technology
- Basic lab tests – PH, residual sugar
- Processing regulations
- Shelf life
- Product assurance
- Nutraceuticals: by-products being repurposed

**Performance Assessments:**

*Performance assessments on the following topics may be developed at the local level. In order to earn approval at the state level, performance assessments must be submitted within this framework.*

*It is expected that students will:*

- Analyze plant indicators including sugar content to determine proper harvest times
- Plan and carry out investigations to determine pH, residual sugar, and practice lab safety protocols throughout investigation.
- Identify and communicate safety needs, human health impacts, and job hazards related to the production and processing of grapes.
- Analyze and interpret factors to determine quality and yield grades.
- Viticulture Summative Project: comprehensive course long project: Students will create a flowchart that describes the planting, harvest, processing, storage, transportation, and delivery of the end plant product.

**Leadership Alignment:**

Students will be self-directed learners when collecting information related to safety needs for processing of grapes.  
Students will be responsible to others as they collaboratively complete pH and residual sugar investigations.

## ***Industry Standards and Competencies***

### **Agriculture, Food, and Natural Resources (AFNR) Standards:**

FPP.01.01.01.a. Research and summarize the purposes and objectives of safety programs in food products and processing facilities (e.g., Sanitation Standard Operating Procedures (SSOP); Good Manufacturing Practices (GMP); worker safety, etc.).

FPP.01.01.01.b. Analyze and document attributes and procedures of current safety programs in food products and processing facilities.

FPP.01.02.02.a. Research and summarize procedures of safe handling protocols (e.g., Hazard Analysis and Critical Control Points Plan (HACCP); Critical Control Point procedures (CCP); Good Agricultural Practices Plan (GAP), etc.).

FPP.01.02.02.b. Construct plans that ensure implementation of safe handling procedures on food products.

FPP.01.02.01.a. Examine and identify contamination hazards associated with food products and processing (e.g., physical, chemical and biological).

FPP.01.02.01.b. Outline procedures to eliminate possible contamination hazards associated with food products and processing.

FPP.01.02.01.c. Identify sources of contamination in food products and/or processing facilities and develop ways to eliminate contamination.

FPP.01.03.01.a. Identify and summarize purposes of food storage procedures (e.g., first in/first out, temperature regulation, monitoring, etc.).

FPP.01.03.01.b. Analyze characteristics of food products and determine appropriate storage procedures.

FPP.01.03.01.c. Prepare plans that ensure implementation of proper food storage procedures.

FPP.02.02.01.a. Examine and describe the basic chemical makeup of different types of food.

FPP.02.02.01.b. Explain how the chemical and physical properties of foods influence nutritional value and eating quality.

FPP.02.02.01.c. Design and conduct experiments to determine the chemical and physical properties of food products.

FPP.02.02.03.a. Research and summarize the application of biochemistry in the development of new food products (e.g., value added food products, genetically engineered food products, etc.).

FPP.02.02.03.b. Analyze how food products and processing facilities use biochemistry concepts to develop new food products.

FPP.03.01.01.a. Summarize characteristics of quality and yield grades of food products.

FPP.03.01.01.b. Analyze factors that affect quality and yield grades of food products.

FPP.03.01.01.c. Outline procedures to assign quality and yield grades to food products according to industry standards.

FPP.03.01.02.a. Summarize procedures to select raw food products based on yield grades and quality grades.

FPP.03.01.02.b. Assemble procedures to perform quality-control inspections of raw food products for processing.

FPP.03.01.02.c. Develop, apply and evaluate care and handling procedures to maintain original food quality and yield.

FPP.03.02.01.a. Identify and explain English and metric measurements used in the food products and processing industry.

FPP.03.02.01.b. Compare weights and measurements of products and perform conversions between units of measure.

FPP.03.02.02.b. Outline appropriate methods and prepare foods for sale and distribution for different markets.

FPP.04.01.01.a. Research and summarize examples of policy and legislation that affect food products and processing systems in the United States and around the world (e.g., labeling, GMOs, biosecurity, food system policy, dietary guidelines, etc.).

## ***Aligned Washington State Standards***

### **Washington State Science Learning Standards (Next Generation Science Standards):**

HS-PS1-1. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

HS-PS1-2. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.\*

HS-LS1-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.\*

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

**Unit 7: Agribusiness of Grape Production****Total Learning Hours for Unit: 13****Unit Summary:**

**This unit will investigate the business, economics, and marketing principles that influence decision making for the production, harvesting, and marketing of grapes.**

Competencies include:

- Economics –principles of economics of scale
- Costs to Produce/ROI
- Cash flow
- Developing a business plan (including business principles – mission/vision/branding)
- Regulatory processes
- Credit/loan
- Workers safety/comp/regulations/availability
- Distribution channels- direct to consumer/clubs/wholesale/retail
- Story – branding – contracting
- Supply/demand – price point determination

**Performance Assessments:**

*Performance assessments on the following topics may be developed at the local level. In order to earn approval at the state level, performance assessments must be submitted within this framework.*

*It is expected that students will:*

- Analyze the grape supply to determine demand, price point, and potential distribution channels.
- Ask questions and define problems related to regulatory processes that may affect costs and profit related to production.
- Construct explanations and define solutions in determining major issues related to production, and select management decisions with these constraints in mind.
- Engage in argument from evidence when defending business and management decisions based upon cost and environmental impact.
- Viticulture Summative Project: comprehensive course long project: Students will develop a business plan including a company name, mission, vision, and a justification for management decisions based on business principles and environmental impacts.

**Leadership Alignment:**

Students will make judgements and decisions, access and evaluate information, and create media products while developing their business plan taking into consideration financial and environmental impacts of their decisions. Students will think creatively and implement innovations while creating their business plan.

***Industry Standards and Competencies*****Agriculture, Food, and Natural Resources (AFNR) Standards:**

ABS.01.01.01.a. Examine and provide examples of microeconomic principles related to decisions about AFNR business inputs and outputs (e.g., supply, demand and equilibrium, elasticity, diminishing returns, opportunity cost, etc.).

ABS.01.01.02.a. Examine and provide examples of macroeconomic principles related to AFNR businesses (e.g., Gross Domestic Product, inflation, capital accounts, unemployment rate, etc.).

ABS.01.01.02.b. Analyze and describe the relationship between AFNR business and industry outputs and domestic and global macroeconomic trends (e.g., Gross Domestic Product, national income, rate of growth, price levels, etc.).

ABS.01.01.02.c. Analyze the impact of the current macroeconomic environment on decisions related to AFNR businesses.

ABS.01.02.01.a. Read and interpret statements of purpose (e.g., vision, mission statement, charter, etc.).

ABS.01.02.02.a. Identify the meaning and importance of goals and objectives in AFNR business enterprises

ABS.02.02.01.a. Compare and contrast the different types of financial reports (e.g., income statements, cash flow statements, equity statements, etc.) and their frequency of use (e.g., daily, weekly, monthly, quarterly, annual) for monitoring AFNR business performance.

ABS.03.02.01.a. Research and summarize the characteristics of different types of credit instruments available to AFNR businesses (e.g., lines of credit, operating notes, alternative sources of capital, etc.).

ABS.03.02.01.b. Analyze AFNR business needs to determine the necessity of loans for business operation..

ABS.04.01.01.a. Describe the meaning, importance and economic impact of entrepreneurship on the AFNR industry and larger economy.

ABS.04.01.01.b. Classify the characteristics of successful entrepreneurs in AFNR businesses.

ABS.04.01.01.c. Demonstrate the application of entrepreneurial skills to conceptualize an AFNR business (e.g., idea generation, opportunity analysis, risk assessment, etc.).

ABS.04.01.03.a. Research and describe the components to include in a business plan for an AFNR business.

ABS.04.01.03.b. Analyze the information needed and strategies to obtain the information to complete an AFNR business plan (e.g., SMART goals and objectives, needs assessment, cash flow projection, etc.).

ABS.04.01.03.c. Prepare a business plan for an AFNR business.

CS.02.01.02.a. Identify and examine economic data related to AFNR systems (e.g., commodity markets, food marketing, food and nutritional assistance programs, etc.).

CS.02.01.02.b. Analyze and interpret a set of economic data and explain how it impacts an AFNR system.

CS.03.03. Apply health and safety practices to AFNR workplaces.

CS.03.03.04.a. Examine and categorize the risk level of contamination or injury as associated with AFNR tasks in the workplace.

***Aligned Washington State Standards***

**Washington State Science Learning Standards (Next Generation Science Standards):**

HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

**Unit 8: Marketing and Packaging**

**Total Learning Hours for Unit: 12**

**Unit Summary:**

**This unit will develop student’s understanding of marketing strategies and encourage innovation and creativity as communication principles including marketing strategies, packaging decisions, and labeling and finishing decisions are made in relation to bringing a product to market.**

Competencies include:

- Cork/screw top selection “Finishing”
- Packaging selection
- Labeling
- SWOT analysis/Analysis of market
- Introduction to Market
- Media/Press



- Mass Communications –
- Employee relations
- Branding
- Business sustainability
- Competencies include:

**Performance Assessments:**

*Performance assessments on the following topics may be developed at the local level. In order to earn approval at the state level, performance assessments must be submitted within this framework.*

*It is expected that students will:*

- Analyze market trends and data to establish a market niche for your product
- Engage in a discussion citing evidence about the sustainability of the viticulture industry.
- Communicate product qualities and brand recognition for a defined target audience.
- Obtain, evaluate, and communicate information by completing a SWOT analysis for the product.
- Viticulture Summative Project: comprehensive course long project: Students will develop a model package, design a label, and create an initial marketing plan.

**Leadership Alignment:**

Students will be self-directed learners, think creatively, and reason effectively to complete market analysis.

Students will solve problems, use and manage information and communicate clearly, to determine the sustainability of their business, marketing plan, and the viticulture industry at large.

Students will interact effectively with others, work creatively with others, and implement innovations while developing model packaging and marketing plans.

***Industry Standards and Competencies***

**Agriculture, Food, and Natural Resources (AFNR) Standards:**

FPP.02.03.01.a. Examine and explain the importance of food labeling to the consumer.

FPP.02.03.01.b. Examine, interpret and explain the meaning of required components on a food label.

FPP.02.03.01.c. Determine a strategy to prepare and label foods according to the established standards of regulatory agencies.

FPP.02.03.02.a. Research and summarize relevant factors in planning and developing a new food product (e.g., regulation, creativity, economics, etc.).

FPP.02.03.02.b. Determine consumer preference and market potential for a new food product using a variety of methods (e.g., double-blind testing, etc.).

FPP.02.03.02.c. Design new food products that meet a variety of goals (e.g., consumer preferences, market, nutritional needs, regulatory requirements, etc.).

ABS.05.01.01.b. Analyze and describe the role of trade and price in the market structure as it relates to AFNR businesses.

ABS.05.01.02.a. Research and summarize different forms of market competition found in AFNR businesses (e.g., direct competitors, indirect competitors, replacement competitors, etc.).

ABS.05.03.01.a. Identify and explain marketing principles used in AFNR businesses (e.g., 4 P's-product, place, price, promotion; attention, interest, desire, action, etc.).

ABS.05.03.01.b. Assess and select appropriate alternative marketing strategies (e.g. value-adding, branding, niche marketing, etc.) for AFNR businesses using established marketing principles

ABS.05.03.02.a. Research and categorize different strategies used in marketing programs for AFNR businesses (e.g., Internet, direct to customer, social media, etc.).

ABS.05.03.02.b. Compare and contrast the strategies of marketing for products and services used in AFNR businesses (e.g., direct marketing, commodities, etc.).  
 ABS.05.03.03.a. Research and summarize the purpose, components and process to develop marketing plans for AFNR businesses.

**Aligned Washington State Standards**

**Washington State Science Learning Standards (Next Generation Science Standards):**

HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.  
 HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

**21st Century Skills**

Students will demonstrate in this course:

**LEARNING & INNOVATION**

**Creativity and Innovation**

- Think Creatively
- Work Creatively with Others
- Implement Innovations

**Critical Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgments and Decisions
- Solve Problems

**Communication and Collaboration**

- Communicate Clearly
- Collaborate with Others

**INFORMATION, MEDIA & TECHNOLOGY SKILLS**

**Information Literacy**

- Access and Evaluate Information
- Use and Manage Information

**Media Literacy**

- Analyze Media
- Create Media Products

**Information, Communications and Technology (ICT Literacy)**

- Apply Technology Effectively

**LIFE & CAREER SKILLS**

**Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

**Initiative and Self-Direction**

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

**Social and Cross-Cultural**

- Interact Effectively with Others
- Work Effectively in Diverse Teams

**Productivity and Accountability**

- Manage Projects
- Produce Results

**Leadership and Responsibility**

- Guide and Lead Others
- Be Responsible to Others

# CTE Course Equivalencies 2017 Update

REBECCA WALLACE

EXECUTIVE DIRECTOR OF CAREER AND TECHNICAL EDUCATION



## Current Implementation of ESSB 6552 Available Frameworks

Credit Type		Math Equivalency		Science Equivalency		Combination (Sci/Math/ELA)	
Number of Frameworks		11		20		5	
Program Area	STEM	Agriculture	Business & Marketing	Family & Consumer Science	Health Sciences	Skills & Technical Sciences	
Number of Frameworks	4	11	4	4	3	10	

2017 proposed frameworks:  
Agricultural Power and Technology (PST)  
Viticulture (PS)



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2

## Development of Proposed Frameworks



### Agricultural Power and Technology

- Previously unrepresented cluster pathway (Power, Structural and Technical Systems)
- School district requested review for non-shop based agricultural mechanics course
- Draft created and reviewed by technical working group (6 total: 3 Science/3 CTE)
- Amended framework sent to science/CTE experts for review electronically
- OSPI final review by Learning and Teaching and CTE staff



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3

## Development of Proposed Frameworks



### Viticulture

- CIP code established within Washington in 2016 based on industry growth and need
- School district worked with community colleges and industry to determine potential articulation agreements with strong science alignment.
- Draft outline created and reviewed by technical working group (Admin/Science/College/CTE)
- Technical working group aligns science and industry standards (CTE/Science)
- Amended framework sent to science/CTE experts for review electronically
- OSPI final review by Learning and Teaching and CTE staff



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4

## Agricultural Power and Technology

Agricultural Power and Technology designed to prepare students for the wide array of career opportunities in agricultural engineering. Students are immersed in inquiry-based exercises that tie in the math and science of agricultural mechanics and engineering.

Units of Instruction/Hours	
Introduction to Ag, Power, and Tech (15)	Safety and Measurement (15)
Material Properties (25)	Fabrication (30)
Energy (40)	Machines and Structures (30)
Mechanical Applications (25)	



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5

## Agricultural Power and Technology

Washington State Science Learning Standards	AFNR Industry Standards
Physical Science (PS) PS1-1, PS1-2, PS1-3, PS1-4, PS1-5, PS1-6, PS1-7 PS2-3, PS2-4, PS2-5, PS3-1, PS3-2, PS3-3, PS3-4, PS4-5	<ul style="list-style-type: none"> <li>• Power, Structure, Technical Systems (PST)</li> <li>• Career Ready Practices (CRP)</li> <li>• Cluster Skills (CS)</li> </ul>
Engineering Design (ETS) ETS1-4	
Life Science (LS) LS2-7, LS4-6	



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6

## Viticulture

A program that focuses on the application of scientific and agribusiness principles to the production and agribusiness of grape growing; heavily rooted in the application of plant and soil science.

Units of Instruction/Hours	
Introduction to Viticulture (20)	Integrated Pest and Disease Management (25)
Soil Science (30)	Vineyard Design and Management (25)
Plant Biology and Chemistry (35)	Food Science and Safety (20)
Agribusiness of Grape Production (13)	Marketing and Packaging (12)



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7

## Viticulture

Washington State Science Learning Standards	AFNR Industry Standards
LS1-1, LS1-2, LS1-3, LS1-4, LS1-5, LS1-6, LS1-7 LS2-1, LS2-2, LS2-3, LS2-5, LS2-6, LS2-7 LS3-1, LS3-2, LS3-3 LS4-2, LS4-3, LS4-4, LS4-5, LS4-6 ESS2-2, ESS2-3, ESS2-4, ESS2-5, ESS2-6, ESS2-7 ESS3-1, ESS3-2, ESS3-3, ESS3-4, ESS3-5 PS1-1, PS1-2 PS3-1 ETS1-1, ETS1-2, ETS1-3	<ul style="list-style-type: none"> <li>Natural Resource Systems (NRS)</li> <li>Environmental Service Systems (ESS)</li> <li>Plant Systems (PS)</li> <li>Agribusiness Systems (ABS)</li> <li>Food Products and Processing Systems (FPP)</li> <li>Power, Structural, Technical Systems (PST)</li> <li>Cluster Skills (CS)</li> </ul>



5/2/2017

8

## Leading Questions

Do the frameworks describe coherent courses that makes sense for both science graduation requirements and the CTE program requirements?

These courses have been designed to meet science and/or occupational education credit requirements. The achieved goal was to create a course that had rigorous and intentional alignment of science standards with alignment to industry required standards, creating a positive experience for students to experience science in a way that connects to the world around them.

The viticulture course includes Earth and Space, chemistry, physics, and biology concepts applied in a contemporary course.

The nature of understanding science through application in plant systems, specifically through the lens of viticulture, should peak interest into multiple potential student career interest areas and post-secondary opportunities

The agricultural technology course focuses on the science and engineering behind the application of agricultural applications, and moves this science based experience out of a traditional shop setting. There is a need for students to connect their understanding of engineering and technology to the need within the agricultural industry and abroad. There are additional opportunities to include computer science application development as well. This further supports connections beyond the classroom, and beyond the initial classroom setting.



## Leading Questions

How will the courses based on these frameworks help students meet both academic and career goals?

Students engaging in these courses will be able to design a pathway of study which is rigorous, relevant, and in many cases, community based. Many smaller communities would like to have the opportunity for their children to remain in their home communities by providing important job opportunities.

The proposed courses integrate leadership and employability practices, science standards, industry standards, and student learning experiences that will make intentional connections across academic areas and real-world applications.

Both courses require instruction, and student involvement, in Supervised Agricultural Experience Projects (SAE). These student learning experiences are diverse in choice, and encourage the student to make connections outside of the regular class time.

By increasing student exposure to the variety of occupational opportunities through agriculture, science, and the many cross-sections of applications, students may learn of career opportunities they'd never considered.



“I have reviewed both frameworks and find that the WSSLS that have been identified for unit, in each framework, are appropriate. The “marriage” between the WSSLS and the CTE standards are exactly the kind of intended outcome we had when we wrote the NGSS. I so applaud you for seizing this opportunity to create learning experiences that can be far more meaningful for students – which really ends up attending to the issue of equitable access to science for all kids.”

Dr. Craig Gabler, NGSS Writer



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11

## Educator Perspective

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12



## Questions ?

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Becky Wallace, Executive Director of Career and Technical  
Education, OSPI

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5/2/2017

13



# THE WASHINGTON STATE BOARD OF EDUCATION

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

<b>Title:</b>	<u>Accountability Changes and ESSA</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>	<p>The State Board of Education is granted an important voice on the manner in which the Achievement Index is made compatible with the Every Student Succeeds Act (ESSA). The Board is collaborating with the Superintendent’s staff to ensure the redesigned Index meets the needs of the Superintendent and the Board’s vision for the Index.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> <li>1. Would the Board support a change in practice (discussed by the Accountability Systems Workgroup (ASW)) to not publicly report a summative Index rating for schools?</li> <li>2. Does the Board support a change in practice (supported by the ASW) to develop a four-tiered classification system for schools?</li> <li>3. Does the Board support the manner in which schools are held accountable for low participation rates on the statewide assessments?</li> </ol>	
<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>Since the March SBE meeting, the ESSA Accountability regulations were overturned by the U.S. House of Representatives, the U.S. Senate, and signed by President Trump. This means that states must only meet the requirements in the ESSA and provide only the information required in the Updated Consolidated State Plan template when submitting their ESSA plans to the U.S. Department of Education. The Superintendent reconvened the ESSA ASW and created an Accountability Technical Assistance Committee (TAC) to make recommendations on certain State Plan components prior to the submission of the Washington ESSA Consolidated State Plan. The memo provides an update on the work of the ESSA ASW and ASW TAC to further Board discussion.</p>	



# THE WASHINGTON STATE BOARD OF EDUCATION

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

## ACCOUNTABILITY CHANGES AND THE ESSA116

### Board Authority and Responsibility

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 Office of the Superintendent of Public Instruction (OSPI), the SBE shall annually recognize schools for exemplary performance as measured on the Washington Achievement Index. In cooperation with the OSPI, the SBE shall seek approval from the United States Department of Education for use of the Washington Achievement Index and the state system of differentiated support, assistance, and intervention to replace the federal accountability system.

The State Board of Education is granted an important voice on the manner in which the Achievement Index is made compatible with the Every Student Succeeds Act (ESSA). The Board is collaborating with the Superintendent's staff to ensure the redesigned Index is compatible with the ESSA to meet the needs of the Superintendent, but also meets the transparency and validity requirements insisted upon by the Board.

The Board should reflect on the fact that the ESSA Accountability Systems Workgroup (ASW) task is to make recommendations to the Superintendent, and on issues involving the Index, the Board and the Superintendent must jointly develop the new Index to meet the requirements of both entities. Over the course of this and the next two meetings, the Board will be hearing about recommendations and potential changes to the Index from the ESSA ASW and the ASW Technical Assistance Committee (TAC), and in the event the Board's opinion is not in alignment with the ASW recommendation, the Board should be prepared to call out the misalignment and clearly articulate a preference or position and communicate that to the respective workgroups and the Superintendent.

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### ***The Three Big Ideas to Focus On for the May ESSA Discussion***

***The No Child Left Behind Act imposed punitive sanctions for not meeting participation requirements. To what degree would you advocate for the development of less punitive actions as a means to improve participation on statewide assessments?***

***The ASW supports the idea of four labels (Index tiers) for schools rather than the current six. What is your opinion on this possible change?***

***The ASW discussed the idea of not publicly reporting the summative Index ratings for schools. What is your opinion on this possible change?***

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## Summary and Key Questions

In April and September of 2017, states will submit their consolidated state plans describing statewide accountability systems and how they will spend federal funding under the Every Student Succeeds Act. The state education agencies (SEAs) are assigned the primary responsibility for developing and filing the state plan, but many state boards of education have statutory authority for carrying out elements of the plan, and most are likely take a formal vote on their plans before they are sent to the U.S. Department of Education (USED). The National Association of State Boards of Education (NASBE) created a policy update document for state board of education members to review prior to voting on any such state plan. The document is included as part of the board packet and can be accessed [here](#).

Before the Board considers an official action, it is worthwhile to consider what will be on the agenda for this and the next SBE meetings.

- In May, the Board will hear about the work of the ESSA ASW on the topics of summative ratings, tier labels, and factoring participation rates into the statewide accountability system. The Board will also hear about the options put forth on the above-cited topics by the newly created Accountability Technical Assistance Committee (ASW TAC). This is an excellent time for the Board to provide guidance to staff and to make formal or informal recommendation on the topics to the ASW and the Superintendent.
- In July, the scheduled work of the ASW and the ASW TAC will be completed and the Board is expected to get an update on all of the other concerns specified by the Superintendent. At a minimum, these concerns include the new English Learner measure derived from the ELPA 21, and the weighting schemes for the next Index version that will utilize the English Learner and the School Quality and Student Success (SQSS) indicators. The Board is expected to provide guidance to staff and to make formal or informal recommendation on the topics to the ASW and the Superintendent.
- In September, the Board will seek clarity on elements of the ESSA State Plan the Superintendent is expected to present on in May and July.

Some of the key questions are as follows:

1. Does the Board support a change in practice (discussed by the Accountability Systems Workgroup) to not publicly report a summative Index rating for schools?
2. Does the Board support a change in practice (supported by the ASW) to develop a four-tiered classification system for schools?
3. Does the Board support the manner in which schools are held accountable for low participation rates on the statewide assessments?
4. After hearing from the Superintendent and his staff in May, what will be the next steps for the Board in July and September regarding ESSA State Plan submission to the USED? When or will the Board take an action on the Plan and would that action occur at the July meeting?

## Accountability and the ESSA

Soon after being elected to the position of Superintendent of Public Instruction, Superintendent Reykdal announced his intention to submit Washington's ESSA Consolidated State Plan to the U.S. Department of Education on September 18<sup>th</sup>, 2017. While there are several good reasons for the selection of this submission date, high on the list was likely the desire to carefully consider public input on the plan and to provide the Governor, Legislature, and other stakeholders with an additional review of the plan after

revisions. The Draft Consolidated State Plan is found [here](#) and a summary of public comments on the first public draft of the plan is found [here](#).

### *Repeal of the ESSA Accountability Regulations*

The ESSA Accountability Regulations were published May 2016 in draft form in the Federal Register and final regulations were published by the Department on November 29, 2016. On February 7, the U.S. House of Representatives voted to overturn the ESSA accountability regulations after considering a joint resolution of disapproval under the Congressional Review Act (CRA) and on March 9, 2017, the U.S. Senate voted to block the accountability regulations. The bill was sent to President Trump, who signed the bill on March 27. With repeal of the regulations and until new regulations are issued, states are only required to meet the ESSA as written and to provide the required information specified in the template. Find more information about the impact of the repeal of some of the ESSA Accountability rules in Appendix A.

In anticipation of President Trump’s signature on the bill, the U.S. Department of Education (USED) created and distributed an updated consolidated state plan template for state officials to follow in writing their state plans. Per the OSPI, the updated template is shorter and asks for less information than the template developed under the Obama administration. Twelve states submitted ESSA state plans to the USED during the early-April submission window. A summary of and more information on the twelve state plans, created by Education Week, can be found [here](#) and in Appendix B.

### *Timeline of Activities*

Superintendent Reykdal announced that he would submit the Washington ESSA Consolidated State Plan on September 18<sup>th</sup>. This later submission date afforded the OSPI additional time in which to address certain elements not fully defined in the draft plan. As part of a news release on April 12<sup>th</sup>, the Superintendent publicly announced the reconvening of certain ESSA workgroups (ESSA ASW and the formation of the ASW TAC) for the purpose of addressing the remaining issues regarding the ESSA Consolidated State Plan. The Superintendent’s timeline taken from the April 12<sup>th</sup> news release is shown on Figure 1 and a more detailed timeline is included in Appendix B.

Figure 1: Shows the Superintendent’s timeline for completing the ESSA Consolidated State Plan.

#### **Timeline for completion of Washington’s ESSA Consolidated Plan**



### *ESSA Accountability System Workgroup*

In the fall 2016, the Consolidated State Plan Team put forth recommendations to the Superintendent that an accountability workgroup provide input to the OSPI on certain Consolidated State Plan components. To this end, Superintendent Reykdal tasked Deputy Superintendent, Dr. Michaela Miller,

with reconvening ESSA Accountability Systems Workgroup to accomplish the unfinished ESSA accountability tasks specified below.

- Identify tier labels of school performance.
- Identify state-determined actions for schools that do not meet the 95 percent participation rate on assessments.
- Refine the metric for meaningfully differentiating schools - including the English Learner progress measure, weighting of indicators, and inclusion of targeted subgroups.

To accomplish these tasks, the ESSA ASW was scheduled to meet on three occasions between the March and May SBE meetings, but met only twice as the April 25<sup>th</sup> meeting was postponed and has been tentatively rescheduled for early June. The final ASW meeting is scheduled to be a full day event to be held on June 22<sup>nd</sup>.

### Summative Rating

When the ASW met in the summer of 2016, the draft ESSA Accountability Regulations specified that the meaningful differentiation of schools must include a single summative determination for each school. In the spring and summer of 2016, the ASW discussed but did not reach consensus on the topic of creating and reporting a summative rating for schools as the outcome of the system of meaningful differentiation. Two recommendations and a minority opinion were put forth to the Consolidated State Plan Workgroup on October 20th:

- Recommendation 1: Assigning only a name (or label) to a school. The Consolidated Plan Team voting did not support this option.
- Recommendation 2: Assigning a 1 to 10 (summative) rating, a name (or label), and adding color codes. The Consolidated Plan Team narrowly supported this option.
- Minority Opinion: The state should not utilize a summative rating.

With repeal of the regulations, the state need only meet the requirement in the ESSA and provide the information required in the State Plan Template.

- Section 1111(c)(4)(C) of the ESSA states that the state must develop a system of meaningful differentiation of all schools based on all indicators and for all student groups.
- Section A(4)(v)(a) of the Template requires the state to describe the system of annual meaningful differentiation of all public schools in the State...that includes a description of how the system of differentiation is based on all indicators in the State's accountability system for all students and for each subgroup of students.

At the March 29, 2017 meeting of the ASW and with the knowledge of the repeal of the regulations, a discussion was had on whether to compute and publicly report a summative rating for schools. Some ASW members favored computing but not publicly reporting or displaying a summative Index rating. Without a publicly displayed summative rating, a stakeholder cannot answer questions such as, "How good is the school doing? Is this school doing better than most? If so, how much better?" Such an identification is less transparent and less informative for the typical stakeholder parent than the current practice. The Board is expected to discuss the topic not publicly reporting a summative rating for schools.

***The Board is expected to discuss whether to publicly report the summative Index rating for schools.***

## Tier Labels

In May 2013, the SBE discussed the tier rating scheme when the Index was in the midst of a major revision that would include new growth model data. At the time, the Index utilized and the Board mostly supported a five-tier system to rate schools as Exemplary, Very Good, Good, Fair, or Struggling. Also at the time, the Legislature was considering but did not pass bills requiring the OSPI and the SBE to use an A-F rating system in place of the descriptive tiers. Archived meeting materials indicate the Board historically opposed (and continue to oppose) the idea of the A-F rating system and directed staff to explore and present options for a six-tiered school rating system.

Then in July 2013, the SBE staff made a presentation to the Board addressing the Board’s concerns about the negativity of the term “Struggling” in characterizing schools. During discussion, a board member presented the option of adding a sixth tier to the revised Index which would place Focus Schools into a new Underperforming tier with other lower performing schools. The additional tier would recognize the important differences between Priority and Focus Schools. After discussing what to name the two lowest categories, the Board decided to modify the Index to include a sixth tier, label the lowest tier “Priority – Lowest 5%”, and label the second lowest tier “Underperforming”. This six-tiered system has been in use for the last four Index versions.

In the summer of 2016, the ASW put forth a recommendation to the Consolidated State Plan Team that the system of differentiation result in a color coded tier label for all schools. However, neither the ASW nor the Consolidated State Plan Team made a recommendation on the number of tiers, the color coding scheme, or the tier labels. The draft Consolidated State Plan delegated this work to an accountability workgroup to be completed prior to the Superintendent submitting the plan.

With repeal of the regulations, the state must meet only the requirement in the ESSA. Section 1111(c)(4)(D) of the ESSA specifies that a state must identify, based on the system of meaningful differentiation, schools for Comprehensive Support, Targeted Support, and additional statewide categories of schools at the discretion of the state. Section A(4)(vi) of the Updated Template requires the state to identify schools for Comprehensive Support, Targeted Support, and any other categories of schools the state may choose to identify.

At the March 29, 2017 ASW meeting, the workgroup heard a presentation from the OSPI that included tier label schemes adopted by other states in their ESSA plans. The presentation was meant to show that states have opted to include from three to six summative labels using a variety of generic to descriptive terms for the school classifications (Figure 2).

Figure 2: Examples of school labels adopted by states to meet ESSA requirements.

Example A	Example B (ASW Favored)	Example D	Example E	WA
			Tier 1	Exemplary
		Mastering	Tier 2	Very Good
	Exemplary	Mentoring	Tier 3	Good
Other	Commendable	Meeting	Tier 4	Fair
Targeted Support	Underperforming	Leading	Tier 5	Underperforming
Comprehensive Support	Lowest Performing	Learning	Tier 6	Lowest 5%

After discussions and a series of votes, the ASW showed a preference for four school classification tiers and unspecified tier (or school) labels. Members discussed the possibility that the tier names could align with verbiage used elsewhere in assessment reporting and accountability. One example of this type of labeling scheme were the terms Exceeds Expectations, Meets Expectations, Approaches Expectations, and Below Expectations. The ASW also generally supported verbiage based in some manner on the level or type of support the school receives each year in its school improvement effort. While the ASW supported the four-tier system, the ASW did not agree upon tier names and did not discuss how schools should be distributed across the tiers.

***The Board is expected to discuss whether to decrease the number of school classification tiers, names for the tiers, and the distribution of schools in tiers.***

At the March 29, 2017 ASW, workgroup members addressed the idea of moving from the current six-tier rating system to a four-tier school rating system. The Board is expected to discuss this topic and provide guidance or a preference to staff and the Superintendent on the following questions.

1. How many school classification tiers should be used for the next Index version?
2. What names or descriptors should be applied to the tiers?
3. Until Index rating cut points can be established, should the distribution of schools in tiers be equal (quartiles for example) or unequal (5-15-30-30-15-5 percent, as is the current practice)?

#### Factoring Low Participation in Statewide Assessments

In the summer of 2016, the ASW recommendation on student participation in statewide assessments was broadly aligned with the ESSA Accountability regulation (§200.15). The regulation specified that failing to meet the participation requirement, for the all students group or for any subgroup of students in a school, must result in at least one of three specified actions. As an alternative, a state had the option of developing another action or set of actions described in its State plan that is sufficiently rigorous to improve the school's participation rate so that the school meets the requirements. The final regulation also stated that any school that fails to assess at least 95 percent of all students in any year must develop and implement an improvement plan that would likely lead to higher participation rates. With the repeal of the regulations, Washington must only meet the requirements of Section 1111(c)(4)(E) of the ESSA specifying that the state plan must include a clear and understandable explanation of how the State will factor the participation requirement into the statewide accountability system.

Through the summer 2016, the ASW members expressed strong opinions and had several robust discussions on the topic. In October 2016, the ASW reached consensus on a recommendation to the Consolidated State Plan Team to task the accountability workgroup to develop details around state determined actions for schools that do not meet the 95 percent participation rate threshold. The ASW developed the recommendation around three overarching requirements:

1. The actions should be non-punitive supports that do not affect the rating or funding of schools.
2. The supports and technical assistance should be designed to assist schools in meeting the participation requirement.



3. Actions and supports should be tiered (which is taken to mean escalating or increasingly consequential) in the event improvement does not occur.

On the topic, the Draft Consolidated State Plan states that, the accountability workgroup shall develop details around state-determined actions for schools that do not meet 95 percent participation rate. Those actions should be non-punitive supports that do not affect the rating or funding of schools. The AAW would define and recommend these supports and the technical assistance that would be used to help schools meet 95 percent participation. The AAW would also recommend and define tiered accountability if improvement wasn't made.

As presented to the ASW on March 29 and again on April 12, the current practices of the OSPI would likely meet the requirements of the ESSA and be approved by the USED. On the topic of factoring low participation rates into statewide accountability, Washington currently takes the following actions.

- Students who do not participate but should have participated are assigned a scaled score of zero and are counted as non-proficient. This action could result in a lower proficiency rate for the school and a lower school Index rating.
- Schools not meeting the participation requirement must address the issue in their annual School Improvement Plan (SIP) by designing and implementing actions for the purpose of increasing the participation in statewide assessments.
- Schools not meeting the participation rate threshold for the all students group are not eligible for recognition.

***The Board will want to discuss how to factor low participation rates into the school accountability system. Are the current practices sufficient? Too rigorous? Too forgiving?***

The ASW has yet to engage in the next round of discussions on the role of low participation in school accountability, but the topic was on the agenda for the April 25<sup>th</sup> ASW that was postponed. There is a strong likelihood that the topic will be on the agenda of the next ASW meeting. In the meantime, the Board is expected to have a discussion on the topic in order to provide guidance to the ASW in making a recommendation to the Superintendent. As part of the discussion, the Board may want to consider these questions.

1. The current practices listed above might be considered as punitive by some. Should some or all of the current practices be eliminated? If there are no consequences (non-punitive) for low participation, what will incentivize a change in behavior?
2. Should escalating actions include some type of warning for schools when participation rates are not adequate? How many warnings should a school receive before a support or intervention is implemented?
3. While requiring an annual participation threshold for all student groups, the ESSA does not prohibit the use of averaging for the statewide accountability system. Do you support the idea of exploring options for a two- or three-year uniform averaging for schools or student groups as a means to meet the 95 percent participation requirement?

#### *ESSA Technical Advisory Committee*

In a March 24 email to a select group of data savvy individuals, Superintendent Reykdal announced the creation of a new Accountability Technical Advisory Committee (TAC). The TAC's mission is to provide

recommendations or options to the ESSA ASW based on analyses of state assessment and accountability data and research-based best practices. Specifically, the Accountability (ASW) TAC was tasked with working on the following four areas:

- Developing and defining the measure of English learner progress
- Provide specific options for the weighting of indicators
- Develop options for including targeted subgroups in identifying schools for comprehensive support
- Review and confirm definitions of the SQSS measures (absence, dual credit, and 9<sup>th</sup> grade on track).

The Accountability TAC is intended to be focused on technical issues, and will be comprised of 8–10 members that specialize specifically in data and the application of that data within the accountability framework. The work of the ASW TAC will be led and supported by the OSPI and will focus on quantifying questions or issues around accountability.

The ESSA Technical Assistance Committee met on two occasions between the March and May SBE meetings. The meetings were scheduled as two- to three-hour face-to-face events with virtual connections set up for those unable to attend in person.

At the April 12, 2017 TAC meeting, the work and an approximate timeline was proposed by Dr. Deb Came, who is providing the TAC leadership with Katie Weaver-Randall, and whose Student Information staff is providing the necessary support. On account of the compressed timeframe in which to complete this work, Dr. Came proposed a very ambitious schedule for the purpose of providing options and informing the ESSA ASW (Figure 3).

TAC Member	Affiliation
Andrew Parr, Ph.D.	SBE
Brian Rick	Bellingham SD
Fengyi Hung, Ph.D.	Tacoma PS
Glenn Malone, Ed.D.	Puyallup SD
Jason Greenberg Motamedi, Ph.D.	Education NW
Marge Plecki, Ph.D.	Univ. of Washington
Sarah Rich	North Thurston SD
Scott Poirier	WEA
Tom Hirsch, Ph.D.	OSPI NTAC

Primary OSPI data support for TAC
Deb Came, Ph.D.
Katie Weaver Randall
Lance Sisco
Morgan Sampson

The following tasks were delineated by the OSPI for the TAC to address, and the SBE requested that another task (long-term goals) for the TAC to address at a yet-to-be determined time.

- Review and confirm the definitions of the School Quality and Student Success (SQSS) measures (Chronic Absenteeism, Dual Credit Participation, and 9<sup>th</sup> Grade Course-Taking Success)
- Method for including targeted subgroups in identifying schools for Comprehensive Support
- Defining the measure of English Learner (EL) progress
- Define options for the specific weighting of indicators for the Index (system of meaningful differentiation required in the ESSA)
- Distribution of 1-10 scores across indicators
- Averaging across years, content areas, and subgroups (weighted vs. unweighted)
- How to handle missing data (e.g., small N in one of the years)
- The manner in which to address the Index computations using various school configurations (i.e., schools with different combination of indicators after suppression rules)

On April 26, the ASW TAC discussed aspects of the SQSS measures for the purpose of creating precise definitions suitable for school accountability. The OSPI provided numerator and denominator options for each of the SQSS measures, and data from which to analyze and assess results. After a robust discussion, the TAC was in fairly good agreement as to the most suitable options for the Dual Credit Participation measures and the Chronic Absenteeism measure, while the discussion on the 9<sup>th</sup> Grade Course-Taking Success measure was cut short. The TAC is presently analyzing de-identified live data to support the recommendation-making process. Several themes to the discussions are noteworthy.

- The TAC is carefully considering how potential measures differentially impact various student groups. In other words, the measures are examined through an equity lens.
- The TAC is examining the results for bias based on various school factors and different school grade-level configurations.
- The TAC is assessing the definition options in a manner that increases the visibility of all student groups, especially the groups with small N-counts at schools whose results are more often than no suppressed.
- The TAC is taking care to ensure the definitions are fair to schools and do not require additional data collections or additional reporting burdens for schools or districts.

Figure 3: Approximate timeline and tasks for the ASW Technical Assistance Committee.

Date	TAC Activity and Work Requirement
April 12	TAC Meeting: Orientation to work; identify TAC’s data needs, and agreement on approach to getting the tasks completed.
April 17-21	OSPI provide data to TAC on the three SQSS measures to support April 26 <sup>th</sup> TAC meeting discussion.
April 26	TAC Meeting: Discuss the three SQSS measures and create measure definitions recommendations; introduce discussion on low N size for all measures.
May 1-5	OSPI provide data to TAC on all measures to support discussion of low N sizes for May 10 <sup>th</sup> TAC meeting discussion
May 10	TAC Meeting: Discuss low N sizes and craft recommendation; introduce discussion of 1-10 rating for each subgroup.
May 15-19	OSPI provide data to TAC to support discussion on 1-10 rating for each subgroup and how to combine targeted and all students into one score for each measure.
May 24	TAC Meeting: Discuss 1-10 rating for each subgroup and approaches to combining targeted and all students into one score.
May 29-June 2	OSPI provide data to TAC that has all the measures, by school with all decisions applied so TAC can work with different weighting to see how it impacts different size schools and schools with different proportions of targeted groups.
June 7	TAC Meeting: Finalize recommendations in briefing papers and measure documentation template for presentation to the ASW.
June 21	TAC Meeting: Finalize recommendations in briefing papers and measure documentation template for presentation to the ASW.

On April 13, the SBE requested that the OSPI consider tasking the ASW TAC with reviewing the methodology and data for the long-term goal setting required in state law and the ESSA. The Draft Consolidated State Plan describes the long-term goals for the Achievement indicator as a combination of the students meeting standard on state assessments plus those who are not meeting standard but are making adequate growth toward proficiency, as indicated by the Washington Growth Model.

### **Action**

The Board is expected to discuss all of these topics and provide guidance for staff for their work in the reconvened ESSA workgroups.

### **Hyperlinks to websites and documents referenced in the text of this memo:**

NASBE Policy Update on the questions State Boards should be asking about their ESSA State Plans.

[http://www.nasbe.org/wp-content/uploads/Amundson\\_State-Plans-Final.pdf](http://www.nasbe.org/wp-content/uploads/Amundson_State-Plans-Final.pdf)

Washington ESSA Draft

Plan <http://www.k12.wa.us/ESEA/ESSA/pubdocs/WashingtonESSADraftConsolidatedPlan.pdf>

Summary of public comments on the ESSA Draft Plan

<http://www.k12.wa.us/ESEA/ESSA/pubdocs/WashingtonESSADraftConsolidatedPlan.pdf>

Summary of ESSA State Plans submitted during the early-April submission window

<http://www.edweek.org/ew/section/multimedia/key-takeaways-state-essa-plans.html>

Additional information on the 2016 Washington Achievement Awards.

<http://www.k12.wa.us/EducationAwards/WashingtonAchievement/>

## Appendix A – What does the Repeal of the Accountability Regulations Mean?

### ***Factoring Participation on Assessments in Statewide Accountability***

**WHAT THE ESSA SAYS:** Section 1111(c)(4)(E) of the ESSA specifies that the state must annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students, who are enrolled in public schools on the statewide assessments. The state plan must include a clear and understandable explanation of how the State will factor the participation requirement into the statewide accountability system.

**WHAT THE REGULATIONS SAY:** The final regulation (§200.15) specifies that falling short of the participation requirement, for the all students group or for any subgroup of students in a school, must result in at least one of the following actions:

1. A lower summative determination in the State’s system of annual meaningful differentiation.
2. The lowest performance level on the Academic Achievement indicator in the State’s system of annual meaningful differentiation.
3. Identification for, and implementation of, a targeted support and improvement plan.
4. Another State-determined action or set of actions described in its State plan that is sufficiently rigorous to improve the school’s participation rate so that the school meets the requirements.

The final regulation also states that any school that fails to assess at least 95 percent of all students or 95 percent of each subgroup of students in any year must develop and implement an improvement plan as described below.

1. Is developed in partnership with stakeholders (including principals and other school leaders; teachers; and parents and, as appropriate, students);
2. Includes one or more strategies to address the reason or reasons for low participation rates in the school and improve participation rates in subsequent years;
3. Is reviewed and approved by the LEA prior to implementation; and
4. Is monitored, upon submission and implementation, by the LEA; and

The regulation also specifies that an LEA with a significant number or percentage of schools that fail to assess at least 95 percent of all students or 95 percent of each subgroup of students in any year must develop and implement an improvement plan that includes additional actions to support effective implementation of the school-level plans described above and that is reviewed and approved by the State.

**WHAT THE TEMPLATE ASKS FOR:** Section A(4)(vii) of the Updated Template requires a description as to how the state factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system. The language in the template is closely aligned with the language in the law Section 1111(c)(4)(E)(iii).

**COMMENTS:** With the repeal of §200.15 and unless new regulations are adopted by the USED, a state will only be required to provide a description as to the manner in which the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments will factor into the statewide accountability system. This is all that is currently required in Section A(4)(vii) of the Updated Template.

The Draft Consolidated State Plan states that the Achievement and Accountability Workgroup (AAW) shall develop details around state-determined actions for schools that do not meet 95 percent participation rate. That those actions should be non-punitive supports that do not affect the rating or funding of schools. The AAW would define and recommend these supports and technical assistance that would be used to help schools meet 95 percent participation. AAW would also recommend and define tiered accountability if improvement wasn't made.

With the repeal of §200.15, it would appear that a state could include a wide array of elements to describe how participation rates factor into accountability. Washington currently factors participation rates into school accountability in the following manner.

1. Non-participants are assigned a scaled score of zero and are identified as non-proficient, a practice which serves to lower the proficiency rate and the overall rating of the school.
2. Schools (and districts) with less than 95 percent participation rates on the statewide assessments are required to describe their effort to increase rates in their school improvement plan (SIP).
3. Schools where the participation rate is less than 95 percent in either ELA or math are not eligible for recognition (for example, the Washington Achievement Awards).

Washington's current practice (all or in part) might likely be sufficient enough to meet the requirements of the ESSA.

### ***Summative Determination Based on the System of Meaningful Differentiation***

**WHAT THE ESSA SAYS:** Section 1111(c)(4)(C) of the ESSA states that the state must develop a system of meaningful differentiation all schools based on all indicators and for all student groups.

**WHAT THE REGULATIONS SAY:** The final regulation (§200.18(a)(4)) requires that the state conduct annual meaningful differentiation that results in a single summative determination for each school. To show that the system of meaningful differentiation meets the requirements, the state must describe how the performance levels and the summative determination are calculated.

**WHAT THE TEMPLATE ASKS FOR:** On the topic of establishing a summative rating or determination, Section A(4)(v)(a) requires the state to describe the system of annual meaningful differentiation of all public schools in the State...that includes a description of how the system of differentiation is based on all indicators in the State's accountability system for all students and for each subgroup of students.

**COMMENTS:** In the public comments on the preliminary regulations for this topic, much discussion was had on the inferred requirement of creating a summative rating or score for every school through the system of differentiation. The final regulatory language clearly requires a calculation that relies on variably weighted indicators from which a **summative determination** (not a summative rating or score) can be made. Taking from other language in the regulations and bill, the summative determinations include the schools identified for Comprehensive support, Targeted support, or neither.

The ESSA would appear to allow a state to create any type of differentiation system that leads to a **summative determination** or identification of schools for Comprehensive or Targeted support, provided that all indicators factor into the determination in a loosely prescribed manner. If the three-level identification system were to be adopted (Comprehensive support, Targeted support, and neither), several types of differentiation schemes not computing a summative rating or score might meet the requirements described in the ESSA.

### ***School Designations, Classifications and Labels***

**WHAT THE ESSA SAYS:** Section 1111(c)(4)(D) of the ESSA specifies that a state must identify, based on the system of meaningful differentiation, schools for comprehensive, targeted support, and additional statewide categories of schools at the discretion of the state.

**WHAT THE REGULATIONS SAY:** The final regulation (§200.18) requires that each state’s accountability system meaningfully differentiates schools by providing them with at least three distinct, clear, and understandable categories. The state may either use:

1. Determinations that include the two categories of schools required to be identified for support
  - a. schools identified for comprehensive support and improvement and
  - b. targeted support and improvement) and
  - c. a third category of unidentified schools, or
2. Determinations distinct from the categories of schools described in § 200.19.

**WHAT THE TEMPLATE ASKS FOR:** Section A(4)(vi) of the Updated Template requires the state to identify schools for Comprehensive Support, Targeted Support, and any other categories of schools the state may choose to identify. The language in the template is very closely aligned with the language in §200.18.

**COMMENTS:** At a minimum, states are required to identify, classify, and otherwise label only schools for support, as schools not identified for support could receive no label or be labeled as “other”. This would be similar to the three-label system developed for the No Child Left Behind Act (NCLB) that utilized an In Need of Improvement, Watch, and Made AYP labels. Under the ESEA Flexibility Waivers, many states migrated to school multi-tier school rating systems to provide the public and other stakeholders with a more transparent and broad overview of the performance of schools.

If a state were to meet the minimum requirements on this topic, the state would be *de facto* following the school classification model of NCLB. Providing no classification or label for schools not identified for support would broadly imply similarity when, in fact, the performance of the various schools would likely be very different. Meeting the minimum requirements might make it look as though the state is making an effort to conceal the performance of schools or be providing less transparency when the public generally seeks more transparency.

### ***Establishment of Long-Term Goals (Achievement)***

**WHAT THE ESSA SAYS:** Section 1111(c)(4)(A) of the ESSA specifies that the state must establish ambitious long-term achievement goals, which shall include measurements of interim progress toward meeting such goals for the all students group and for each subgroup of students as measured by proficiency on the annual assessments.

**WHAT THE REGULATIONS SAY:** The corresponding regulation (§200.13) states that the state plan must:

1. Identify the ambitious State-designed long-term goals and measurements of interim progress for improved academic achievement, as measured by the percentage of students attaining grade-level proficiency ... for all students and separately for each subgroup of students ...
2. Describe how the state established those goals and measurements of interim progress.
3. Apply the same academic achievement standards to all public school students in the State, except as provided for students with the most significant cognitive disabilities...
4. Measure achievement separately for reading/language arts and for mathematics.

5. Take into account the improvement necessary for each subgroup of students to make significant progress in closing statewide proficiency gaps, such that the State’s measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving.

**WHAT THE TEMPLATE ASKS FOR:** Section A(4)(iii)(a) of the Updated Template poses a three-part question on the topic of long-term goals for the achievement indicator as follows.

1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including:
  - a. the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and
  - b. How the long-term goals are ambitious.
2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.
3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

**COMMENTS:** In this case the Updated Template requires the state to provide information in the State Plan that is very similar to the regulatory language. However, the law specifies that the goal be “**measured by proficiency**” instead of being “**measured by the percentage of students attaining grade-level proficiency** [on the statewide assessments].” The combination of repealing §200.13 and the reduced specificity in the law would appear to allow states more latitude in defining the criteria for setting long-term goals. For example, the combination of the following measures would appear to meet the requirements in law.

- Students meeting or exceeding standard on the statewide assessments plus
- Students not meeting or exceeding standard on the statewide assessments, but meeting their individual adequate growth percentile (AGP).

In this example, the two student groups described above would comprise the numerator and the total students tested would comprise the denominator. The resulting measure (percentage of students who are proficient or on-track to proficiency) is being “**measured by proficiency.**”



**Appendix B**

Summary Table of the ESSA State Plans submitted to the U.S. Department of Education during the April submission window. Created by Education Week and can be retrieved from:

<http://www.edweek.org/ew/section/multimedia/key-takeaways-state-essa-plans.html>

<p><b>KEY TAKEAWAYS: STATE ESSA PLANS</b> Twelve states and the District of Columbia have submitted plans for implementation of the Every Student Succeeds Act. The law gives states significant new leeway to set student achievement goals and calls for looking beyond test scores in gauging school performance.</p>						
	<b>GOALS</b> States must set student achievement and graduation-rate goals.	<b>SCHOOL RATINGS</b> States must identify their bottom 5 percent of schools and those with low graduation rates, plus schools that are struggling with subgroups of students.	<b>ACADEMIC INDICATORS</b> States must measure academic achievement and graduation rates for high schools. They must measure proficiency and can pick another indicator for elementary and middle schools.	<b>SCHOOL QUALITY INDICATOR</b> ESSA requires states to choose at least one indicator of student success or school quality.	<b>MEASURING SUBGROUPS ("N"-SIZE)</b> States may set any minimum subgroup size for accountability.	<b>TESTING OPT-OUTS</b> States must address in some way schools that fall below 85 percent test participation.
<b>Connecticut</b>	100 percent of all students and subgroups will hit various growth targets by 2029-30; 94 percent will graduate high school in four years by 2029-30.	Rating based on a 0-100 index score	Achievement in reading and math; growth in reading and math; 4-year adjusted cohort for graduation; 6-year adjusted cohort for graduation.	Chronic absenteeism; preparation for college and career coursework and exams; participation rates on tests; postsecondary enrollment; physical fitness; access to arts education; on-track graduation for 9th graders	20 students	A school otherwise getting highest or second-highest ranking would be knocked down one ranking.
<b>Delaware</b>	Cut in half the share of all students and subgroups not proficient on English/ language arts and math exams by 2030; cut in half the share of high school students not graduating after four years.	Index score to create a "text-based" rating	Achievement, growth, social studies in certain grades; growth of students; on-track high school graduation for 9th graders; progress in English-language proficiency; 4-, 5-, and 6-year cohort graduation rates; science in certain grade spans	Chronic absenteeism; college and career preparedness (including things like SAF and ACT scores and career certification)	15 students	A school would have to submit plan to increase testing participation, with further state action possible.
<b>District of Columbia</b>	By 2038-39, 85 percent of all students and subgroups will score a level 4 or 5 on the PARCC exam; 90 percent of high school students will graduate after four years.	Five-tier performance rating system	Achievement, growth, graduation rates, English-language proficiency, college-readiness measured by ACT, AP, and IE participation and scores	Chronic absenteeism; a mix of attendance indicators; choice to re-enroll in same school; standardized observations that take into account factors including classroom organization, emotional support, and instructional support	10 students	A system would monitor and assist school, with interventions possible after multiple years.
<b>Illinois</b>	By 2032, 90 percent of all students and subgroups will be proficient in English/ language arts and math; by 2032, students in grades 3, 5, and 9 and high school graduates will meet four other percentage-based goals; 99 percent of students will graduate.	Four-tier school-rating system, ranging from "exemplary" to "lowest-performing"	Proficiency, growth, English-language proficiency, graduation rates; plans to do science proficiency, exploring fine arts and another indicator for elementary and middle schools	Chronic absenteeism; climate surveys; whether 9th graders are on track to graduate; an early-childhood education indicator; exploring an arts indicator	20 students	A school could not get top score for academic proficiency; participation rate would factor into school-improvement decisions.
<b>Louisiana</b>	Annual average improvement target of 2.5 percentage point gains in achievement on state reading and math tests between 2018 and 2025 for all students and student subgroups. Plan includes goal of reaching a graduation rate of 90 percent by 2025 for all students and student subgroups.	A-F school grades, based on an index scores ranging from 0-150, would be given to schools. Ratings system would shift in 2021 and again in 2024.	Achievement on state exams, including high school end-of-course exams and an ACT/WorkKeys index; growth index; graduation rate index; English-language proficiency index; school quality indicators including access to a well-rounded education and "strength of diploma" depending on grade level.	Middle schools would be measured on credit accumulation through 9th grade. High schools would be measured on the "strength of diploma" students receive. All schools would be measured on "interests and opportunities" that cover access to arts, physical education, and foreign language programs, among others.	10 students	All nonparticipants in the state exam will receive a score of zero, which will in turn impact school scores on the state's accountability system.
<b>Maine</b>	By 2030, 90 percent of Maine students will graduate "college and career ready"	A four-tier rating system, similar to one the state already uses, from "exceeds state expectations" to "requires review for supports"	Achievement, growth; 4-, 5-, and 6-year graduation rates; progress for English-learners	Percentage of students who have consistent attendance	10 students	Schools with participation rates between 75 and 94 percent would have to submit a plan; schools below 75 percent would have to show steps taken; participation not factored into summative school rating.

## KEY TAKEAWAYS: STATE ESSA PLANS

Twelve states and the District of Columbia have submitted plans for implementation of the Every Student Succeeds Act. The law gives states significant new leeway to set student achievement goals and calls for looking beyond test scores in gauging school performance.

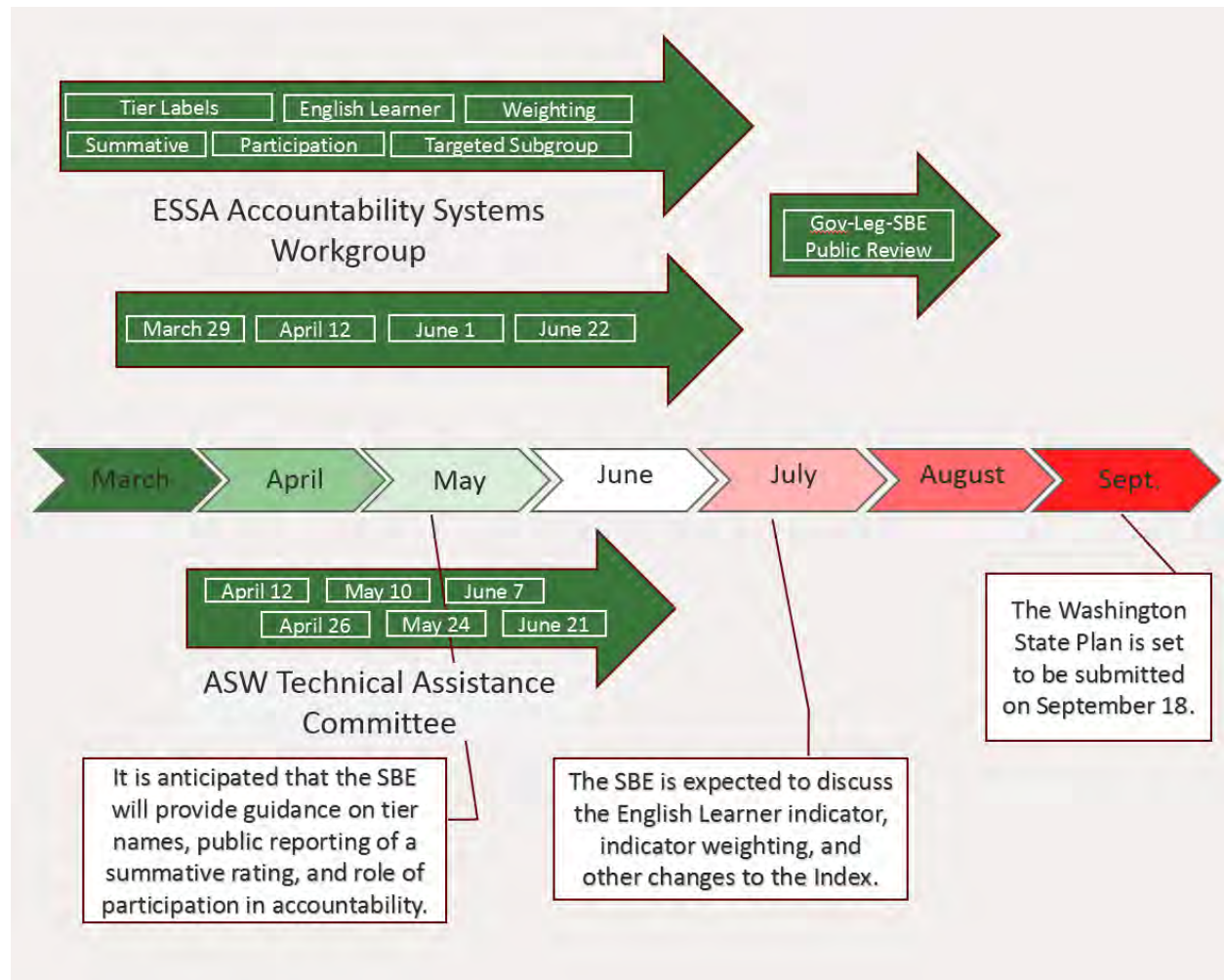
	<b>GOALS</b> States must set student achievement and graduation-rate goals.	<b>SCHOOL RATINGS</b> States must identify their bottom 5 percent of schools and those with low graduation rates, plus schools that are struggling with subgroups of students.	<b>ACADEMIC INDICATORS</b> States must measure academic achievement and graduation rates for high schools. They must measure proficiency and can pick another indicator for elementary and middle schools.	<b>SCHOOL QUALITY INDICATOR</b> ESSA requires states to choose at least one indicator of student success or school quality.	<b>MEASURING SUBGROUPS ("N"-SIZE)</b> States may set any minimum subgroup size for accountability.	<b>TESTING OPT-OUTS</b> States must address in some way schools that fall below 85 percent test participation.
<b>Massachusetts</b>	No long-term academic goals are set because state says it must wait for new baselines; increase overall and subgroup graduation rates by 5 percentage points by 2020.	Six-tier rating system, based on 1-100 index.	Achievement in reading and math; growth in reading and math; achievement in science; 4- and 5-year graduation rates plus percentage of students still enrolled in high school; drop-out rates; English-language proficiency	Chronic absenteeism; success in 9th grade courses; successful completion of a broad and challenging high school curriculum (including things like AP and IB course-taking)	20 students	A school's overall summative rating would decline.
<b>Michigan</b>	Proposes that 75 percent of schools and 75 percent of all student subgroups reach various proficiency targets on state exams in English/language arts, math, science, and other subjects by 2024-25	The state included two options for A-F school grades, with one giving schools a final, summative grade, and the other only giving A-F grades to different components of the accountability system. The state also plans to create a dashboard system combining the system's six elements	100-point achievement index; 100-point growth index; four-, five-, and six-year cohort graduation rates; 100-point English-learner progress index; various school-quality indicators depending on grade level; participation in state assessments	State would include four factors in this indicator: chronic absenteeism; time spent in arts, library, and physical education programs in K-8; advanced coursework in grades 11-12; and postsecondary enrollment rates	30 students, except for English-learners, whose N-Size would be 10 students	Eligible students who do not take state exams would be recorded as having a score of zero when determining proficiency rates in the state accountability system
<b>Nevada</b>	By 2022, have 61 percent of all students and subgroups proficient in English/language arts and 41 percent proficient in math; have 84 percent of high school students graduate after four years.	Five-star rating tool, based on 1-100 index	Proficiency; English-language proficiency; growth; graduation rates for high schools	Student engagement; college-and-career readiness (for high schools) closure of opportunity gaps for elementary and middle schools	10 students	A school would initially be labeled with a "warning," then subject to increasing penalties after multiple years.
<b>New Jersey</b>	By 2030, have 80 percent of all students and subgroups meet or exceed expectations on PARCC; have 95 percent of all students and subgroups graduate after four years in high school by 2030.	Score based on 100-point scale	Achievement, growth, 4- and 5-year graduation rates, English-language progress	Chronic absenteeism	20 students	As ESSA requires, each student at the school causing a participation rate below 95 percent would be scored not proficient.
<b>New Mexico</b>	By 2022, 64.9 percent of students will be proficient on PARCC English/language arts test, and 61.2 percent proficient on PARCC math test.	A-F grading system	Four-, 5-, and 6-year graduation rates; achievement; growth in 4-year graduation rate; STEM readiness; English-language proficiency	"Opportunity to learn surveys" to capture climate, student engagement, and more; attendance measures; college-and-career readiness, including remediation and persistence	20 students	A school will have its A-F grade decrease by one letter if 95 percent of students don't take the state English/language arts or math test.
<b>Tennessee</b>	Perform in top half of 4th and 8th grade NAEP scores among states by 2019; 75 percent of 3rd graders proficient in reading by 2025; average ACT composite score of 21 by 2020; 95 percent graduation rate by 2024-25.	A-F grading system	Achievement; growth; graduation rates combined with college, career- or military-readiness measures; English-language proficiency	Chronic absenteeism and out-of-school suspensions; graduation rate indicator incorporates whether students have met ACT benchmarks or earned military or workforce certification	30 students	A school would get an F grade in academic proficiency for all student groups not reaching 95 percent participation.
<b>Vermont</b>	All schools score, on average, at the midpoint of the Smarter Balanced test's proficiency range by 2025; 90 percent graduation rates for all students and subgroups by 2025.	There would be five separate ratings for different accountability measures.	Achievement, growth, 4- and 6-year graduation rates, English-language proficiency, English language proficiency in schools with sufficient numbers of ELLs	College and career readiness, physical education, science, postsecondary outcomes	25 students	School's initial summative score would be multiplied by the percentage of students who took the exam.

## Appendix C

The detailed timeline (Figure C1) is meant to highlight the following elements.

- The ASW is scheduled for a total of four meetings, the last of which is to be held on June 22.
- The Accountability TAC is scheduled for a total of six meetings, the last of which is to be held on June 21.
- The Legislature, Governor’s Office, the general public, and other stakeholder groups will reportedly have two additional opportunities to provide comments on the next draft version of the state plan. One review period in July and another in August.
- Superintendent Reykdal has publicly announced that he will formally submit the Washington ESSA State Plan on September 18<sup>th</sup>.

Figure C1. Timeline and activities for the ESSA State Plan finalization and submission.



### Washington Achievement Awards

The Washington Achievement Awards ceremony was held at Olympic Middle School (Auburn School District) on May 3<sup>rd</sup>. Figure C2 shows how the distribution and number of awards in 2016 compare to the previous years. Learn more about the latest Washington Achievement Awards [here](#).

Figure C2: Shows the distribution and number of achievement awards over the three most recent years.

Washington Achievement Awards	Corresponding AI Year		
	2014	2015	2016
Overall Excellence	91	69	72
High Progress	187	119	135
Math Growth	84	67	72
ELA Growth	90	71	75
Five-Year Graduation Rate	26	3	4
English Language Acquisition	26	32	16
Achievement Gap Reduction	95	2	77
<b>Total Awards</b>	<b>599</b>	<b>363</b>	<b>451</b>
<b>Total Schools Receiving Awards</b>	<b>402</b>	<b>258</b>	<b>280</b>

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National Association of State Boards of Education

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## Seven Questions Boards Should Ask about Their ESSA State Plans

By Kris Amundson

Returning more responsibility to states for making education policy was the central premise (and promise) of the Every Student Succeeds Act (ESSA). In fact, the *Wall Street Journal* called ESSA “the biggest devolution of federal control to the states in a quarter century.”<sup>1</sup> Shortly after the bill passed in December 2015, states set to work on plans for using ESSA to shape policy in their states. Their assumption was that the federal government would provide some regulatory “guardrails” to guide that work.

With the recent congressional decision to rescind the accountability regulations for ESSA by invoking the Congressional Review Act (CRA), states find themselves with even more authority. How will they approach the challenges and opportunities ESSA provides? Will they ensure equity and excellence for all students?

We will find out soon. In April or September, states will file comprehensive plans for how they plan to spend federal funding.<sup>2</sup> Each state is different, and each state plan will be developed within the context of its own political and educational landscape. Since some state plans are already available online, it is possible to see how the early birds are approaching equity and excellence.

State education agencies (SEAs) have the primary responsibility for developing and filing the state plan. But state boards of education play a key role. In many states, the board has specific statutory responsibility for carrying out some elements of the plan. For example, a recent NASBE publication reported that in 31 states, state boards have

primary authority over the state summative assessment.<sup>3</sup> In addition, 45 state boards adopt the learning standards on which the assessment should be aligned.

In addition, state boards are highlighted in ESSA as one of the groups that must be provided “meaningful” consultation. And because state boards serve as the citizen voice in education, they should also ensure that the state plan reflects input gained from stakeholders during the planning process.

In most states, the board will take a formal vote to approve the plan before it is sent on to the U.S. Department of Education (ED). Here are seven big questions board members should have answered before they vote.

### **1. WHAT ARE OUR GOALS FOR IMPROVING K-12 STUDENT PERFORMANCE AND OUTCOMES?**

Under the accountability regulations that were invalidated by the CRA, the Education Department noted: “The final regulations give states flexibility to *create their own educational visions and incorporate new measures of school quality or student success into their accountability systems* while maintaining the core expectation that states, districts, and schools work to improve academic outcomes for all students, including individual subgroups of students.”<sup>4</sup> (emphasis added)

That emphasis on creating a unique state vision should still permeate the state plan—even without these regulations. And an effective state plan must begin with clear goals. As Lewis Carroll said, “If you don’t know where you’re going, any path will take you there.”

State boards should ensure that their state

plan is built around ambitious goals and also ask for information about how those goals (and the timeline for achieving them) were developed. For states without a strategic plan, stakeholder input can help identify these overarching goals.

A focus on the goals will help boards and SEAs make tough choices on where to prioritize federal funding. For example, if the state wants to prioritize closing the achievement gap in third grade reading proficiency, then helping teachers strengthen their ability to teach literacy skills should be a focus of the state’s professional learning.

The District of Columbia’s plan, for example, sets a long-term goal that 85 percent of students will be proficient in reading. The plan further spells out that the goal applies to all students. Clearly, the need to close the achievement gap will need to drive many other decisions.

States that want to focus on providing all students with a well-rounded education could include inputs as part of their school accountability system. As part of its ESSA plan, Louisiana will begin the development of an “Interests and Opportunities” indicator, designed to promote a well-rounded education. The indicator will measure, for example, the extent to which elementary and middle schools are exposing students to high-quality arts and foreign language experiences. At the high school level, it will measure and evaluate schools’ efforts to expand access to advanced courses in both applied and academic fields. In all schools, the index aspires to measure not only the expansion of such experiences for students but also the extent to which students of all backgrounds experience the offerings fairly.

Here are some questions state boards should ask about the state plan’s goals:

- Has our state gone through a formal goal-setting process?
- If not, how did the state develop the

## **BOX 1: LOUISIANA PLANS TO TAKE ADVANTAGE OF FLEXIBILITY**

In Louisiana, one goal of the state plan is to narrow achievement gaps between students with disabilities and their nondisabled peers. Accordingly, their plan specifies that districts should use funding from a variety of federal sources. School systems in Louisiana will thus include Title I, Title II, and Title III investments such as the following in their annual plans to address the challenges of historically disadvantaged students:

- high-quality, early screening and continued monitoring until the student is exited effectively from additional support services such as academic interventions, special education, or English language services;
- interventions and instructional practices that help students access grade-level learning along with their peers rather than maintaining a below-level learning gap; and
- school structures for learning that are the least disruptive and best integrated for a student's needs.

goals on which the current state plan is based?

- Does our state ESSA plan support those goals? How/how not?

## **2. HOW WILL OUR PLAN PROTECT EQUITY?**

Congress's action under the CRA not only eliminates the key equity protections that were included in the ESSA accountability regulations, it prevents ED from ever creating regulations that are "substantially the same"—unless Congress subsequently gives it the power to do so.

So it is up to states. They must guarantee that their state plans continue to look at promising practices such as a focus on growth rather than proficiency or inclusion of metrics that incorporate civic or career readiness in addition to summative tests. Yet will SEAs, conditioned by years of the compliance-based accountability created under No Child Left Behind, be willing to innovate? Clearly, state boards need to keep asking questions that encourage innovative approaches.

States also need to call out their commitment to equity. In Ohio, which has adopted a "third grade reading guarantee," the state plan notes: "Reading is the foundation for all learning. We must identify and address reading issues as early as possible." The K-3 Literacy component looks at how successful a school is at getting struggling readers on track to proficiency in third grade and beyond.

Here are some questions state board members should ask to ensure that the state plan focuses on equity:

- How does this plan help us improve performance for students of color, students with disabilities, and students from low-income families?
- Does the state plan ensure both equity and excellence? Or does it achieve equity by defining proficiency down?
- How does the state plan communicate the importance of equity to all stakeholders?

## **3. HOW DOES OUR PLAN PROMOTE FLEXIBILITY IN ALLOCATING FEDERAL FUNDING?**

State plans cover a wide range of federal programs. For years, states have asked for greater flexibility to allocate federal funds to address their greatest needs. ESSA offers some opportunities to move away from rigid federal requirements, but there will need to be changes on the state level to make that possible.

The plans must spell out how the state expects to allocate resources from each of the federal programs for which it will receive funds, including the following:

- Title I, Part A (financial assistance to local education agencies and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards);
- Title I, Part C (high-quality and comprehensive educational programs for migratory children);
- Title I, Part D (educational services for neglected or delinquent children and youth in local and state institutions);
- Title II, Part A (the Teacher and Principal Training and Recruitment Fund);

- Title III, Part A (helps institutions of higher education support low-income students);
- Title IV, Part A (supports Student Support and Academic Enrichment Grants);
- Title IV, Part B (supports educational activities in community learning centers);
- Title V, Part B, Subpart 2 (supports charter schools);
- The McKinney Vento Homeless Assistance Act (supports educational programs for homeless students).

The consolidated state plan is one way to coordinate and comprehensively plan for the use of federal funds that provide critical support to schools and districts. Board members should ask whether and how their state plans to take advantage of this flexibility and what regulatory changes or internal SEA adjustments will be necessary (for one example from Louisiana, see box).

There is another way to increase flexibility of federal funding to focus on the neediest children: schoolwide Title I programs, which allow Title I funds to support reforms that benefit every student in a school that enrolls low-income students. Schoolwide programs also allow for Title I funds to be combined with other federal and state funding streams, which can focus a number of smaller funding streams into a larger and higher-impact investment opportunity. Schoolwide programs can also reduce administrative overhead.

Here are some questions state board members should ask:

- Does our state have a vision for all students that drives state spending decisions?
- Does this plan set out a comprehensive approach to meeting student needs, or does it keep funding strictly segregated by category?
- How will the SEA help local districts build their capacity for more flexible uses of federal funding?
- Has our state considered moving to schoolwide Title I funding? What policy changes would the state need to make?
- Will any state policies need to be changed to permit greater flexibility?
- How will the SEA work with ED to implement the desired flexibility?

#### 4. HOW DOES OUR STATE PLAN IMPROVE THE QUALITY OF TEACHERS AND EDUCATION LEADERS?

Research has consistently shown that teachers are the single most important in-school factor affecting student achievement. More recently, researchers have established clear links between school leadership and student achievement.<sup>5</sup> State boards that want to focus on equity must pay attention to the quality of teachers and leaders in their schools.

State boards have a significant role to play. In 33 states, the board has full control over teacher licensure, and in two additional states, that responsibility is shared. In Massachusetts, the Board of Elementary and Secondary Education (BESE) included teacher quality in its strategic plan. In 2012, BESE changed the program approval standards for teacher preparation programs across the state. These new standards ensure that teachers entering Massachusetts classrooms will be prepared to be effective on day one.

In addition, most boards control the licensure for principals and other administrators. In 36 states, boards have full or partial authority for principal/administrator licensure or the standards for their preparation and certification programs.

Boards also have responsibility for ensuring that students living in poverty, English learners, and minority students are not disproportionately served by teachers who are inexperienced, teaching out of their field, or ineffective. The Elementary and Secondary Education Act requires states to report out on the distribution of these teachers, and states should ensure that their plan makes some provision for keeping track of the quality of educators who teach the neediest students.<sup>6</sup>

NASBE's State Board Insight database tracks the frequency with which state boards discuss issues of teacher supply and teacher quality. The subjects appear frequently on state board agendas. Most recently, for example, the New York Board of Regents addressed licensure issues within the context of teacher shortages.

To focus on teacher and leader quality, here are questions boards should ask:

- How is our state plan designed to attract,

prepare, develop, and retain effective teachers and leaders? How do the proposed activities help develop teachers and leaders who can support and strengthen the performance of all students in the state?

- How does the plan address the need to recruit and retain teachers and leaders in high-needs areas, including special education, STEM, and other shortage areas?
- How does the plan help principals develop the leadership skills they need to support the development of effective teachers?

#### 5. DOES OUR ACCOUNTABILITY SYSTEM MEASURE WHAT WE WANT STUDENTS TO KNOW?

One of the criticisms of NCLB-era accountability was that too many state summative assessments focused on relatively low-level thinking tasks. Other critics pointed out that too often state assessments did not measure the things that state policymakers thought were most important.

ESSA gives states the opportunity to change that. By relying on multiple measures of achievement, states can focus on issues they care about, including social and emotional learning or career readiness.

For example, the Massachusetts state plan explicitly highlights the commitment to higher order thinking: "The state will upgrade the MCAS to better measure the critical thinking skills students need for success in the 21st century."

The state accountability system may include student growth or proficiency/mastery. For states that want to highlight continuous improvement, a growth measure (measuring students across two or more points in time) would make sense. For those states that focus on ensuring all students meet at least a basic level of understanding, a proficiency/mastery metric (measuring students at a single point in time) might be better aligned with that goal.

To ensure that the state accountability system measures the things the board wants students to know, here are some questions board members should ask:

- Please share the components of our state assessment. How much time do students spend writing versus answering multiple choice questions, for example?

- How does our state assessment measure student knowledge beyond memorization?
- How do the components of our accountability system fit together to measure the goals we have adopted?

#### 6. HOW WILL OUR STATE EVALUATE AND SUPPORT LOCAL PLANS FOR LOW-PERFORMING SCHOOLS?

Persistently underperforming schools have been a continuing challenge in education. Over the years, the federal government has tried many approaches to address this problem. Most recently, the Obama administration authorized \$7 billion in School Improvement Grants (SIG) between 2010 and 2015.

Schools receiving SIG funds needed to adopt one of a limited number of turnaround models. Initially, there were four preferred approaches: replacing the principal and at least half the teachers, converting into a charter school, closing altogether, or undergoing a "transformation," including hiring a new principal and adopting new instructional strategies, new teacher evaluations, and a longer school day.

Eventually, the program allowed more flexibility, but it remained prescriptive. The federal government's own analysis of the SIG program revealed a major problem: None of the approaches worked very well.<sup>7</sup> The report concluded: "We found that the implementation of SIG-funded models had no significant impact on math or reading test scores, high school graduation, or college enrollment for schools near the SIG eligibility cutoff. In addition, there were no significant impacts within student and school subgroups. For elementary grades, we found no evidence suggesting that one model was more effective at improving student achievement than another."

With ESSA, the pendulum swung in the other direction. The law now gives primary responsibility to local districts for designing a plan to support low-performing schools. The state's role is more supportive, ensuring that local districts adopt "evidence-based" interventions and checking in on progress.

ESSA authorizes two new programs that can be focused on lower-performing schools and districts: Direct Student Services and Student Support and Academic Enrichment grants. The two programs

offer the flexibility to tailor investments based on the needs of their unique student populations, particularly students attending schools where enriching experiences and challenging coursework are rare.

Here are some questions state board members should ask about local improvement programs:

- Has our state identified a vision for a system to support school improvement statewide?
- What has our state done previously? What has worked? What has not?
- What lessons can we learn from our successes and failures?
- Is our state's turnaround vision a part of our strategy for developing teachers and school leaders? How can state policies develop and support educators working in schools with the highest need?

## 7. IS STAKEHOLDER ENGAGEMENT EMBEDDED IN THE PLAN AND SEEN AS AN ONGOING ACTIVITY?

ESSA calls for “meaningful consultation” with a wide variety of stakeholder groups. States have worked hard to engage with stakeholders. They have held meetings across the state, used online communications, and pulled together stakeholder work groups.<sup>8</sup>

A recent NASBE report found that in the summer of 2016 no state felt “confident they were doing everything right on stakeholder engagement.”<sup>9</sup> Most states are recognizing that stakeholder engagement is not a one-time activity but rather a long-term initiative.

Stakeholders—especially parents—are force multipliers. They can provide critical support for boards that want to make progress. But some policies may need to be changed. For example, boards may need to revisit how to manage public testimony at board meetings or how to use technology in ways that do not violate the state's open meeting laws.

Some boards have already ensured that stakeholder engagement is part and parcel of their work. Engagement is baked into

the mission of the Illinois State Board of Education: “Provide leadership and resources to achieve excellence across all Illinois districts through engaging legislators, school administrators, teachers, students, parents, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.”

Massachusetts is planning to sustain meaningful engagement even after their plan is filed. The state plan particularly focuses on representing historically underserved students. As the plan notes, “[S]takeholder voice and analysis of the strong work under way in Massachusetts districts and schools will continue to play a prominent role. . . . We will . . . offer additional opportunities for stakeholders to provide input, particularly at key junctures when we are considering significant changes to an element of the plan.”

Here are questions that should be asked about the state plan to make stakeholder engagement a central part of the board's work:

- What is the state's vision for engaging stakeholders?
- What worked in the state's outreach to stakeholders for development of the state plan? What did not? What lessons can be learned?
- What state policies need to be changed to promote greater citizen engagement?

The first state plans submitted under ESSA will shape education policy in the state for many years. Boards can and should play a critical role in developing them. These questions will ensure that state boards stay at the table throughout the process.

*Kris Amundson is president/CEO of NASBE. Many education policy leaders suggested key questions boards should be asking about state plans: Special thanks to Chad Aldeman, Sandra Boyd, Michelle Exstrom, Carissa Moffat Miller, Chris Minnich, and Stephanie Wood-Garnett for their insights. Thanks to Abigail Potts and Sarah-Jane Lorenzo for research assistance in preparing this paper.*

## NOTES

1. “No Child Left Behind's Successor: Congress Rewrites the Bush-Era Law by Giving More Power to States,” Review & Outlook, *Wall Street Journal* (November 29, 2015).
2. A state may notify ED of its intent to submit its plan to the governor by April 3, 2017, and subsequently submit the plan to ED no later than the end of the 30-day review period or May 3, 2017, whichever is earlier.
3. Kris Amundson and Gene Wilhoit, “Take It Off the Consent Agenda: Nine Questions State Boards of Education Should Ask about State Assessment Systems,” *Policy Update* 23, no. 11 (Alexandria, VA: NASBE, April 2016).
4. U.S. Department of Education, “Accountability, State Plans, and Data Reporting: Summary of Final Regulations,” (Washington, DC: ED, November 28, 2016), <https://www2.ed.gov/policy/elsec/leg/essa/essafactsheet1127.pdf>.
5. Karen Seashore Louis et al., “Learning from Leadership: Investigating the Links to Improved Student Learning,” Final Report of Research to The Wallace Foundation (University of Minnesota and University of Toronto, 2010).
6. Elementary and Secondary Education Act § 1111(h)(1)(C)(ix).
7. Lisa Dragoset et al., “School Improvement Grants: Implementation and Effectiveness (NCEE 2017- 4013),” (Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, 2017).
8. Kansas Department of Education, “Kansans Can,” website, <http://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Communications-and-Recognition-Programs/Vision-Kansans-Can>; State of Washington Office of the Superintendent of Public Instruction, “Every Student Succeeds Act (ESSA),” website, <http://www.k12.wa.us/ESEA/ESSA/>; Colorado Department of Education, “ESSA in Colorado,” website, <https://www.cde.state.co.us/fedprograms/essa>.
9. Rachel Man and Chris Hofmann, “ESSA Stakeholder Engagement: Early Challenges and Promising Practices,” *Policy Update* 24, no. 1 (January 2017).





# History of School Accountability in WA

Roles, Responsibilities, Next Steps

May 2017 State Board of Education Meeting

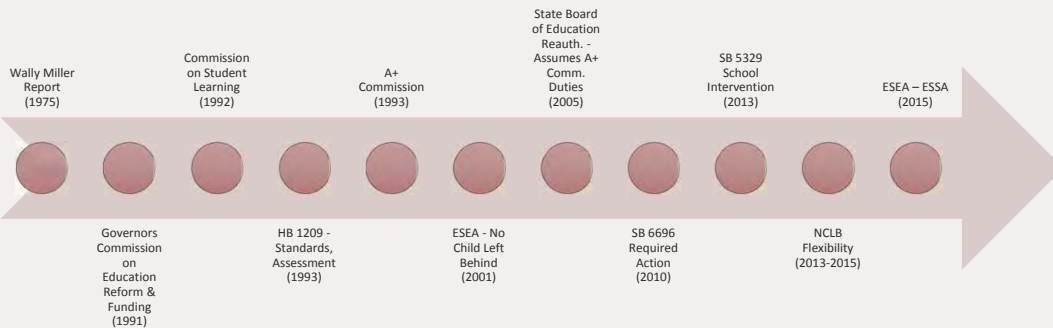
## School Accountability in Washington

A Timeline of Key Events

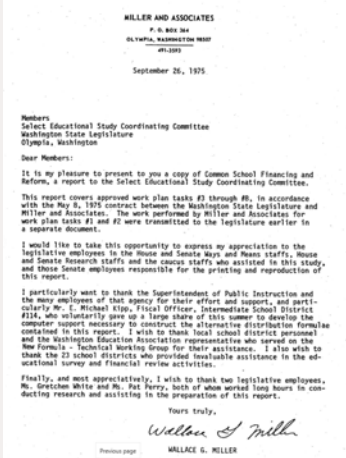


Take-away?

Slow, steady progress through the 1990s and 2000s. Accelerated progress 2009-present.



## Wally Miller Report (1975)



### A Statewide Student Testing Program

Throughout this study of Washington's present school system, the most important question could not be answered. That question is, how well are Washington State students doing in school, in comparison with other states or the national average? The State of Washington does not presently have a uniform, statewide system for testing students. Each school district in the state independently chooses whether or not to test their students. If a decision is made to test, the district chooses from among a half dozen or so testing programs, which publishers claim provide comparative student achievement data among states and with a national norm. The choice of which grades to test and the time of the year the test is administered is both a function of local school district discretion and of the test publisher's repertoire of available tests. The time of the year the test is administered is usually determined by the test publisher so a more valid statistical comparison can be made with a national norm. Given the decision of whether or not to test, which grades to test, and the variety of tests available, there is virtually no way a valid statistical comparative picture of how well Washington State students are doing in school can be constructed.

Other states, particularly in the past decade, have become increasingly concerned about this same issue and 30 states had passed some form of educational accountability legislation by June, 1974. (39)

(39) Phyllis Hawthorne, *Legislation by the States: Accountability and Assessment in Education*, Wisconsin Department of Public Instruction, 1974.

Take-away?  
An early call (40+ years ago!)  
for standards-based reform



## Governors Commission on Education Reform & Funding (GCERF) (1993)

From legislative summary:

- GCERF final report:**
- 4 student learning goals
    - (1) Communicate effectively and responsibly in a variety of ways and settings.
    - (2) Know and apply the core concepts and principles of mathematics, social, physical, and life sciences; arts, humanities; and healthful living.
    - (3) Think critically and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems; and
    - (4) Function as caring and responsible individuals and contributing members of families, work groups and communities.
  - Commission on Student Learning
    - For students:
      - Establish essential academic learning requirements (EALRs)
      - Establish statewide performance-based student assessments to replace the current standardized achievement tests.
      - Develop a certificate of mastery to serve as cumulative evidence of what students know and are able to do—earned before receiving a high school diploma.
    - For educators:
      - Develop standards for all certificated school staff of what they should know and be able to do to help all students meet the EALRs.
      - Develop a performance-based assessment system as a foundation for certifying new teachers.
      - Coordinate, plan, and implement a professional development and mentor program.
    - For schools
      - Develop a rewards program to provide incentive awards to schools meeting performance goals & a consequences program for schools & districts that persistently or dramatically do not meet performance goals.
    - Other
      - Repeal of laws & rules that inhibit increased student performance.
      - Asks the Legislature to design, enact and implement a funding system oriented toward student achievement rather than inputs.

Take-away?  
18 years after W. Miller, the  
call for standards gains  
momentum:  
• Academic standards  
• Aligned assessments  
• Educator standards  
• Incentives/rewards for  
schools  
• Funding reform



## House Bill 1209 (1993) –Testing & Accountability Era Begins



36 (iii) Assessments measuring the essential academic learning  
 37 requirements developed for RCW 28A.150.210(1), goal one, and the  
 38 mathematics component of RCW 28A.150.210(2), goal two, shall be  
 39 initially implemented by the state board of education and

ESHB 1209.SL

p. 6

1 superintendent of public instruction no later than the 1996-97 school  
 2 year, unless the legislature takes action to delay or prevent  
 3 implementation of the assessment system and essential academic learning  
 4 requirements. Assessments measuring the essential academic learning  
 5 requirements developed for RCW 28A.150.210 (2), (3), and (4), goals  
 6 two, three, and four, shall be initially implemented by the state board  
 7 of education and superintendent of public instruction no later than the  
 8 1997-98 school year, unless the legislature takes action to delay or  
 9 prevent implementation of the assessment system and essential academic  
 10 learning requirements. To the maximum extent possible, the commission  
 11 shall integrate knowledge and skill areas in development of the  
 12 assessments.

Take-away?

HB 1209 was major turning point in WA towards standards-based system.

- 4 Goals of Basic Ed
- EALRs (standards)
- WASL (tests)

<http://lawfilesexternal.wa.gov/biennium/1993-94/Pdf/Bills/Session%20Laws/House/1209-S.SL.pdf>

## No Child Left Behind (NCLB) 2001



Exhibit 1. Key Provisions of the No Child Left Behind Act

<b>State assessments</b>	States must implement annual state assessments in reading and mathematics in grades 3-8 and at least once in grades 10-12, and in science at least once in each of three grade spans: 3-5, 6-9, and 10-12. Assessments must be aligned with challenging state content and academic achievement standards. States must provide for participation of all students, including students with disabilities and limited English proficient (LEP) students. States must provide for the assessment of English language proficiency of all LEP students.
<b>Adequate yearly progress (AYP)</b>	States must set annual targets that will lead to the goal of all students' reaching proficiency in reading and mathematics by 2013-14. For each measure of school performance, states must include absolute targets that must be met by key subgroups of students (major racial/ethnic groups, low-income students, students with disabilities, and LEP students). To make AYP, schools and districts must meet annual targets for each student subgroup in the school, and must test 95 percent of students in each subgroup. States also must define an "other academic indicator" that schools must meet in addition to proficiency targets on state assessments.
<b>Schools identified for improvement</b>	Title I schools and districts that do not make AYP for two consecutive years are identified for improvement and are to receive technical assistance to help them improve. Those that miss AYP for additional years are identified for successive stages of interventions, including corrective action and restructuring (see below). To leave identified-for-improvement status, a school or district must make AYP for two consecutive years.
<b>Public school choice</b>	Districts must offer all students in identified Title I schools the option to transfer to a non-identified school, with transportation provided by the district.
<b>Supplemental educational services</b>	In Title I schools that miss AYP for a third year, districts also must offer low-income students the option of supplemental educational services from a state-approved provider.
<b>Corrective actions</b>	In Title I schools that miss AYP for a fourth year, districts also must implement at least one of the following corrective actions: replace school staff members who are relevant to the failure to make AYP; implement a new curriculum; decrease management authority at the school level; appoint an outside expert to advise the school; extend the school day or year; or restructure the internal organization of the school.
<b>Restructuring</b>	In Title I schools that miss AYP for a fifth year, districts also must begin planning to implement at least one of the following restructuring interventions: reopen the school as a charter school; replace all or most of the school staff; contract with a private entity to manage the school; turn over operation of the school to the state; or adopt some other major restructuring of the school's governance. Districts must spend a year planning for restructuring and implement the school restructuring plan the following year (if the school misses AYP again for a sixth year).
<b>Highly qualified teachers</b>	All teachers of core academic subjects must be "highly qualified" as defined by NCLB and the state. To be highly qualified, teachers must have a bachelor's degree, full state certification, and demonstrated competence in each core academic subject that they teach. Subject-matter competence may be demonstrated by passing a rigorous state test, completing a college major or coursework equivalent, or (for veteran teachers) meeting standards established by the state under a "high, objective uniform state standard of evaluation" (HOUSSE).
<b>Use of research based practices</b>	Schools must use effective methods and instructional strategies that are based on scientifically-based research.

[https://ies.ed.gov/ncee/pubs/titel1\\_final/exhibits/exhibit\\_01.asp](https://ies.ed.gov/ncee/pubs/titel1_final/exhibits/exhibit_01.asp)

Take-away?

NCLB Revolutionized Federal Role in Education.

- Testing
- Subgroup Data
- Goals (AYP)
- "Cascading Sanctions"
- School Improvement Grants (SIG)

Federal government drove accountability policy nationwide for 15 years.

## House Bill 2261 (2009) – Develop ‘Accountability Index’



28 **NEW SECTION.** Sec. 503. A new section is added to chapter 28A.305  
29 RCW to read as follows:  
30 (1) The state board of education shall continue to refine the  
31 development of an accountability framework that creates a unified  
32 system of support for challenged schools, that aligns with basic  
33 education, increases the level of support based upon the magnitude of  
34 need, and uses data for decisions.  
35 (2) The state board of education shall develop an accountability  
36 index to identify schools and districts for recognition and for  
37 additional state support. The index shall be based on criteria that  
1 are fair, consistent, and transparent. Performance shall be measured  
2 using multiple outcomes and indicators including, but not limited to,  
3 graduation rates and results from statewide assessments. The index  
4 shall be developed in such a way as to be easily understood by both  
5 employees within the schools and districts, as well as parents and  
6 community members. It is the legislature's intent that the index  
7 provide feedback to schools and districts to self-assess their  
8 progress, and enable the identification of schools with exemplary  
9 student performance and those that need assistance to overcome  
10 challenges in order to achieve exemplary student performance. Once the  
11 accountability index has identified schools that need additional help,  
12 a more thorough analysis will be done to analyze specific conditions in  
13 the district including but not limited to the level of state resources  
14 a school or school district receives in support of the basic education  
15 system, achievement gaps for different groups of students, and  
16 community support.

<http://lawfilesexternal.wa.gov/biennium/2009-10/Pdf/Bills/Session%20Laws/House/2261-S.L.pdf>

7

Take-away?

People didn't like NCLB!

Achievement Index was an early effort to develop a "better than NCLB" measurement tool upon which to base decisions for recognition & support.

Include more factors than NCLB toward more holistic look (growth, etc)

## House Bill 6696 (2010) – Establishes ‘Required Action’ Process based on Achievement Index, w/ Federal approval



1 Phase II of this accountability system will work toward  
2 implementing the state board of education's accountability index for  
3 identification of schools in need of improvement, including those that  
4 are not Title I schools, and the use of state and local intervention  
5 models and state funds through a required action process beginning in  
6 2013, in addition to the federal program. Federal approval of the  
7 state board of education's accountability index must be obtained or  
8 else the federal guidelines for persistently lowest-achieving schools  
9 will continue to be used.  
10 The expectation from implementation of this accountability system  
11 is the improvement of student achievement for all students to prepare  
12 them for postsecondary education, work, and global citizenship in the  
13 twenty-first century.

<http://lawfilesexternal.wa.gov/biennium/2009-10/Pdf/Bills/Session%20Laws/Senate/6696-S2.L.pdf>

8

Take-away?

Required Action (RAD) was the first state program for intervention in struggling schools (until this point, it was all voluntary on part of school)

## Senate Bill 5329 (2013) – Provides intervention authority to SPI via “Required Action II”



24 The legislature finds that state takeover of persistently lowest-  
 25 achieving schools is unlikely to produce long-term improvement in  
 26 student achievement because takeover is an unsustainable approach to  
 27 school governance and an inadequate response to addressing the  
 28 underlying barriers to improved outcomes for all students. However, in  
 29 the rare case of a persistently lowest-achieving school that continues  
 30 to fail to improve even after required action and supplemental  
 31 assistance, it is appropriate and necessary to assign the  
 32 superintendent of public instruction the responsibility to intercede,  
 33 provide robust technical assistance, and direct the necessary  
 34 interventions. Even though the superintendent of public instruction  
 35 continues to work in partnership with the local school board, the  
 36 superintendent of public instruction is accountable for assuring that  
 37 adequate steps are taken to improve student achievement in these  
 38 schools.

Take away? HB 5329 made the state ultimately responsible to ensure all kids get access to quality education. (also, State starts to drive its own policy rather than tailing feds/NCLB...)

**HeraldNet**  
 Local Business Sports Life Opinion Obituaries Classifieds

### New law has state intervene in struggling schools

Thu May 7th 2013 4:40pm **NEWS**

By Jerry Cornfield Herald Writer

OLYMPIA — One of the first Republican-sponsored education reform bills became law Tuesday and will give the state more power to intercede in schools where student performance on basic skills tests is persistently poor.

Under the legislation signed by Gov. Jay Inslee, the superintendent of public instruction will provide technical assistance to schools where student scores on reading and math assessments are consistently poor for a period of years.

If the extra attention doesn't improve student performance, the superintendent can impose a multi-year action plan on the school that prescribes such things as teaching methods and curriculum as well as how federal and state funds are spent on campus.

Superintendent of Public Instruction Randy Dorn said it is a "landed bill" which will enable the state to partner with targeted schools and shift to a leading role down the line if needed.

The prime sponsor of Senate Bill 3329 did not attend Tuesday's signing but issued a statement calling it "a great step toward ensuring that all children are successful."

[http://lawfilesex.net.wa.gov/biennium/2013-14/Pdf/Bills/Session%20Laws/Senate/5329-52\\_SL.pdf](http://lawfilesex.net.wa.gov/biennium/2013-14/Pdf/Bills/Session%20Laws/Senate/5329-52_SL.pdf)

## Every Student Succeeds Act, 2015 (ESEA Reauthorized)

### EDUCATION WEEK



**The top-line stuff:** The ESSA is in many ways a U-turn from the current, much-maligned version of the ESEA law, the No Child Left Behind Act.

States would still have to test students in reading and math in grades 3 through 8 and once in high school, and break out the data for whole schools, plus different "subgroups" of students (English-learners, students in special education, racial minorities, those in poverty).

But beyond that, states get wide discretion in setting goals, figuring out just what to hold schools and districts accountable for, and deciding how to intervene in low-performing schools. And while tests still have to be a part of state accountability systems, states must incorporate other factors that get at students' opportunity to learn, like school-climate and teacher engagement, or access to and success in advanced coursework.

States and districts will have to use locally-developed, evidence-based interventions, though, in the bottom 5 percent of schools and in schools where less than two-thirds of students graduate. States must also flag for districts schools where subgroup students are chronically struggling.

The federal School Improvement Grant program is gone, but there are resources in the bill states can use for school turnarounds.

And, in a big switch from the NCLB waivers, there would be no role for the feds whatsoever in teacher evaluation.

Take-away!

- "U-Turn from NCLB"
- Effort to measure success beyond test scores
- Bring Language Learners into accountability
- Effort to defer to the states on more policy...
  - Come up with your own goals
  - Your own measures
  - Your own school rewards/supports
- But, you still gotta...
  - Test students
  - Identify struggling schools & subgroups
  - Weigh academic factors "much more"

[http://blogs.edweek.org/edweek/campaign-k-12/2015/11/accountability\\_and\\_the\\_esea\\_re.html](http://blogs.edweek.org/edweek/campaign-k-12/2015/11/accountability_and_the_esea_re.html)  
<https://www.youtube.com/watch?v=zWQGMU-J80Q>



## Some slides on SBE Role Clarification

11

### Some Help on SBE Role Clarification RCW 28A.657.110 & RCW 28A.655.070



11 The office of the superintendent of public instruction is  
 12 responsible for developing and implementing the accountability tools to  
 13 build district capacity and working within federal and state  
 14 guidelines. The legislature assigned the state board of education  
 15 responsibility and oversight for creating an accountability framework.  
 16 This framework provides a unified system of support for challenged  
 17 schools that aligns with basic education, increases the level of  
 18 support based upon the magnitude of need, and uses data for decisions.  
 19 Such a system will identify schools and their districts for recognition  
 20 as well as for additional state support. For a specific group of  
 21 challenged schools, defined as persistently lowest-achieving schools,  
 22 and their districts, it is necessary to provide a required action  
 23 process that creates a partnership between the state and local district  
 24 to target funds and assistance to turn around the identified lowest-  
 25 achieving schools.

Take-away?

Legislature attempted to clarify SBE/OSPI roles by separating "framework" development from developing & implementing "accountability tools"

By statute, SPI is to "implement the accountability recommendations ..." of SBE

#### RCW 28A.655.070

##### Essential academic learning requirements and assessments—Duties of the superintendent of public instruction.

(1) The superintendent of public instruction shall develop essential academic learning requirements that identify the knowledge and skills all public school students need to know and be able to do based on the student learning goals in RCW 28A.150.210, develop student assessments, and implement the accountability recommendations and requests regarding assistance, rewards, and recognition of the state board of education.

<http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.655.070>

[http://lawfilesexternal.wa.gov/biennium/2009-10/Pdf/Bills/Session%20Laws/Senate/6696-52\\_SL.pdf](http://lawfilesexternal.wa.gov/biennium/2009-10/Pdf/Bills/Session%20Laws/Senate/6696-52_SL.pdf)

12

## RCW 28A.657.110 – Some Help on SBE Role Clarification



(3) The state board of education, in cooperation with the office of the superintendent of public instruction, shall annually recognize schools for exemplary performance as measured on the Washington achievement index. The state board of education shall have ongoing collaboration with the educational opportunity gap oversight and accountability committee regarding the measures used to measure the closing of the achievement gaps and the recognition provided to the school districts for closing the achievement gaps.

(4) In coordination with the superintendent of public instruction, the state board of education shall seek approval from the United States department of education for use of the Washington achievement index and the state system of differentiated support, assistance, and intervention to replace the federal accountability system under P.L. 107-110, the no child left behind act of 2001.

<http://app.leg.wa.gov/RCW/default.aspx?cite=28A.657.110>

Take-away?

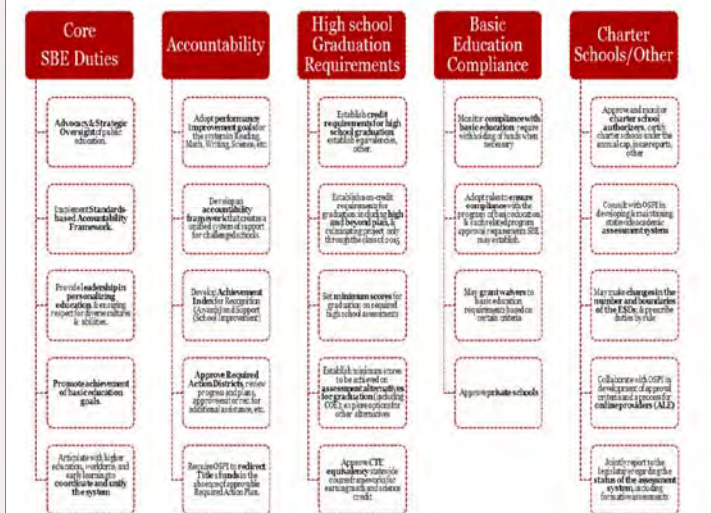
Legislature tasks SBE, in coordination with OSPI, with seeking approval of USED for use of the Index for federal purposes.

<http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.655.070>

[http://lawfilesex.leg.wa.gov/biennium/2009-10/Pdf/Bills/Session%20Laws/Senate/6696-52\\_SL.pdf](http://lawfilesex.leg.wa.gov/biennium/2009-10/Pdf/Bills/Session%20Laws/Senate/6696-52_SL.pdf)



## Statutory Authority of the State Board of Education



Take-away?

Accountability has been major component of SBE powers & duties since reconstitution in 2005/2006.





## *Moving forward...*

15

## **ESSA Passed... So What Now?**

Here is the staff perspective on how to proceed



SPI indicates intention to submit plan in September.

Board has to make decisions on issues within its jurisdiction of authority in state law. I think those are:

1. Achievement Index (**RCW 28A.657.110**)
2. Performance Improvement Goals (**RCW 28A.305.130**)
3. Accountability framework (**RCW 28A.657.110**)

Most practical time to do that seems to be the July Board meeting.

In the mean time, the ASW and the Technical Advisory Committee will make a series of recommendations to Superintendent Reykdal and, by extension, the Board. That is underway.

For July,

Review draft ESSA Plan drafted by SPI (SBE staff would be involved in development of three components mentioned)

Work with SPI to build a set of visuals that sufficiently represent the policies reflected in the 3 aforementioned areas of authority. Vote on those.

Members would be asked to provide comments and feedback to the plan

Operating assumption: Build from the draft plan the Board reviewed (and was comfortable with) in January, and concentrate on proposed changes to that plan by Supt Reykdal.

Staff is seeking feedback on this outline.

Goals: Unified accountability system, effective collaboration of SBE/SPI, improvement of Index usability and visibility, opportunity to strengthen service to schools & kids.

16



# SBE's Accountability Framework



Take another look at SBE [Accountability Framework](#) (click on link for **WAC 180-17-100**)

Does it need to change?

## **Establishment of accountability framework to improve student achievement for all children.**

(1) Pursuant to the requirements of RCW 28A.657.110 (chapter 159, Laws of 2013), the state board of education adopts the following guiding principles in fulfillment of its responsibility to establish an accountability framework. The framework establishes the guiding principles for a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions.

# Accountability Index – Major Discussions



Adding 9<sup>th</sup> grade on-track & chronic absenteeism

Add industry certification to dual credit – “advanced course-taking”

Adding English Language Learners to Index framework

Graduation rate – incorporation of 5-6-7 year rates?

Index interface: how many tiers? What are they named?

More transparency! -- Adjustment for aggregating across years to achieve minimum ‘n’ size of 20 (rather than needing 20 students in each year)

Measuring gaps! Targeted schools calculation based on index score for both race & program

Instead of taking the bottom 5% from one large stack rank, take the bottom five percent of two stack ranks – one for race (USED categories), and one for program (poverty, language, special needs, etc).

Emphasizing gap analysis in “high performing” schools, too.

New weighting scheme (adding indicators necessarily dilutes/changes weight of others)



## If I had to choose just four?

1. Tiers – making sense of the number tiers, the names, and levels of service.
2. Labels – getting the language right. Not punitive, but also transparent.
3. Service - Once identified, how schools get served? What changes does SPI anticipate?
4. Participation rate requirements – how incorporated in the Plan?

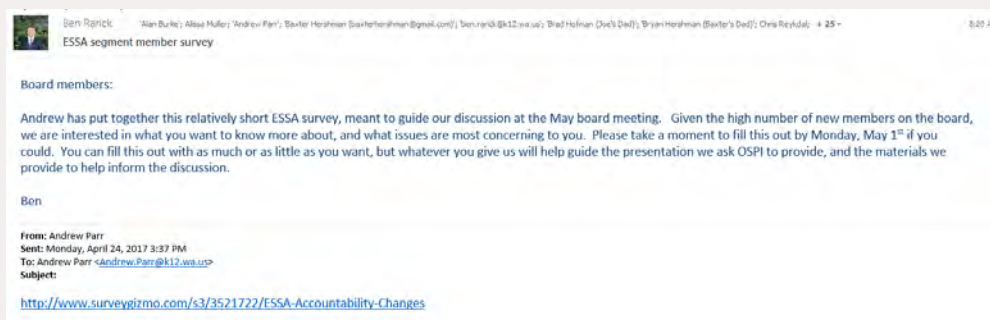
19



## What Are Your Questions?

A survey has been sent to SBE members seeking input on some key issues.  
We look forward to your input.

If you need to find it in your inbox, its here:



20



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)  
YouTube: [www.youtube.com/user/sbeweb](http://www.youtube.com/user/sbeweb)  
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)



## Schools with the Greatest Growth

Andrew J. Parr  
Updated May 2, 2017

### Highest ELA Growth Rates in the State



Growth model results from the 2015 and 2016 Smarter Balanced assessments.

School	District	Grades	Enroll	% FRL	ELA MSGP
Summitview ES	West Valley SD (Yak)	K-4	320	53	81
Jing Mei ES	Bellevue SD	K-5	257	3	80
Chambers ES	University Place SD	K-4	464	41	79
Skamania ES	Skamania SD	K-8	76	58	79
Colbert ES	Mead SD	K-6	513	25	78
Independent Scholar	Riverside SD	K-12	63	73	77
Paterson ES	Paterson SD	K-8	136	96	76
CHOICE Academy	Highline SD	7-12	139	31	76
Pioneer ES	Arlington SD	K-5	583	28	76
Waitsburg ES	Waitsburg SD	K-5	118	62	75
Fairmount Park ES	Seattle PS	PK-5	478	14	75
Dallesport ES	Lyle SD	K-5	112	69	75
Bennett ES	Bellevue SD	K-5	439	5	75
Grass Valley ES	Camas SD	K-5	539	9	75

Note: schools highlighted in gray indicate a FRL rate higher than the state average of 44%.

## Highest Math Growth Rates in the State



Growth model results from the 2015 and 2016 Smarter Balanced assessments.

School	District	Grades	Enroll	% FRL	Math MSGP
Pioneer ES	Auburn SD	PK-5	492	85	94
Waitsburg ES	Waitsburg SD	K-5	118	62	87
Summitview ES	West Valley SD (Yak)	K-4	320	53	86
Rainier Prep ALE	Mary Walker SD	5-8	----	80	86
Clear Lake ES	Sedro-Woolley SD	K-6	264	48	84
Excel ALE School	Mary Walker SD	6-7	----	18	84
Bickleton ES & HS	Bickleton SD	K-12	86	15	84
Almira ES	Almira SD	K-8	109	36	84
Graham Hill ES	Seattle PS	PK-5	352	69	82
Waterville ES	Waterville SD	K-5	99	60	81
Cedarhome ES	Stanwood-Camano SD	K-5	503	17	80
Paterson ES	Paterson SD	K-8	136	96	79
CHOICE Academy	Highline SD	7-12	139	31	79
St John ES	St. John SD	K-5	79	41	79
Olympic Hills ES	Seattle PS	PK-5	290	75	79

Note: schools highlighted in gray indicate a FRL rate higher than the state average of 44%.

3

## Highest ELA and Math Growth Rates in the State



Growth model results from the 2015 and 2016 Smarter Balanced assessments.

District	School	Grades	Enroll	% FRL	ELA MSGP	Math MSGP	AVG MSGP
West Valley SD (Yak)	Summitview ES	K-4	320	53	81	86	83.5
Waitsburg SD	Waitsburg ES	K-5	118	62	75	87	81
Auburn SD	Pioneer ES	PK-5	492	85	66	94	80
Sedro-Woolley SD	Clear Lake ES	K-6	264	48	74	84	79
Mead SD	Colbert ES	K-6	513	25	78	78	78
Paterson SD	Paterson ES	K-8	136	96	76	79	77.5
Highline SD	CHOICE Academy	7-12	139	31	76	79	77.5
University Place SD	Chambers ES	K-4	464	41	79	74	76.5
Bickleton SD	Bickleton ES & HS	K-12	86	15	68	84	76
Skamania SD	Skamania ES	K-8	76	58	79	70	74.5
Puyallup SD	Sunrise ES	PK-6	517	47	72	77	74.5
Cusick SD	Cusick Jr Sr HS	6-12	145	60	70	78	74
Lake Stevens SD	Glenwood ES	K-5	576	24	74	74	74
Eatonville SD	Weyerhaeuser ES	K-5	262	42	70	77	73.5
Bellingham SD	Alderwood ES	PK-5	241	86	70	76	73
Sequim SD	Greywolf ES	K-5	506	47	68	78	73
St. John SD	St John ES	K-5	79	41	67	79	73

Note: schools highlighted in gray indicate a FRL rate higher than the state average of 44%.

4

## Highest ELA and Math Growth Rates in the State High Poverty Schools



- Growth model results from the 2015 and 2016 Smarter Balanced assessments.
- Schools with a FRL rate  $\geq 85\%$  (nearly twice the state average of 44%).

School	District	Grades	Enroll	% FRL	ELA MSGP	Math MSGP	AVG MSGP
Pioneer ES	Auburn SD	PK-5	492	85	66	94	80
Alderwood ES	Bellingham SD	PK-5	241	86	70	76	73
Barge-Lincoln ES	Yakima SD	PK-5	623	94	65	73	69
Soap Lake ES	Soap Lake SD	K-5	211	90	56	75	65.5
Harrison MS	Sunnyside SD	6-8	814	89	59	69	64
Wahluke JHS	Wahluke SD	6-8	483	86	61	62	61.5
Paterson ES	Paterson SD	K-8	136	96	76	79	77.5
Union Gap School	Union Gap SD	PK-8	651	86	64	62	63

5

## Highest Growth Rates in the Region (ESD 101)



Growth model results from the 2015 and 2016 Smarter Balanced assessments.

School	District	Grades	Enroll	% FRL	ELA MSGP	Math MSGP	AVG MSGP
Colbert ES	Mead SD	K-6	513	25	78	78	78.0
St. John ES	St. John SD	K-5	79	41	67	79	73.0
Wilson ES	Spokane SD	PK-6	376	17	67	78	72.5
Almira ES	Almira SD	K-8	109	36	60	84	72.0
Kettle Falls MS	Kettle Falls SD	5-8	213	60	65	72	68.5
Westview ES	Spokane SD	PK-6	472	71	57	76	66.5
Farwell ES	Mead SD	K-6	593	34	67	64	65.5
Hutton ES	Spokane SD	K-6	565	22	66	65	65.5
Prairie View ES	Mead SD	K-6	668	12	62	66	64.0
Meadow Ridge ES	Mead SD	K-6	557	27	51	76	63.5
Reardan ES	Reardan-Edwall SD	K-5	253	47	55	72	63.5
Selkirk MS	Selkirk SD	6-8	47	35	56	70	63.0
Seth Woodard ES	West Valley SD (Spok)	K-5	351	52	68	58	63.0
Davenport SHS	Davenport SD	6-12	327	52	60	66	63.0
Loon Lake ES	Loon Lake SD	PK-6	113	86	58	67	62.5

Note: schools highlighted in gray indicate a FRL rate higher than the state average of 44%.

6



## Highest Growth Rates in the Region (ESD 105)

Growth model results from the 2015 and 2016 Smarter Balanced assessments.

School	District	Grades	Enroll	% FRL	ELA MSGP	Math MSGP	AVG MSGP
Summitview ES	West Valley SD (Yak)	K-4	320	53	81	86	83.5
Bickleton ES & HS	Bickleton SD	K-12	86	16	68	84	76.0
Zillah MS	Zillah SD	7-8	221	56	69	71	70.0
Barge-Lincoln ES	Yakima SD	PK-5	623	93.6	65	73	69.0
Apple Valley ES	West Valley SD (Yak)	K-4	323	34	56	77	66.5
Harrison MS	Sunnyside SD	6-8	814	89	59	69	64.0
Union Gap School	Union Gap SD	PK-8	651	86	64	62	63.0
Cottonwood ES	West Valley SD (Yak)	K-4	429	32	56	69	62.5
Mattawa ES	Wahluke SD	K-5	441	82	72	52	62.0
Wahluke JHS	Wahluke SD	6-8	483	86	61	62	61.5
Ahtanum Valley ES	West Valley SD (Yak)	K-4	253	58	65	56	60.5
Goldendale Primary	Goldendale SD	K-4	342	68	68	53	60.5

Note: schools highlighted in gray indicate a FRL rate higher than the state average of 44%.

7



## Highest Growth Rates in the Region (ESD 112)

Growth model results from the 2015 and 2016 Smarter Balanced assessments.

School	District	Grades	Enroll	% FRL	ELA MSGP	Math MSGP	AVG MSGP
Skamania ES	Skamania SD	K-8	76	58	79	70	74.5
Dallesport ES	Lyle SD	K-5	112	69	75	68	71.5
Burnt Bridge Creek ES	Evergreen SD (Clark)	K-5	443	48	62	72	67.0
Dorothy Fox	Camas SD	K-5	462	11	62	69	65.5
South Ridge ES	Ridgefield SD	K-6	600	29	67	62	64.5
Harmony ES	Evergreen SD (Clark)	K-5	671	25	65	62	63.5
Tukes Valley MS	Battle Ground SD	5-8	524	33	61	64	62.5
Carrolls ES	Kelso SD	K-5	149	39	57	68	62.5
Image ES	Evergreen SD (Clark)	K-5	690	61	57	67	62.0
Yacolt Primary	Battle Ground SD	K-4	781	42	55	69	62.0
Mill Plain ES	Evergreen SD (Clark)	K-5	497	63	64	59	61.5
Grass Valley ES	Camas SD	K-5	539	9	75	48	61.5

Note: schools highlighted in gray indicate a FRL rate higher than the state average of 44%.

8

## Highest Growth Rates in the Region (ESD 113)



Growth model results from the 2015 and 2016 Smarter Balanced assessments.

School	District	Grades	Enroll	% FRL	ELA MSGP	Math MSGP	AVG MSGP
White Pass ES	White Pass SD	K-6	208	70	62	78	70.0
Pacific Beach ES	North Beach SD	K-6	139	83	64	73	68.5
Jefferson MS	Olympia SD	6-8	422	38	69	67	68.0
Black Lake ES	Tumwater SD	K-6	512	37	69	65	67.0
Raymond ES	Raymond SD	K-6	276	54	64	70	67.0
Thurgood Marshall MS	Olympia SD	6-8	388	38	58	75	66.5
McKenny ES	Olympia SD	K-5	364	30	60	71	65.5
Horizons ES	North Thurston PS	K-5	676	25	68	62	65.0
Pleasant Glade ES	North Thurston PS	PK-5	427	64	57	73	65.0
McLane ES	Olympia SD	K-5	333	35	59	70	64.5
McKenna ES	Yelm SD	K-6	482	48	53	75	64.0
Toledo ES	Toledo SD	PK-5	312	52	61	66	63.5

Note: schools highlighted in gray indicate a FRL rate higher than the state average of 44%.

9

## Highest Growth Rates in the Region (ESD 121)



Growth model results from the 2015 and 2016 Smarter Balanced assessments.

School	District	Grades	Enroll	% FRL	ELA MSGP	Math MSGP	AVG MSGP
Pioneer ES	Auburn SD	PK-5	492	85	66	94	80.0
Chambers ES	University Place SD	K-4	464	41	79	74	76.5
Sunrise ES	Puyallup SD	PK-6	517	47	72	77	74.5
Weyerhaeuser ES	Eatonville SD	K-5	262	42	70	77	73.5
Fairmount Park ES	Seattle PS	PK-5	478	14	75	70	72.5
Gildo Rey ES	Auburn SD	PK-5	591	81	63	78	70.5
Capt Johnston Blakely ES	Bainbridge Island SD	K-4	352	6	70	71	70.5
Liberty Ridge ES	Sumner SD	K-5	446	55	69	72	70.5
Ordway ES	Bainbridge Island SD	PK-4	401	11	64	76	70.0
Shelton View ES	Northshore SD	K-6	548	10	63	76	69.5
Olympic Hills ES	Seattle PS	PK-5	290	75	59	79	69.0
Sunrise ES	Northshore SD	K-6	393	3	63	75	69.0
Mountain Meadow ES	White River SD	PK-5	495	26	70	67	68.5
Evergreen ES	Bethel SD	K-5	497	65	66	71	68.5
Evergreen Primary	University Place SD	PK-4	495	39	68	69	68.5

Note: schools highlighted in gray indicate a FRL rate higher than the state average of 44%.

10



## Highest Growth Rates in the Region (ESD 123)



Growth model results from the 2015 and 2016 Smarter Balanced assessments.

School	District	Grades	Enroll	% FRL	ELA MSGP	Math MSGP	AVG MSGP
Waitsburg ES	Waitsburg SD	K-5	118	62	75	87	81.0
Edwin Markham ES	Pasco SD	K-6	372	51	69	65	67.0
Dayton MS	Dayton SD	6-8	70	63	55	77	66.0
White Bluffs ES	Richland SD	PK-5	630	13	61	67	64.0
Westgate ES	Kennewick SD	PK-5	499	93	64	63	63.5
Cascade ES	Kennewick SD	K-5	590	46	66	58	62.0
Sunset View ES	Kennewick SD	K-5	546	49	58	61	59.5
Dayton ES	Dayton SD	PK-5	182	62	66	51	58.5
Lewis & Clark ES	Richland SD	PK-5	577	55	59	58	58.5
Park MS	Kennewick SD	6-8	865	91	56	60	58.0
Hawthorne ES	Kennewick SD	K-5	557	77	55	61	58.0

Note: schools highlighted in gray indicate a FRL rate higher than the state average of 44%.

11

## Highest Growth Rates in the Region (ESD 171)



Growth model results from the 2015 and 2016 Smarter Balanced assessments.

School	District	Grades	Enroll	% FRL	ELA MSGP	Math MSGP	AVG MSGP
Waterville ES	Waterville SD	K-5	99	60	64	81	72.5
Robert E Lee ES	Eastmont SD	K-4	491	75	65	77	71.0
Cascade ES	Eastmont SD	K-4	470	43	63	77	70.0
Coulee City ES	Coulee-Hartline SD	K-5	72	49	55	78	66.5
Sunnyslope ES	Wenatchee SD	K-5	315	29	61	72	66.5
Soap Lake ES	Soap Lake SD	K-5	211	90	56	75	65.5
Osborn ES	Cascade SD	3-5	261	47	55	67	61.0
Icicle River MS	Cascade SD	6-8	295	50	58	63	60.5
Mansfield ES & HS	Mansfield SD	PK-12	96	64	53	66	59.5
North ES	Moses Lake SD	K-5	283	89	65	54	59.5
Wilson Creek HS	Wilson Creek SD	7-12	78	56	58	60	59.0
Parkway School	Ephrata SD	5-6	322	59	56	62	59.0
Columbia Ridge ES	Ephrata SD	K-4	476	71	54	63	58.5

Note: schools highlighted in gray indicate a FRL rate higher than the state average of 44%.

12

## Highest Growth Rates in the Region (ESD 189)



Growth model results from the 2015 and 2016 Smarter Balanced assessments.

School	District	Grades	Enroll	% FRL	ELA MSGP	Math MSGP	AVG MSGP
Clear Lake ES	Sedro-Woolley SD	K-6	264	48	74	84	79.0
Glenwood ES	Lake Stevens SD	K-5	576	24	74	74	74.0
Alderwood ES	Bellingham SD	PK-5	241	86	70	76	73.0
Endeavour ES	Mukilteo SD	K-5	503	18	69	72	70.5
Pioneer ES	Arlington SD	K-5	583	28	76	64	70.0
Cedarhome ES	Stanwood-Camano SD	K-5	503	17	57	80	68.5
Island View ES	Anacortes SD	K-6	456	33	70	67	68.5
Garfield ES	Everett SD	PK-5	391	73	67	69	68.0
Carl Cozier ES	Bellingham SD	PK-5	261	58	66	70	68.0
Mill Creek ES	Everett SD	PK-5	663	14	69	66	67.5
Seaview ES	Edmonds SD	K-6	380	25	69	62	65.5
Elger Bay ES	Stanwood-Camano SD	K-5	291	35	69	62	65.5
Salem Woods ES	Monroe SD	PK-5	478	25	64	67	65.5
Central ES	Ferndale SD	PK-5	328	50	60	70	65.0

Note: schools highlighted in gray indicate a FRL rate higher than the state average of 44%.

13

## Highest Growth Rates in the Region (Olympic ESD)



Growth model results from the 2015 and 2016 Smarter Balanced assessments.

School	District	Grades	Enroll	% FRL	ELA MSGP	Math MSGP	AVG MSGP
Greywolf ES	Sequim SD	K-5	506	47	68	78	73.0
Helen Haller ES	Sequim SD	K-5	611	57	62	73	67.5
Pincrest ES	Central Kitsap SD	PK-5	448	46	68	63	65.5
Chimacum ES	Chimacum SD	3-5	205	55	64	64	64.0
Belfair ES	North Mason SD	K-5	499	47	62	63	62.5
Neah Bay ES	Cape Flattery SD	K-5	166	76	63	61	62.0
Olalla ES	South Kitsap SD	K-6	343	43	62	60	61.0
Stevens MS	Port Angeles SD	6-8	555	51	55	67	61.0
South Colby ES	South Kitsap SD	K-6	392	24	65	56	60.5
Woodlands ES	Central Kitsap SD	K-5	445	52	59	61	60.0
Emerald Heights ES	Central Kitsap SD	PK-5	593	23	56	64	60.0
Manchester ES	South Kitsap SD	K-6	377	46	56	62	59.0
Roosevelt ES	Port Angeles SD	K-6	502	48	46	71	58.5

Note: schools highlighted in gray indicate a FRL rate higher than the state average of 44%.

14



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<b>Title: BEA Waiver Requests</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 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 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>	<p>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 any application that may warrant resubmittal of the application, with corrections, for consideration by the Board at a subsequent meeting per WAC 180-18-050?</p> <p>Does the request by Bickleton School District for renewal of its waiver of the minimum 180-day school year requirement for purposes of economy and efficiency meet the criteria for approval in WAC 180-18-065?</p> <p>Does the application by Federal Way Public Schools for waiver of credit-based graduation requirements for Career Academy at Truman and Federal Way Open Doors provide the information and documentation required by WAC 180-18-055?</p> <p>Does the Federal Way Public Schools application present learning goals and competencies aligned to state standards, and explanations of how achievement of the goals and competencies will be determined, sufficient to warrant approval of the requests by the Board?</p> <p>Does the Mount Baker School District application for waiver of statewide Course Equivalency for math or science meet the criteria for approval in RCW 28A.230.010, and has the district demonstrated that students enrolled in the district cannot be provided reasonable access to a statewide CTE course equivalency?</p>	
<b>Relevant to business item:</b>	<ul style="list-style-type: none"> <li>• Approval of Option One waiver requests from Bethel, Cle Elum-Roslyn, Dieringer, Ellensburg, Lynden, Methow Valley, Mount Baker, Napavine, and White River School Districts.</li> <li>• Approval of Option Two waiver request from Bickleton School District.</li> <li>• Approval of credit-based graduation requirements waiver from Federal Way School District for Career Academy at Truman and Federal Way Open Doors.</li> <li>• Approval of Waiver of Career and Technical Education Statewide Course Equivalency for Mount Baker School District</li> </ul>	
<b>Materials included in packet:</b>	<ul style="list-style-type: none"> <li>• A memo summarizing the nine Option One, one Option Two, and one credit-based graduation requirements waiver requests.</li> </ul>	



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- ONLINE ONLY: The Option One applications submitted by Bethel, Cle Elum-Roslyn, Dieringer, Ellensburg, Lynden, Methow Valley, Mount Baker, Napavine, and White River School Districts.
- A copy of WAC 180-18-040 (Waivers from minimum one hundred-eighty day school year requirement).
- Evaluation worksheets for nine Option One waiver applications.
- ONLINE-ONLY: The Option Two application from Bickleton School District.
- A copy of RCW 28A.140.141 (Waiver from one-hundred eighty-day school year requirement-Criteria).
- A copy of WAC 180-18-065 (Waiver from one hundred eighty-day requirement for purposes of economy and efficiency).
- ONLINE ONLY: The credit-based graduation requirements waiver application from Federal Way School District for Career Academy at Truman and Federal Way Open Doors.
- A copy of WAC 180-18-055 (Alternative high school graduation requirements).
- ONLINE ONLY: The application for Waiver of Career and Technical Education Statewide Course Equivalency for Mount Baker School District
- A copy of

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**Synopsis:**

The Board has before it nine Option One requests for waiver under RCW 28A.305.140 of the BEA program requirement of a minimum 180-day school year, a request for renewal of an Option Two 180-day waiver for purposes of economy and efficiency under RCW 28A.305.141, a request for waiver of credit-based graduation requirements under WAC 180-18-055, and a request for waiver of statewide Course Equivalency for math or science under RCW 28A.230.010.

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## OPTION ONE AND TWO BASIC EDUCATION PROGRAM WAIVER REQUESTS

### 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 any application that may warrant resubmittal of the application, with corrections, for consideration by the Board at a subsequent meeting per WAC 180-18-050?

Does the request by Bickleton School District for renewal of its waiver of the minimum 180-day school year requirement for purposes of economy and efficiency meet the criteria for approval in WAC 180-18-065?

Does the application by Federal Way Public Schools for waiver of credit-based graduation requirements for Career Academy at Truman and Federal Way Open Doors provide the information and documentation required by WAC 180-18-055?

Does the Federal Way Public Schools application present learning goals and competencies aligned to state standards, and explanations of how achievement of the goals and competencies will be determined, sufficient to warrant approval of the requests by the Board?

1. Does the district's application provide the information and documentation required by WAC 180-18-055 in a clear and compelling way?
2. Do the districts demonstrate in their applications that the proposed non-credit based graduation requirements will meet minimum college admission standards?
3. Do the applications present learning goals and competencies aligned to state standards, and clear descriptions of how student achievement of those goals and competencies will be determined?

Does the Mount Baker School District application for waiver of statewide Course Equivalency for math or science meet the criteria for approval in RCW 28A.230.010, and has the district demonstrated that students enrolled in the district cannot be provided reasonable access to a statewide CTE course equivalency?

DUE TO A LARGE VOLUME OF PRINTED MATERIALS, THE COPIES OF WAIVER APPLICATIONS HAVE BEEN POSTED ONLINE AT [WWW.SBE.WA.GOV/MATERIALS.PHP](http://WWW.SBE.WA.GOV/MATERIALS.PHP)

AN EXPANDED TABLE OF OPTION ONE WAIVER INFORMATION HAS BEEN INCLUDED TO HELP SUMMARIZE THE APPLICATIONS FOR REVIEW



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District	Number of Waiver Days Requested	Number of Years Requested	Purpose of Waiver	Student Instructional Days	Additional Work Days w/o Students	New or Renewal	Were the required documents submitted?	What are the goals of this waiver?	If a renewal, what progress on original goals has been made?
Bethel	3	3	Professional Development	177	1	R (Last waiver was for only 2 days)	Yes	Improve SBA scale scores and growth. Increase four-year graduation rate to 90% by 2020. Also mentions monitoring local assessments.	From '14-15 to 15-16, increased in ELA and math performance at most grade levels but decreased slightly at two grade levels. 7.5 point increase in graduation rate.
Cle Elum-Roslyn	3	3	Professional Development	177	3	R (Last waiver was for only 1 day)	Yes	Improve percentage meeting standard in reading and math on SBA. Also mentions monitoring local assessments.	Generally positive, particularly so in math. English gains at multiple grade levels, small decline in science over three years
Dieringer	1 (1 already waived for parent-teacher conferences)	3	Professional Development	178	3	N	Yes	Reach top 10%.  Continue to surpass state average on SBA and rank within top decile of state on proficiency. Also	N/A, new request

								mentions monitoring local assessments.	
Ellensburg	2	1	School Construction	178	0	N	Yes	Move to new building, thereby improving student learning.	N/A, new request
Lynden	4	3	Professional Development	176	2	R	Yes	Leadership teams in each school use a continuous improvement model to establish goals, develop action plan, and evaluate progress.	District notes the implementation of its continuous improvement process.  Ultimate district goal is to increase student performance. From '15-16, district had minor declines in ELA SBA at 1 out of 7 tested grade level and 3/7 in math. From 14-15 to 15-16, the district increased in ELA SBA results on 6/7 tested grade levels and 4/7 in math. Science HSPE declined from '13-14 to '14-15 but EOC Biology results increased from 2013-14 to 2014-15.
Methow Valley	7	3	Professional Development	174 in grades 1-12 173 in K	7	R	Yes	4-year graduation, achievement gap among low income students, postsecondary	District outperforms the state on various indicators noted to the left, including assessment results. From 2014-15 to 2015-16, proficiency on the ELA SBA

								acceptance rates, Advanced Placement enrollment rates, 9th grade failure rate, Smarter Balanced Assessment, WaKIDS, and discipline.	declined at four of seven grade levels tested and five of seven grade levels tested. However, there were gains in both at other grade levels.
Mount Baker	3	3	Professional Development	177	4	R	Yes	Increase percentage meeting standard each year of the waiver for fourth, seventh, and tenth grades.  Other indicators include Index ratings, teacher-principal evaluation, attendance, growth, and early learning.	Mixed results on SBA from '14-15 to '15-16. In ELA, the district decreased in percentage meeting three grade levels, increased at three levels with a big increase in 11th grade, and stayed the same in 5th grade. In math, the district had minor declines in three grade levels and minor increases in four levels, science results have increased from 2013-14 to 2015-16
Napavine	4	3	Professional Development	176	3	R	Yes	In math and reading, increase student proficiency rate on the SBA by 10% for grades 2-6 and improve ability in grades	Goal 1, 100% of certificated staff now use the teacher-principal evaluation system. Goal 2, data team actively uses student assessment data. Goal 3, Smarter Balanced ELA results exceed state average. Goal 4,



								7-12 as measured by an assignment. Mentions local assessments, staff survey on waiver days, and My School Data.	Smarter Balanced math results exceed state average in all but two grade levels.  ELA results improved from '14-15 to '15-16 in five of seven tested grade levels and decreased at two levels, increased in math at three levels and decreased in four, and science results were mixed from 2013-14 to 2015-16.
White River	3	3	Professional Development	177	2	N	Yes, please note that a calendar was submitted but was unsuitable to publish due to unique format.	State test scores in math, ELA, and science. The district will also use benchmark and summative data from local assessments and a data analysis process.	N/A, new request



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## **Background: Option One Waivers**

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

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

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

## **Summary of Current Option One Requests**

**Bethel**, a district of about 18,800 students along the I-5 corridor in ESD 121, requests renewal of its waiver for the 2017-18, 2018-19, and 2019-20 school years. The district’s prior waiver was for only two days and this waiver renewal requests increased the waiver to three days. The district states that it plans to use the waiver days for all schools in the district.

The application states that the waiver allows the district to avoid 13 half days. Bethel will continue to meet its minimum instructional hour requirements.

The purpose of the waiver is to use professional development to improve student achievement results, as measured by scale scores and growth on the Smarter Balanced Assessment, and graduation rate. The district has set a goal of 90% four-year graduation rate by 2020. However, the application mentions the use of a broader set of content-based assessments (DIBELS, STAR, EOC in addition to SBA and graduation rate) to monitor improvement.

The district states that the professional development days will focus on improving student achievement and implementing TPEP, Common Core State Standards, and data analysis. The district states that the waiver request aligns with the school improvement plan and noted four major premises that the plan is based on: 1) culture of learning, 2) exceptional teaching and learning, 3) effective community relations, and 4) preparing all students to meet the challenges of the future.

The district states that it will use formative and summative data to support future waiver decisions. The community was engaged, particularly through the district's FUTURESCHOOLS site council.

In response to renewal questions, Bethel stated that it used its waiver days for the professional development purposes stated in its prior application. The district has a process in place at each of its school to review waiver day agendas and ensure correct utilization of the days. The district's data on the Smarter Balanced Assessment shows increases in most grade levels in ELA and Math from 2015 to 2016 with only minor decreases in math performance at two grade levels. The district also noted a 7.5 percentage point increase in graduation rates over the three years of the prior waiver. The district noted that its major change in the waiver moving forward is the addition of a third waiver day in this request in order to meet the district's professional development needs.

**Cle Elum-Roslyn**, a district of about 900 students in Central Washington, requests renewal of its waiver for the 2017-18, 2018-19, and 2019-20 school years. The district's prior waiver was for only one day and this waiver renewal requests increased the waiver to three days. The district states that it plans to use the waiver days for all schools in the district.

The application states that the waiver does not reduce the number of half-days in the calendar and that three half-days would remain. Bethel will continue to meet its minimum instructional hour requirements. During community engagement, the district received support for the waiver from the administrative team, school board, parent advisory, and union leadership.

The purpose of the waiver is to use professional development to work with classroom teachers on teacher-principal evaluation, use formative assessment data in leadership teams, improve student achievement results, and focus on student supports of the whole child.

The goal is to increase proficiency on the Smarter Balanced Assessment. The application mentions the use of a broader set of content-based assessments (MAP, DIBELS, DRA, and others in addition to SBA) to monitor improvement.

In response to renewal questions, the district stated that it used its waiver days in accordance with its 2011-2015 Strategic Plan, including the purposes mentioned in the original waiver application. In its application, the district states that it has made incremental and continued progress in achievement in math and ELA on the SBA. The district also mentions local assessment data that supports that conclusion. The waiver application does not include particular data on these assertions. The district response mentions the 2011-2016 time period but the transition to the Smarter Balanced Assessments makes data analysis over that timeframe difficult. Based on a review of district-level data in the OSPI Report Card, the publicly available data generally support the district's assertions. The results are generally positive. Math proficiency increased the most of the tested subject areas from 2014-15 SBA to the 2015-16 and ELA results increased in more grade levels than it decreased in. Percentage meeting standard on the EOC Biology has gradually declined over the last three years.

**Dieringer**, a district of about 1,500 students to the East of Tacoma along the I-5 corridor in ESD 121, requests a new waiver

The district requests one day for the 2017-18, 2018-19, and 2019-20 school years for the purpose of professional development. The district plans to use its waiver days at only one school – North Tapps Middle School – for only grades six through eight. The district conducted community outreach and noted that it is a small district that received full support from administrators, counselors, and all grade-level leaders.

The district states that it will continue to meet instructional hour requirements and will not reduce its number of half-days any further. The district states that its waiver request aligns to its district

improvement plan. It notes the importance of a mid-year day to focus on collaboration to improve student achievement and reflect on the district improvement plan.

The professional development time will allow more effective use of curriculum. The district notes that the school will focus on support for students with special needs like students with Individualized Education Plans or Section 504 plans. In particular, North Tapps Middle School will use a waiver day between first and second semester to focus on professional development in support of school improvement. The district aims to be in the top 10% of the state on SBA scores and mentions an even more challenging goal of reaching the top 5%.

The request is a new waiver request but the district already receive a parent-teacher conference for one day. The district did not need to respond to renewal questions. The data on the district are encouraging. From 2014-15 to 2015-16, increased in proficiency at all but one grade level for both English and math.

**Ellensburg**, a district of about 3,200 students in Central Washington, requests a new waiver for two days for only the current school year of 2016-17. This waiver request is only for one school – Morgan Middle School – that is undergoing construction during the 2016-17 school year.

The district will still meet the instructional hour requirement and will not reduce the number of half-days used. In response to the question regarding community engagement, the district states that its proposal is on behalf of the staff of Morgan Middle School but does not elaborate on community engagement. The district aligns its waiver plan to a major part of its strategic plan – the construction of Morgan Middle School.

The district states that the activities related to the waiver consist of packing up and moving the staff, thus allowing the school to improve learning in the new school. The district states that assessments will not be used to evaluate the success of the waiver. Given that the purpose of the waiver is limited to a school-move, the waiver's main goal is a successful move into a new building.

The district was also asked about its response of “180 instructional days” in response to question number nine that requests a chart of the number of days by category. The district stated that its response should have been 178 days, thus indicating that Morgan Middle School students would receive fewer than 180 instructional days with use of the waiver days.

**Lynden**, a district of about 2,800 students in Northwestern Washington, requests renewal of its waiver of four days for the 2017-2018, 2018-2019, and 2019-2020 school years. The request is for all schools in the district.

The district will continue to meet its instruction hour requirement and will not reduce the number of half-days in its calendar.

The district states that its purpose of the waiver is professional development. The district is going to continue to focus on Professional Learning Communities, align to the Common Core, and implement their instructional curriculum. The district describes how they will use the waiver days to monitor student performance data, align instruction to the school improvement plan, and adjust instructional strategies. The district states that its use of the waiver days aligns to the School Improvement Plan. In particular, the district notes its work to improve outcomes for its English Learners and Special Education students. Throughout the application, the district notes the importance of its continuous improvement model to the use of waiver days and the monitoring of goals. The district notes the role of the continuous improvement model in having schools develop goals, make action plans, and monitor progress. The district Educational Leadership Team and school leadership teams monitor state and local performance data as they go through this goal-setting improvement process. The district noted its

community engagement, particularly its cycle of inquiring approach that is used to monitor progress. During spring, the district engages in an outreach process regarding the Strategic Plan.

In response to renewal questions, the district stated that it used its waiver days on professional development and collaboration as intended. The district states that its continuous improvement model puts leadership teams in a goal-setting role at the school level. However, the application also states that the district's ultimate goal is to increase student performance. From 2015-16, the district experienced minor declines in English performance at one tested grade level and three levels in math. From 2014-15 to 2015-16, the district increased in ELA SBA results on six of seven tested grade levels and four of seven levels in math. Science HSPE results declined from 2013-14 to 2014-15 but EOC Biology results increased from 2013-14 to 2014-15.

**Methow Valley**, a district of about 600 students in North-Central Washington, requests renewal of an Option One waiver for seven days for the 2017-18, 2018-19, and 2019-2020 school years. The waiver request differs by school level and school year – six waiver days in years 2017-18 and 2018-19 and five waiver days in year 2019-2020 across all grade levels in support of professional development and one additional waiver day in 2017-18, 2018-19, and 2019-2020 at the Kindergarten grade level to support parent-teacher conferencing. Thus, the waiver request's seven days encompasses the maximum number of days that would be waived a particular grade level – seven days in Kindergarten in 2017-18 and 2018-19. Please note that the waiver results in a reduction of the number of waiver days for most schools in the year. This renewal request adds one additional day from the original waiver request that it is a renewal of.

The district states that it will continue to meet its minimum instructional hour requirements. The waiver days reduce the number of half-days by 36. The district aligns its waiver request to its Strategic Vision, noting the importance of high quality professional development to its allocation of limited resources and supports. The district states that its waiver request was made in consultation with parents and community members. The waiver request is facilitated by teaching and learning, assessment, administrative, and teacher leadership staff. The district includes numerous additional documents to demonstrate support from the community and staff.

The district states that the primary purpose of its waiver request is for professional development and a purpose for the Kindergarten grade level in particular is an additional day of parent-teacher conferencing. The waiver applications provides detailed information about the activities that are planned on waiver days.

The district states that multiple data will be used as goals and evidence for progress of the waiver. These goals include graduation rates, postsecondary acceptance and employment rates, postsecondary continuation rates, rigorous course enrollment (Advanced Placement), 9<sup>th</sup> grade failure rates, discipline rates, staff/parent/student perceptions, transitions data with WaKIDS in particular, Smarter Balanced, student exhibitions, afterschool or childcare participation, and summer enrichment participation. Basically, the district will review a comprehensive set of data and notes that it will evaluate an annual Action Plan to evaluate its progress towards goals.

In response to renewal questions, the district thoroughly describes how its waiver days were used from the previous waiver and relates them to its Strategic Vision. The district relates its activities to an improvement in the quality of learning. The district describes how it is using experience with its previous waiver to build upon its activities during the new waiver. The district provides data showing a high four-year graduation rate over four years, reduction of the achievement gap among low income students, high postsecondary acceptance rates, and high Advanced Placement enrollment rates. The district

shows that it is above the state average for 9<sup>th</sup> grade failure rate, Smarter Balanced Assessment, and Kindergarten preparation. The district is below the state average on discipline rate.

The data provided by the district shows encouraging information on all of the indicators mentioned above. However, analysis of the district's Smarter Balanced results from 2014-15 to 2015-16 shows a decline in percentage meeting standard at four of seven tested grade levels in English Language Arts and five of seven tested grade levels in math. The district has also seen a decrease in the percentage meeting standard in science from 2013-14 to 2015-16. Despite these data, the district is correct in stating that it is performing well above the state average on various indicators.

**Mount Baker**, a district of about 1,900 students in Northwestern Washington, requests renewal of its waiver request for four days for the 2017-18, 2018-19, and 2019-20 school years. The request is for all schools in the district.

The district will continue to meet its instructional hour requirement and will not reduce the number of half-days in its calendar.

The district states that its purpose of the waiver is professional development. The district plans to use professional development activities to implement Common Core State Standards and Next Generation Science Standards. The district will improve its use of the Smarter Balanced Assessment and focus on differentiated instruction to serve subgroups including English Learners, special education, and low-income students. The district aligns its waiver plan to the district's strategic goals, noting major areas where the waiver days will contribute to the broader success of the district. In detail, the district describes how its action will address each area of focus, what the evidence of the action will be, and when the evidence will be reviewed, and the Smarter Balanced Assessment more meaningfully.

In the resolution, the district provides a straightforward quantitative goal to increase the percentage of students meeting standard each year of the waiver for fourth, seventh, and tenth grades. However, in the body of the waiver application, the district states that there is a broader set of measures and benchmarks for success. These measures include Smarter Balanced results, Common Core implementation, Index ratings, teacher-principal evaluation, growth, and early learning.

In response to renewal questions, the stated that it used its waiver days as planned. The district states that the staff improved their understanding of Common Core and Next Generation Science Standards. The district states that its participation in teacher-principal evaluation has expanded and improved. The district provided data on its Smarter Balanced results. The data show mixed results on the Smarter Balanced Assessment from 2014-15 to 2015-16. In ELA, the district decreased in percentage meeting standard at three grade levels, increased at three levels with a big increase in 11<sup>th</sup> grade, and stayed the same in fifth grade. In Math, the district had minor declines in three grade levels and minor increases in four grade levels, and science results have increased from 2013-14 to 2015-16. The district states that its waiver time has allowed for meaningful collaboration and continues to support the Waiver Plan.

**Napavine**, a district of about 800 students in Southwest Washington, requests renewal of its waiver of four days for the 2017-18, 2018-19, and 2019-2020 school years. The request is for all schools in the district.

The district states that it meets minimum instructional hour requirements and the waiver will reduce the district's number of half-days by eight.

The purpose of the waiver is to provide certificated staff with professional development and to reduce the number of half-days. The district plans to improve the quality of its classroom instruction, raise academic achievement, improve student engagement, and increase use of instructional technology. The application provides detail on the waiver activities and assigns staff to specific tasks to support the

effective use of waiver days. The district aligns these activities to its District Education Plan and specific school plans. The district lists the following quantitative goals:

- Reading goal 1: increase student proficiency rate on the SBA by 10% for grades 2-6
- Reading goal 2: Improve literacy in grades 7-12 as measured by an assignment.
- Math goal 1: increase student proficiency rate on the SBA by 10% for grades 2-6
- Reading goal 2: Improve literacy in grades 7-12 as measured by an assignment.

In response to renewal questions, the district stated that it used its waiver days on activities that conform to its original application. The district stated that it made the following progress on goals from its original waiver request:

- Goal 1, 100% of certificated staff now use the teacher-principal evaluation system.
- Goal 2, data team actively uses student assessment data.
- Goal 3, Smarter Balanced ELA results exceed state average.
- Goal 4, Smarter Balanced math results exceed state average in all but two grade levels.

Analysis of OSPI Report Card data shows that ELA results improved from 2014-15 to 2015-16 in five of seven grade levels and decreased at two levels, increased in math at three grade levels and decreased in four, and science results were mixed from 2013-14 to 2015-16.

**White River**, a district of about 1,300 students in Western Washington to the East of Tacoma, requests a new waiver of three days for the 2017-18, 2018-19, and 2019-20 school years. The request is for all schools in the district.

The district states that it meets the instructional hour requirements and the waiver will reduce in the reduction of one half-day.

The purpose of the waiver is to provide professional development to teachers and other professional staff. The district notes that a shrinking pool of available substitutes has raised the importance of these waiver days so that there are fewer absences due to professional development needs. The district states that the waiver days will be used to create common units of instruction, links to student intervention, revise formative and summative assessments, and review assessment data to inform instruction. The district states that its waiver days are important to the district learning improvement plan. In particular, the waiver supports collaborative PLC time for the improvement plan.

The district states that it will measure the success of its waiver through test scores in math, ELA, and science. The district will also use benchmark and summative data from local assessments and a data analysis process.

### **Background: Option Two Waivers**

In 2009 the Legislature passed SHB 1292, authorizing a basic education waiver from the 180-day requirement for the purposes of economy and efficiency. The act is codified as RCW 28A.305.141. The waivers enable adoption of a flexible school calendar, typically resulting in a four-day school week with longer school days. The statute limits eligibility for the waiver to no more than five districts at any time, two for districts with “student populations” of less than 150, and three for districts with between 150 and 500. Waivers may be granted for up to three years.

The statute sets forth the information that must be provided in an application for an Option Two waiver. It includes, for example:

- A demonstration of how the BEA program requirement for instructional hours will be maintained by the district;
- An explanation of the economies and efficiencies to be gained from compressing the instructional hours into fewer than 180 days;
- An explanation of how monetary savings will be redirected to support student learning.

Four districts have applied for waivers under this statute: Bickleton, Paterson and Mill A for districts with fewer than 150 students, and Lyle for districts of 150 to 500. In November 2009 the Board approved requests from Bickleton for waiver of 30 days for three years, from Paterson for 34 days for three years, and from Lyle for 12 days and 24 days, respectively, for two years. Bickleton and Paterson were granted renewal of their waivers in March 2012 and, again, in March 2015. Paterson was also granted renewal in January 2017. Both continue to operate on calendars of four-day school weeks. Lyle returned to a standard calendar after two years on a four-day week. Mill A was not approved for a waiver as it would have exceeded the cap on waivers for districts with fewer than 150 students.

The SBE adopted rules for evaluating requests for waivers under this section as WAC 180-18-065 in November 2012. The rules provide that a district requesting a waiver to operate one or more schools on a flexible calendar for purposes of economy and efficiency must meet each of the requirements for the application in RCW 28A.305.141. If more districts apply than can be approved under the statute, priority will be given to those waiver plans that best redirect projected savings to support student learning.

In establishing the waiver program in 2009, the Legislature placed an ending date of August 31, 2014 on the statute. It required the SBE to submit a report and recommendation to the Legislature by December 2013 on whether it should be continued, modified, or allowed to terminate on that date. The SBE recommendation was to focus on whether the program resulted in improved student learning as demonstrated by empirical evidence. The Board submitted an extensive [report](#), supported by best available data on academic outcomes from the shortened school calendars.

On November 15, 2013, the Board approved the following recommendation to the Legislature:

*Recognizing that the data are inconclusive as to the question asked by the Legislature, Did the alternative program lead to measurable growth in student achievement, but that the data does show no measurable decline in student achievement and that other benefits were identified by the waiver district communities, the State Board recommends that Option 2 waivers be allowed to continue for an interim period.*

In the 2014 Session the Legislature passed and the governor signed legislation continuing the SBE's authority to grant waivers under RCW 28A.305.141 through August 31, 2017. No changes were made to eligibility for the waiver or other significant provisions. There is no requirement for additional SBE study of the program.

In the 2016 Session the Legislature passed and the governor signed legislative removing the expiration date for waivers granted under RCW 28A.305.141.

In March 2017, Selkirk school district was approved for an Option Two waiver for 30 days for three school years to expire at the end of the 2019-2020 school year.

### **Current Option Two Waiver Request**

Bickleton, a district of 80 students in Northeastern Washington, is requesting renewal of its Option Two waiver for 30 days for the 2017-18, 2018-19, and 2019-20 school years. The district has stated that it will meet and exceed the minimum instructional hour requirements.



The district lists total expected savings in expenditures to be \$51,506.63, including money saved on utilities, transportation, and wages. The district states that the transportation savings of \$14,469.67 goes directly back to the state and the rest of the savings allows the district to fund para-professionals for intervention programs. In particular, the district notes the importance of this savings to their K-8 Reading First program, K-12 math intervention, K-12 science intervention, 3/4s time Kindergarten, and staff development. The district notes the importance of 15 professional development days to its on-site training.

The district states that the waiver has helped them to recruit and retain employees due to the district's rural location. The district has seen success with its combined-grade-level classrooms by allowing it to better allocate teachers' and aides' time to support students. Classified staff hours have been made up by offering those staff longer hours. The district estimates that employees save about 20% of their out-of-pocket travel expenditures under this waiver.

The district states that community members are home during the days that students missed school. The district notes that family members other than the parents are often home because it is an agricultural community. The district notes community support for the waiver request. The district states that there are no negative impacts on students who rely on the nutritional program.

The district provided attachments that show its OSPI School Report Card results, including Smarter Balanced assessment results. Unfortunately, Smarter Balanced results are often not available at specific grade levels due to suppression rules for small counts of students in a district like Bickleton. However, what can be viewed shows impressive results for Bickleton. Bickleton Elementary and High School is a high-performing school that is in the "very good" tier label in the Achievement Index and received a 2015-16 Achievement Award for High Math Growth.

Bickleton School District submitted all required documents and answered all required questions.

#### **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.
- 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 core admission standards.

Methow Valley and Lake Chelan are the fourth and fifth districts to receive this waiver in the nearly 17 years of its existence. 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. 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. 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 will replace a closed alternative school and be modeled on Big Picture design principles.

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. Its web site states there are more than 65 Big Picture network schools in the U.S., and many more around the world. In addition to the long-established Big Picture schools in Highline, the not-yet-open Gibson Ek in Issaquah, and the Chelan School of Innovation, Bellevue has operated a Big Picture School since the 2011-12 school year. Bellevue Big Picture has not applied for a waiver from credit-based high school graduation requirements. Students enrolled in the school (343 in October 2014) must fulfill the same 23.5-credit requirements to graduate with a diploma.

#### **Current Request for Credit-Based High School Graduation Requirements Waiver**

Federal Way Public Schools requests waiver of credit-based graduation requirements for the 2017-2018, 2018-2019, 2019-2020, and 2020-2021 school years (four years as requested is the maximum number of years that can be requested). The request is for Federal Way Open Doors and Career Academy at Truman.

The district states that its proposed competencies are aligned to Common Core State standards and admissions requirements for four-year colleges. The competencies are based on Summit Learning's

seven domains of cognitive skills with the addition of a quantitative competency from Big Picture Learning. The schools will benefit from collaborating with the regional network of Big Picture Learning Schools. Also, Career Academy is nearby to two Summit Learning Schools and will collaborate with Summit Learning. The schools are working with colleges to develop a competency-based transcript.

Throughout the application, the district provides evidence that the competencies at Federal Way Open Doors and Career Academy at Truman meet state learning standards.

Career Academy is modeled after the Summit Learning approach and will focus on project-based learning, problem-based instruction, and postsecondary planning. The district emphasizes the importance of exhibition projects where students showcase their learning. It will focus its recruitment on students who are showing signs of disengagement from their previous school.

Federal Way Open Doors is based on the Big Picture Learning Distinguishers. This model is currently used in Highline, Lake Chelan, Methow Valley, and Issaquah school districts. Among the school's programming, the school will focus on the following:

- "Learning in the real work," an interest-based internship program.
- "One student-at-a-time personalization, an advisory model to promote engagement and planning.
- "Authentic assessments," including ways to show competency through projects.
- School organization that is adaptable.
- Advisory structure.
- Small school culture.
- Leadership.
- School-college partnership and college preparation.
- Professional development.

The application states that the full transition for both schools will occur with the opening of the 2017-18 school year.

In response to a question asking how the district will determine if learning standards have been met, the district states that academic programming at both schools will be consistent with standards at place in all Federal Way Public Schools. The district states that the school plans align with the district's school improvement plan. The district lists the following accountability measures that the district will use to examine if standards have been met:

- Principal-to-supervisor updates on the school improvement plan.
- Graduation rates.
- Monthly principal updates on graduation.
- EOC and SBA scores.
- Enrollment, discipline, and attendance data.
- Postsecondary engagement data from National Student Clearinghouse.
- Center for Educational Effectiveness climate survey data.

- Student-led conference participation data.

The district described the process for school staff to work with college admissions personnel to ensure that students are meeting the College Academic Distribution Requirements. The district provides evidence that they worked with college admissions personnel. The district also shows that Big Picture Learning alumni are successfully meeting college admissions requirements with their transcripts from schools that received a waiver from credit-based high school graduation requirements.

The district notes the support from the community for this waiver request and provides documentation of it. The district successfully submitted all required components of the application and responded to all necessary questions. The district provided additional, supplementary materials above and beyond the minimum requirements of the application.

### **Background: Waiver from Providing High School Students the Opportunity to Access at Least One Career and Technical Education Math and Science**

RCW 28A.230.010 describes the requirement of districts to provide students the opportunity to access at least one statewide Career and Technical Education (CTE) math or science course equivalency:

“School district boards of directors must provide high school students with the opportunity to access at least one career and technical education course that is considered equivalent to a mathematics course or at least one career and technical education course that is considered equivalent to a science course as determined by the office of the superintendent of public instruction and the state board of education in RCW 28A.700.070. Students may access such courses at high schools, interdistrict cooperatives, skill centers or branch or satellite skill centers, or through online learning or applicable running start vocational courses.”

The law further allows that districts with fewer than two thousand students may apply to the State Board of Education (SBE) for a waiver from this requirement:

School district boards of directors of school districts with fewer than two thousand students may apply to the state board of education for a waiver from the provisions of subsection (2) of this section.

### **Current Request: Waiver from Providing High School Students the Opportunity to Access at Least One Career and Technical Education Math or Science**

Mount Baker requests this waiver for the 2016-17 and 2017-18 school years. This is the first waiver request of this type that the Board has received. The waiver application is complete and all required questions have been answered. According to the OSPI Report Card, Mount Baker had 1,932 students in October 2015 and 1,901 students in May 2016. Therefore, the district is within the size limitation of 2,000 students. If you have any questions, please contact Linda Drake at [linda.drake@k12.wa.us](mailto:linda.drake@k12.wa.us)

### **Actions**

The Board will consider whether to approve the requests for Option One waivers presented in the applications by Bethel, Cle Elum-Roslyn, Dieringer, Ellensburg, Lynden, Methow Valley, Mount Baker, Napavine, and White River School Districts, and summarized in this memorandum.

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

The Board will consider whether to approve the request for waiver of credit-based graduation requirements under WAC 180-18-055 presented in the application by Federal Way Public Schools for Career Academy at Truman and Federal Way Open Doors and summarized in this memorandum.

The Board will consider whether to approve the request for waiver of statewide Course Equivalency presented in the application by Mount Baker School District 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)

## **WAC 180-18-040**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **WAC 180-18-050**

### **Procedure to obtain waiver.**

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

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

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

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

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

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

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

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

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

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

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



## Option One Waiver Application Worksheet

**District:** Bethel  
**Date:** 5/11/2017

**Days requested:** 3  
**Years requested:** 3  
**New or Renewal:** R (last waiver was for only two days)

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

**District: Bethel**

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

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

## Option One Waiver Application Worksheet

**District:** Cle Elum-Roslyn  
**Date:** 5/11/2017

**Days requested:** 3  
**Years requested:** 3  
**New or Renewal:** R (last waiver was for only one day)

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

**District: Cle Elum-Roslyn**

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

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

## Option One Waiver Application Worksheet

**District:** Dieringer  
**Date:** 5/11/2017

**Days requested:** 1  
**Years requested:** 3  
**New or Renewal:** N

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

## Option One Waiver Application Worksheet

**District:** Ellensburg

**Date:** 5/11/2017

**Days requested:** 2

**Years requested:** 1

**New or Renewal:** N

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

**District: Ellensburg**

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

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

## Option One Waiver Application Worksheet

**District:** Methow Valley

**Date:** 5/11/2017

**Days requested:** 7

**Years requested:** 3

**New or Renewal:** R

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



**District: Methow Valley**

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

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

## Option One Waiver Application Worksheet

**District:** Mount Baker  
**Date:** 5/11/2017

**Days requested:** 3  
**Years requested:** 3  
**New or Renewal:** R

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

**District: Mount Baker**

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

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

## Option One Waiver Application Worksheet

**District:** Napavine

**Date:** 5/11/2017

**Days requested:** 4

**Years requested:** 3

**New or Renewal:** R

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

**District: Napavine**

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

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

## Option One Waiver Application Worksheet

**District:** White River

**Date:** 5/11/2017

**Days requested:** 3

**Years requested:** 3

**New or Renewal:** N

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

**District: White River**

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

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

## **RCW 28a.305.141**

### **Waiver from one hundred eighty-day school year requirement—Criteria.**

(1) In addition to waivers authorized under RCW [28A.305.140](#) and [28A.655.180](#), the state board of education may grant waivers from the requirement for a one hundred eighty-day school year under RCW [28A.150.220](#) to school districts that propose to operate one or more schools on a flexible calendar for purposes of economy and efficiency as provided in this section. The requirement under RCW [28A.150.220](#) that school districts offer minimum instructional hours may not be waived.

(2) A school district seeking a waiver under this section must submit an application that includes:

(a) A proposed calendar for the school day and school year that demonstrates how the instructional hour requirement will be maintained;

(b) An explanation and estimate of the economies and efficiencies to be gained from compressing the instructional hours into fewer than one hundred eighty days;

(c) An explanation of how monetary savings from the proposal will be redirected to support student learning;

(d) A summary of comments received at one or more public hearings on the proposal and how concerns will be addressed;

(e) An explanation of the impact on students who rely upon free and reduced-price school child nutrition services and the impact on the ability of the child nutrition program to operate an economically independent program;

(f) An explanation of the impact on employees in education support positions and the ability to recruit and retain employees in education support positions;

(g) An explanation of the impact on students whose parents work during the missed school day; and

(h) Other information that the state board of education may request to assure that the proposed flexible calendar will not adversely affect student learning.

(3) The state board of education shall adopt criteria to evaluate waiver requests under this section. A waiver may be effective for up to three years and may be renewed for subsequent periods of three or fewer years. After each school year in which a waiver has been granted under this section, the state board of education must analyze empirical evidence to determine whether the reduction is affecting student learning. If the state board of education determines that student learning is adversely affected, the school district must discontinue the flexible calendar as soon as possible but not later than the beginning of the next school year after the determination has been made.

(4) The state board of education may grant waivers authorized under this section to five or fewer school districts. Of the five waivers that may be granted, two must be reserved for districts with student populations of less than one hundred fifty students, and three must be reserved for districts with student populations of between one hundred fifty-one and five hundred students.

[ [2016 c 99 § 1](#); [2014 c 171 § 1](#); [2009 c 543 § 2](#).]

### **NOTES:**

**Finding—2009 c 543:** "The legislature continues to support school districts seeking innovations to further the educational experiences of students and staff while also realizing increased efficiencies in day-to-day operations. School districts have suggested that efficiencies in heating, lighting, or maintenance expenses could be possible if districts were given the ability to create a more flexible



calendar. Furthermore, the legislature finds that a flexible calendar could be beneficial to student learning by allowing for the use of the unscheduled days for professional development activities, planning, tutoring, special programs, parent conferences, and athletic events. A flexible calendar also has the potential to ease the burden of long commutes on students in rural areas and to lower absenteeism.

School districts in several western states have operated on a four-day school week and report increased efficiencies, family support, and reduced absenteeism, with no negative impact on student learning. Small rural school districts in particular could benefit due to their high per-pupil costs for transportation and utilities. Therefore, the legislature intends to provide increased flexibility to a limited number of school districts to explore the potential value of operating on a flexible calendar, so long as adequate safeguards are put in place to prevent any negative impact on student learning." [ [2009 c 543 § 1.](#)]

## **WAC 180-18-065**

### **Waiver from one hundred eighty-day school year requirement for purposes of economy and efficiency—Criteria for evaluation of waiver requests.**

(1) In order to be granted a waiver by the state board of education under RCW [28A.305.141](#) to operate one or more schools on a flexible calendar for purposes of economy and efficiency, a school district eligible for such waiver must meet each of the requirements of RCW [28A.305.141\(2\)](#).

(2) In the event that a greater number of requests for waivers are received that meet the requirement of subsection (1) of this section than may be granted by the state board of education under RCW [28A.305.141\(3\)](#), priority shall be given to those plans that best redirect monetary savings from the proposed flexible calendar to support student learning.

[Statutory Authority: RCW [28A.305.140\(2\)](#) and [28A.305.141\(3\)](#). WSR 12-24-049, § 180-18-065, filed 11/30/12, effective 12/31/12.]

## **WAC 180-18-055**

### **Alternative high school graduation requirements.**

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

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

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

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

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

(b) Specific standards for increased student learning that the district or school expects to achieve;

(c) How the district or school plans to achieve the higher standards, including timelines for implementation;

(d) How the district or school plans to determine if the higher standards are met;

(e) Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan;

(f) Evidence that students, families, parents, and citizens were involved in developing the plan; and

(g) Identification of the school years subject to the waiver.

(5) The plan for restructuring the educational program of one or more high schools may consist of the school improvement plans required under WAC [180-16-220](#), along with the requirements of subsection (4)(a) through (d) of this section.

(6) The application also shall include documentation that the school is successful as demonstrated by indicators such as, but not limited to, the following:

(a) The school has clear expectations for student learning;

(b) The graduation rate of the high school for the last three school years;

(c) Any follow-up employment data for the high school's graduate for the last three years;

(d) The college admission rate of the school's graduates the last three school years;

(e) Use of student portfolios to document student learning;

(f) Student scores on the high school Washington assessments of student learning;

(g) The level and types of family and parent involvement at the school;

(h) The school's annual performance report the last three school years; and

(i) The level of student, family, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school the last three school years.

(7) A waiver of WAC [180-51-060](#) may be granted only if the district or school provides documentation and rationale that any noncredit based graduation requirements that will replace in whole or in part WAC [180-51-060](#), will support the state's performance-based education system being implemented pursuant to RCW [28A.630.885](#), and the noncredit based requirements meet the minimum college core admissions standards as accepted by the higher education coordinating board for students planning to attend a baccalaureate institution.

(8) A waiver granted under this section may be renewed upon the state board of education receiving a renewal request from the school district board of directors. Before filing the request, the school district shall conduct at least one public meeting to evaluate the educational requirements that were implemented as a result of the waiver. The request to the state board shall include information regarding the activities and programs implemented as a result of the waiver, whether higher standards for students are being achieved, assurances that students in advanced placement or other postsecondary options programs, such as but not limited to: College in the high school, running start, and tech-prep, shall not be disadvantaged, and a summary of the comments received at the public meeting or meetings.

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

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

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

[Statutory Authority: RCW [28A.150.220](#) and [28A.305.140](#). WSR 04-23-006, § 180-18-055, filed 11/4/04, effective 12/5/04. Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#), and [28A.305.130](#)(6). WSR 04-04-093, § 180-18-055, filed 2/3/04, effective 3/5/04. Statutory Authority: RCW [28A.230.090](#), [28A.305.140](#) and [28A.600.010](#). WSR 99-10-094, § 180-18-055, filed 5/4/99, effective 6/4/99.]

## **RCW 28a.230.010**

### **Course content requirements—Access to career and technical course equivalencies—Duties of school district boards of directors—Waivers.**

(1) School district boards of directors shall identify and offer courses with content that meet or exceed: (a) The basic education skills identified in RCW [28A.150.210](#); (b) the graduation requirements under RCW [28A.230.090](#); (c) the courses required to meet the minimum college entrance requirements under RCW [28A.230.130](#); and (d) the course options for career development under RCW [28A.230.130](#). Such courses may be applied or theoretical, academic, or vocational.

(2) School district boards of directors must provide high school students with the opportunity to access at least one career and technical education course that is considered equivalent to a mathematics course or at least one career and technical education course that is considered equivalent to a science course as determined by the office of the superintendent of public instruction and the state board of education in RCW [28A.700.070](#). Students may access such courses at high schools, interdistrict cooperatives, skill centers or branch or satellite skill centers, or through online learning or applicable running start vocational courses.

(3) School district boards of directors of school districts with fewer than two thousand students may apply to the state board of education for a waiver from the provisions of subsection (2) of this section.

[ [2014 c 217 § 103](#); [2003 c 49 § 1](#); [1990 c 33 § 237](#); [1984 c 278 § 2](#). Formerly RCW [28A.05.005](#).]

#### **NOTES:**

**Effective date—2014 c 217 §§ 103 and 104:** "Sections 103 and 104 of this act take effect September 1, 2015." [ [2014 c 217 § 208](#).]

**Finding—Intent—2014 c 217:** See note following RCW [28A.150.220](#).

**Severability—1984 c 278:** See note following RCW [28A.185.010](#).



# THE WASHINGTON STATE BOARD OF EDUCATION

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

<b>Title: Overview of the Role of the State Board of Education – Review for New Members</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 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 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>	An overview of the statutory role of the SBE for new members.
<b>Relevant to business item:</b>	There will be no business items related to this agenda item.
<b>Materials included in packet:</b>	PowerPoint presentation on overview of SBE role.
<b>Synopsis:</b>	<p>As the Board has several new members, an overview of the role of the State Board of Education will be presented.</p> <p>The presentation will provide an overview of the statutory duties of the SBE, as well as several examples from history regarding how these authorities have come into play in making major policy decisions in Washington State. The presentation will also offer several case study examples of how State Boards of Education in other states operate, as a means of comparing and contrasting roles. Time will be allotted for questions and discussion.</p>



# State Board of Education

## Overview of Structure, Roles, and Responsibilities

Ben Rarick  
May 2017 Board Meeting

### Goals for presentation

- Help provide sense of history for SBE.
- Identify the key authorities in law. What are they? How did they come about?
- Do other states do it differently? Why? How?
  - Look at some 'case study' states
- What have been some 'key moments' for SBE over the last 10 years?
- What is possibly on the horizon; 'key moments' of the future?
- Answer your questions/stimulate discussion for the Board.



# State Board of Education History



- Established by territorial legislature in 1877.
- Membership, duties reconstituted in different eras.
- Last reconstituted in 2005-2006.

THE STATE BOARD OF EDUCATION OF THE STATE OF WASHINGTON

By Elmer L. Breckner  
November, 1959

Introduction

A Territorial Board of Education was created in 1877 by act of the Legislature of the Territory of Washington. The State Board of Education as it is now constituted is the successor of this Territorial Board. Since the date of its establishment this Board has functioned continuously as a State educational agency. The Board was reconstituted in 1897, in 1909 and finally in 1947. In this treatise an effort will be made to indicate how the Board has been constituted throughout the years; to sketch briefly its powers, duties and activities during the early years of its existence; and finally to set forth in outline form the statutory authority under which the Board now operates.

# State Board of Education in 1994



**History**

The State Board of Education is one of the oldest institutions of our government. It has operated since 1877 when it was created by the Legislature of the Territory of Washington. It was reconstituted by the State Legislature in 1897, 1909, and 1947.

The 1947 Legislature established the lay board which exists today. In 1992 the membership of the State Board had three major changes. Downsizing at their request, a change in the term of office from six to four years, and the addition of a new Ninth Congressional District. The Board's membership will gradually be reduced from two to one member per district by 1999. Currently, membership includes one to two persons from each of the state's nine congressional districts, one representative of private education, and the Superintendent of Public Instruction. Those representing congressional districts are elected by local school board members in their respective areas. The private school representative is elected by the members of the governing boards of the state-approved K-12 private schools. Board members serve four-year terms and may not be employed in the field of education.

By State Board of Education action, the Governor and a representative appointed by the Governor, and two high school students elected annually by the Washington Association of Student Councils, serve as official members of the Board.

## Duties

The State Board of Education's powers and duties are prescribed by law (Chapter 28A.305 RCW) and relate primarily to the establishment of rules, regulations, standards and guidelines for the general management and operation of the public schools from kindergarten through the twelfth year.

Some of the major areas within which the State Board of Education adopts rules and regulations include:

- approval for basic education funding
- school district organization
- school building construction
- graduation requirements
- school accreditation
- professional preparation program approval
- professional and vocational certification requirements
- private schools and educational clinics
- preschool accreditation
- code of professional conduct
- Schools for the 21st Century

## Goals to Guide the Educational Process

The Goals for the Washington Public Schools are intended to be a broad framework to guide the efforts of local school districts, educational service districts, the Superintendent of Public Instruction and the State Board of Education.

### The process of education should:

- Respect the rights of each learner.
- Provide increasing opportunities for individual self-direction and decision making.
- Provide learning experiences matched to each student's interests, readiness and learning style.
- Help all learners perform at their highest potential and gain satisfaction from their performance.
- Emphasize that cultural, ethnic and racial diversity contribute positively to our nation's welfare.
- Provide universal access to the district's learning opportunities.
- Extend learning opportunities beyond the school building, school day, and school year.
- Work in partnership with the entire community to enrich educational experiences.
- Re-examine goals continually with a view toward future as well as present needs.
- Provide staff development and training to improve the breadth and depth of the teaching, support staff, and administrative resources.



## 2005-06 Reconstitution: Membership Change

- **Previous membership:** 11 members:
  - One member from each of Congressional district (9 total), elected by local school boards;
  - The SPI;
  - One member elected by private schools.
- **New membership:** 16 members:
  - Seven members appointed by the governor
  - Five members elected by local school boards, three from western Washington, two from eastern Washington;
  - The SPI
  - One member elected by private schools.
- **How many SBE members are appointed vs. elected has always been major point of contention!**
- **WA SBE is unique in its membership composition.**

-ESSB 5732, C 497 L 05 – Read the bill summary from 2005 [here](#).



## 2005-06 Reconstitution: Powers and Duties

- **Educator standards**
  - SBE duties for educator preparation and certification transferred to Professional Educator Standards Board (PESB).
- **Facilities**
  - Duties for facilities planning, rule-making and allocation of funds transferred to SPI.
- **Grad requirements**
  - Duties for high school graduation requirements retained, but standardized transcripts and course equivalencies transferred to SPI.
- **Goals & standards**
  - New SBE duties to adopt performance standards, in consultation with SPI, performance improvement goals, and performance standards for the Certificate of Academic Achievement.
- **“Advocacy & Strategic Oversight”**
  - Purpose of SBE expanded to include advocacy and strategic oversight of public education and leadership in creation of a system that personalizes education for each student. ([C 497 L 05](#); [C 263 L 06](#).)



## Overview of Authorizing Statute



### RCW 28A.305.130

- Provide advocacy and strategic oversight of public education.
- Provide leadership in the creation of a system that personalizes education.
- Promote achievement of the goals of basic education.
- Implement a standards-based accountability framework.
  - Adopt performance goals in reading, writing, science and mathematics.
  - Identify scores students must achieve to meet standard on statewide assessments and obtain a certificate of academic achievement.
- Approve private schools.
- Articulate with early learning, higher education, workforce board to unify the work of the public school system.

7

## Additional Powers and Duties

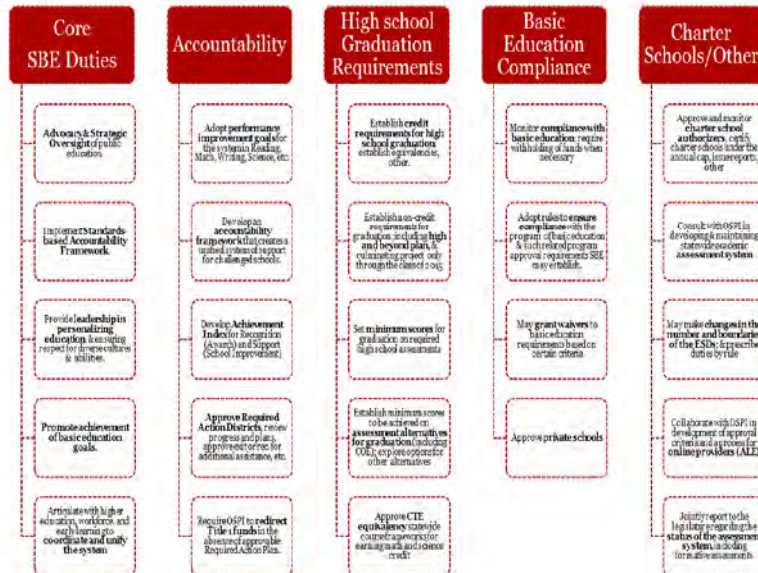


- Basic Education
  - *Program requirements and compliance – RCW 28A.150.220 and .250*
  - *Waivers – RCW 28A.305.140 and .141*
- High School Graduation Requirements
  - *RCW 28A.230.090*
- Accountability System (Achievement Index, Framework, Etc)
  - *RCW 28A.657*
- Charter Schools
  - *Approve and exercise oversight of district authorizers –RCW 28A.710.*
- Educational System Health
  - *Set goals for educational system health*
  - *Report on progress toward goals and recommend reforms.*

8



## Statutory Authority of the State Board of Education



## SBE: Accomplishments, 2008 – 2012



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

## SBE: Accomplishments, 2013 – 2016



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

**How do these powers come into play?  
A few case studies...**



## Case Study: 3<sup>rd</sup> Credit of Math & Revision to Math Standards



- The 2007 Legislature gave the SBE one-time responsibilities to add a third credit of mathematics to graduation requirements and prescribe the content of that credit (HB 1906)
- To implement the legislative directives, the Board:
  - Consulted with mathematics advisory panel in OSPI on the new standards.
  - Retained a national consultant to review and comment on proposed recommendations on revised math standards and curricula.
  - Conducted extensive outreach on the new standards.
  - Submitted a final report and recommendations to the SPI for implementation.
  - Adopted rules adding a third credit of math to graduation requirements and specifying the content of the three credits.

Source: <http://sbe.wa.gov/documents/BoardMeetings/2007/Nov/05Math.pdf>

13

## 2007 memo on “Meaningful High School Diploma” & 3<sup>rd</sup> credit of math



### Washington State Board of Education Meaningful High School Diploma Staff Recommendations September 6, 2007

#### BACKGROUND

This paper provides background to assist the Board in moving forward with its meaningful high school diploma work. It is intended to be a catalyst for discussion of three key policy questions:

1. What is the purpose of a diploma?
2. Does the purpose of a diploma apply to all students?
3. What guiding principles will shape the Board's decisions about the content of diploma requirements and the methods used to measure student performance?

One of the Board's tasks is to propose a revised definition of a diploma to the legislature by December 1, 2007. Staff is seeking preliminary agreement on answers to these questions—agreements that will provide the basis for an outreach initiative this fall to elicit input from the public. In November, the Board will have an opportunity to consider that input, and deepen and refine its perspectives before responding to the legislature.

#### LEGISLATION

The legislation<sup>1</sup> directs the Board as follows:

The State Board of Education shall develop and propose a revised definition of the purpose and expectations for high school diplomas issued by public schools in Washington state. The revised definition shall address whether attainment of a high school diploma is intended to signify that a student is ready for success in college, ready for successful and gainful employment in the workplace, or some combination of these and other objectives. The revised definition shall focus on the knowledge, skills, and abilities that students are expected to demonstrate to receive a high school diploma, as well as the various methods to be used to measure student performance, rather than focusing on courses, credits, seat time, and test scores.

<http://sbe.wa.gov/documents/BoardMeetings/2007/Sep/09MeaningfulDiploma.pdf>

14

## Case Study: 24-Credit Graduation Requirements



- 2006 – The Legislature directs SBE to develop and propose a revised definition of the purpose and expectations of a high school diploma. (HB 3098)
- 2009 – Legislature amends the definition of basic education to include “Instruction that provides students the opportunity to complete twenty-four credits for high school graduation.” (HB 2261)
- 2010 – After extensive work and public input, the SBE adopts but does not implement 24-credit Career-and College-Ready graduation requirements, as the Legislature has made adoption contingent on explicit funding in the state budget.
- 2014 – Board revises original “Core 24” Framework with an eye toward flexibility and less emphasis on a 4-year university pathway; adopts by resolution in January of 2014.
- 2014 – Legislature passes SB 6552, directing the SBE to adopt rules to implement the new graduation requirements, with some changes. The Board adopts the rules later that year, amid some controversy.

15

## Case Study: Basic Education Waivers (2012)



- The Legislature originally delegated authority to the SBE in 1985 to grant waivers of basic education requirements at district request.
- As amended, the law required the SBE to adopt criteria to evaluate the need for the waiver or waivers.
- The SBE studied criteria for BEA waivers over several board meetings and considered multiple options.
- The Board received extensive input from educators and the public on rules on waivers of the 180-day school year requirement.
- The Board adopted rules on 180-day waivers in November 2012.

16

## Case Study: Minimum scores on state assessments



- 2011 – Legislature directs SBE to establish by the end of the 2014-15 school year the scores students must achieve on the ELA and math assessments to meet standard and earn a certificate of academic achievement. *“The scores established . . . for the purposes of earning a certificate of academic achievement may be different from the scores used for the purposes of determining a student’s career and college readiness.”* (HB 2115)
- 2014 - SBE states in rule that “The state’s graduation requirements should ultimately be aligned to the performance levels associated with career and college readiness,” but that a transition will be needed to adapt to the increased rigor of Common Core State Standards and aligned assessments.
- 2015 – SBE establishes first “cut scores” on Smarter Balanced Assessments for graduation, taking an “equal impact” approach as the state transitions to Common Core and the standard of career and college readiness for all.

17

## Case Study: Achievement Index (2009 - present)



- 2009: SBE adopts by resolution an accountability framework, to include an index to identify all schools and districts for continuous improvement.
- 2009: HB 2261 requires the SBE to develop an accountability index based on student growth and multiple indicators.
- 2010: Legislature directs SBE to develop a Washington Achievement Index to identify schools and districts for recognition, continuous improvement, or additional state support. (SB 6696)
- 2012: SBE convenes an Achievement and Accountability Workgroup to inform and advise the SBE on development of the revised index.
- 2013: SBE revises Achievement Index to include student growth data.
- 2014: SBE adopts the Achievement Index for the purpose of meeting state and federal accountability requirements.
- 2015: SBE revises weightings of indicators, makes other changes related to transition to Smarter Balanced assessments.

18



## Do Other States Do It Differently? How? Why?

### Some Case Studies

19

## How Does Washington's K-12 Governance System Compare?

In recent years there has been a trend in the states toward fewer elected chief state school officers and more governor- or state board of education-appointed chiefs. Most of the elected state chiefs are to be found in the West and South.

	Chief State School Officers	State Boards of Education
Elected	13	9
Appointed by Governor	14	33
Appointed by State Board of Education	22	NA
Mix of Appointed/Elected	NA	3
Appointed by Legislature	NA	2
Appointed by Governor and Legislature	NA	1
None (MN, WI)	NA	2

Data: Education Commission of the States, 2011, 2013.



20

## State Boards of Education: Authority and Responsibilities



	No. of States
State Board Established in Statute	22
State Board Established in Constitution	24
State Board Established in Statute and Constitution	1 (NY)
State Board Has Authority for Teacher Licensure	32
State Board Has Authority for Standards Adoption	26
No State Board	2 (MN, WI)

Source: National Association of State Boards of Education (NASBE), 2017.

## State Board Key Roles (NASBE)



The National Association of State Boards of Education identifies seven common areas of jurisdiction for state boards of education. How does Washington's State Board stack up in each?

Area of Jurisdiction	WA SBE
Setting statewide curricular standards	No
Establishing high school graduation requirements	Yes
Determining qualifications for professional education personnel	No
Establishing state accountability and assessment programs	Limited role
Establishing standards for accreditation of school districts and teacher and administrator preparation standards	No
Implementing ESSA and administering federal assistance programs	No
Developing rules and regulations for administration of state programs	Limited role

<http://www.nasbe.org/about-us/state-boards-of-education/>



## Case Study: Delaware

- CSSO: Statutory, Appointed
- SBE: Statutory, Appointed
- SBE Powers and Duties
  - Provide the CSSO with “advice and guidance” on policy.
  - Provide guidance on initiatives which may be proposed by the CSSO.
  - Recommend to the CSSO initiatives the Board believes would improve education.
  - Provide the CSSO with “advice and guidance” on its budget requests.
  - Provide the CSSO with guidance on implementation of the student achievement and statewide assessment program.
  - Approve certain department rules and regulations.
- **Note: Delaware was in the news this year for similar reasons – law proposed to eliminate their authority, questioning of relationship with agency, etc.**

<http://www.delawareonline.com/story/news/politics/2017/03/21/state-board-legislators/99441274/>



23

## Case Study: Indiana

- CSSO: Constitutional, Elected
- SBE: Statutory, Appointed, plus SPI
- SBE Powers and Duties
  - Establish the educational goals of the state, developing standards and objectives for local school districts.
  - Assess attainment of the established goals.
  - Assure compliance with established standards and objectives.
  - Coordinate with higher education and workforce agencies.
  - Make recommendations to the governor and legislature on the educational needs of the state, including financial needs.
  - Provide for reviews to ensure validity and reliability of statewide assessment program.



24

## Case Study: California

- CSSO: Constitutional, Elected
- SBE: Constitutional, Appointed
- SBE Powers and Duties
  - Approve statewide academic standards.
  - Adopt curriculum frameworks and instructional materials.
  - Consider requests to waive statutory and regulatory requirements.
  - Adopt tests and set policies for the statewide assessment system.
  - Authorize charter schools, and consider appeals of decisions by district authorizers to revoke a charter.
  - Oversee the state's compliance with federal laws, including ESSA.
    - **State Board is the 'State Education Agency' (SEA) for federal purposes.**
  - Study the educational needs of the state.



25

## Case Study: Wyoming

- CSSO: Constitutional, Elected
- SBE: Statutory, Appointed
- SBE Powers and Duties
  - Work with the Department of Education to review and approve rigorous state assessments.
  - Prescribe state content and performance standards.
  - Measure student performance and progress, including national comparisons.
  - Establish high school graduation requirements, in consultation with local districts.
  - Annually accredit K-12 schools.
  - Review and decide on charter schools appeals.
  - Review and approve requests by districts for alternative schedules.



26

## Case Study: New Hampshire

- CSSO: Statutory
- SBE: Statutory, Appointed
- SBE Powers and Duties
  - Regularly review all programs and activities of the Department of Education and make recommendations to the CSSO with regard to them.
  - Advise the CSSO on department goals, information gathering, and other aspects of elementary and secondary education.
  - Hear appeals on any dispute between individuals and school systems or the Department of Education.
  - Appoint members of the Professional Standards Board and other advisory bodies.



27

## General Observations

- Authorizing statutes for SBE's borrow from each other. You tend to see the same clauses and phrases repeated.
- Membership varies widely, and Washington is a unique outlier in this way.
- Authority spheres are similar, but powers are quite different. Some are more advisory, whereas others wield formal power.
- Some wield power with the ability to approve/reject policies brought to them; others by actually developing & setting policy themselves.
- Some write regulations (WAC) for particular sections of law. Others appear to review and approval rules for all sections of applicable law.
- Most all state board's review and approve academic standards. Except WA!
- State Boards are constantly under scrutiny nationwide! It tends to track election cycles. Arizona is [my least favorite example](#). [Delaware also](#).
- In state's where the agency chief is elected, constitutionally-created, or both, (and when the board is not) a challenge is figuring out an appropriate balance of duties where the chief is not subordinate to the Board, but the Board has meaningful role/authority.
  - How is the Chief dependent on the Board? How is the Board dependent on the Chief?
  - Figuring this out is important to avoiding fundamental 'separateness' which can foster misalignment.



28

## What are some 'key moments' around the corner?



- Re-setting the math cut score for the SBA graduation requirement for the Class of 2019.
- Revising the Achievement Index for the next generation of Washington accountability.
- How will the Board lead on 'career readiness'?
- How will the Board lead on 'student transitions'?
- How will the Board lead on graduation requirements?
  - Current assessment requirements are not built for the long haul. Most agree; changes are needed.

29

## State Board of Education sets lower bar on Common Core tests



By DONNA GORDON BLANKENSHIP - Associated Press - Wednesday, August 3, 2015

SEATTLE (AP) - The State Board of Education decided Wednesday to set a score below the college-ready level as the Washington state graduation standard on the new Common Core tests.

The people creating the tests, which are also known as the Smarter Balanced exams, say a score of 3 or 4 means students are "college and career ready."

The State Board of Education decided Wednesday afternoon to set a score in the middle of the 2 range - just above 2.5 - as the graduation level for the Common Core math and English tests in Washington.

The new English exam is replacing the state's old writing and reading exams as a graduation requirement. Passing the new math test won't be a graduation requirement for a few more years, but it will be an approved alternative for students who fail math end-of-course exams, which are required for graduation.

Board members had a long and complex debate before voting on the new graduation scores. Some of the discussion was around fairness. Other parts of the discussion were more technical, involving the difficulty of choosing the right scores and making sure everyone understood what the scores meant.



Thursday, August 06, 2015

### Washington State Board of Ed Struggles with SBAC Cut Scores

Update: Here's what the BOE had to say about yesterday's meeting and its outcomes. I think BOE head, Sam Starko, has done a very good job in explaining the Board's thinking.


The Board followed through on its equal impact philosophy, adopting a minimum Level 2 score requirement for the English Language Arts (ELA) portion of the Smarter Balanced (SBAC) assessment (scale score: 2048), and followed the same philosophy for the Math End-of-Course exams. The SBAC math score (2092) was set to be commensurate with the ELA requirements. These minimum scores are just a little more than half way up the Level 3 scale, about 60% of the way between Levels 2 and 3.

The Board wanted me to help explain their decision to you all, and emphasize a few points we can all work on together for the betterment of students.

First, the Board wants to emphasize that Level 3 remains the goal for all students on the new (SBAC) assessments. A Level 3 score represents a career and college ready score for our students. The Board wishes a better future - all students to eventually be able to achieve this level of proficiency. Although the Board has set a minimum score at a level below Level 3, this was done to ease the transition for our system and demonstrate fairness to students. It was not done to compromise or curtail our ultimate goal.

[http://old.seattletimes.com/html/education/2026864836\\_smarterbalancedxml.html](http://old.seattletimes.com/html/education/2026864836_smarterbalancedxml.html)

30

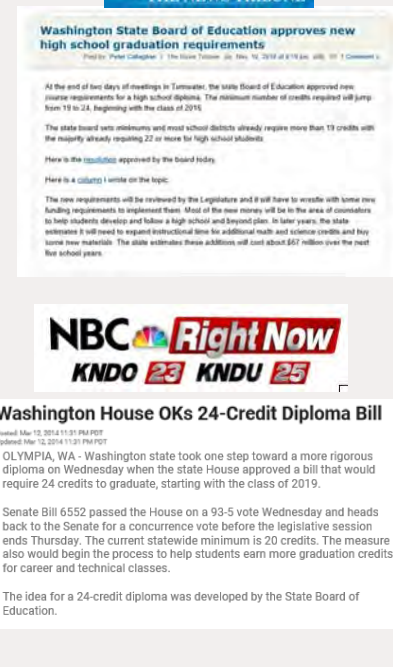


**End-of-course biology exam may go, but tougher standards loom**

As Washington's students begin embracing Algebra, Chemistry, and other standards with their classrooms, the state board of education has made a major decision about how to test them.

**First, they will test on the current standards, which are generally easier to teach.**

The timing here is that learning on biology, chemistry, and other standards on the current standards and math (the old subject 2713 courses). The board voted unanimously on the decision to a 10-0 vote after a long debate. The state board will test on the current standards, which are generally easier to teach. The timing here is that learning on biology, chemistry, and other standards on the current standards and math (the old subject 2713 courses). The board voted unanimously on the decision to a 10-0 vote after a long debate. The state board will test on the current standards, which are generally easier to teach.



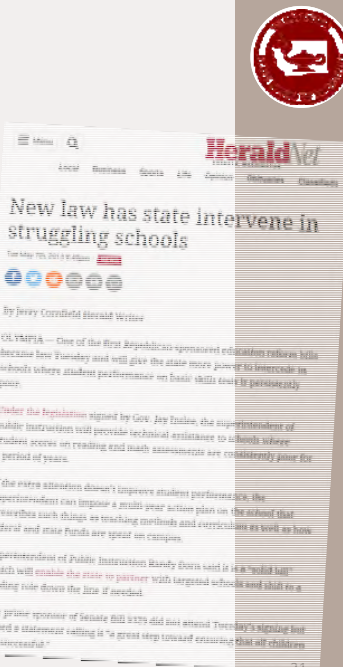
**Washington State Board of Education approves new high school graduation requirements**

All the end of two days of meetings in Tumwater, the state board of education approved new course requirements for a high school diploma. The minimum number of credits required will jump from 19 to 24, beginning with the class of 2019.

The state board sets minimums and most school districts already require more than 19 credits with the majority already requiring 22 or more for high school students.

Here is a collage I wrote on the topic:

The new requirements will be reviewed by the Legislature and it will have to wrestle with some new funding requirements to implement them. Most of the new money will be in the area of counselors to help students develop and follow a high school and beyond plan. In later years, the state estimates it will need to expand instructional time for additional math and science credits and buy some new materials. The state estimates these additions will cost about \$57 million over the next five school years.



**New law has state intervene in struggling schools**


OLYMPIA — One of the first Republican-sponsored education reform bills because law Tuesday and will give the state more power to intervene in schools where student performance on basic skills tests is persistently poor.

Under the legislation signed by Gov. Jay Inslee, the superintendent of public instruction will provide technical assistance to schools where students score on reading and math assessments are consistently poor for a period of years.

If the extra attention doesn't improve student performance, the superintendent can impose a multi-year action plan on the school that prescribes such things as teaching methods and curriculum as well as how federal and state funds are spent on campus.

Superintendent of Public Instruction Randy Dorn said it is a "bold step" which will enable the state to partner with targeted schools and that is a leading role down the line if needed.

The prime sponsor of Senate Bill 6750 said an amendment Tuesday's signing but issued a statement calling it "a great step toward ensuring that all children are successful."



**Washington House OKs 24-Credit Diploma Bill**


OLYMPIA, WA - Washington state took one step toward a more rigorous diploma on Wednesday when the state House approved a bill that would require 24 credits to graduate, starting with the class of 2019.

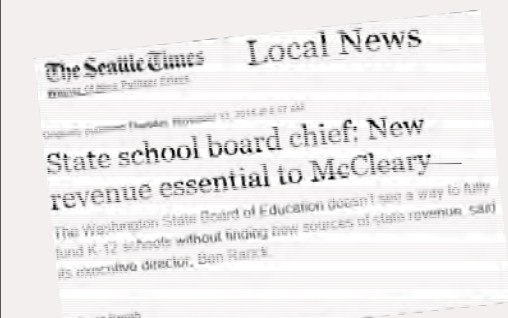
Senate Bill 6552 passed the House on a 93-5 vote Wednesday and heads back to the Senate for a concurrence vote before the legislative session ends Thursday. The current state-wide minimum is 20 credits. The measure also would begin the process to help students earn more graduation credits for career and technical classes.

The idea for a 24-credit diploma was developed by the State Board of Education.

[http://old.seattletimes.com/html/education/2026864836\\_smarterbalancedxml.html](http://old.seattletimes.com/html/education/2026864836_smarterbalancedxml.html)

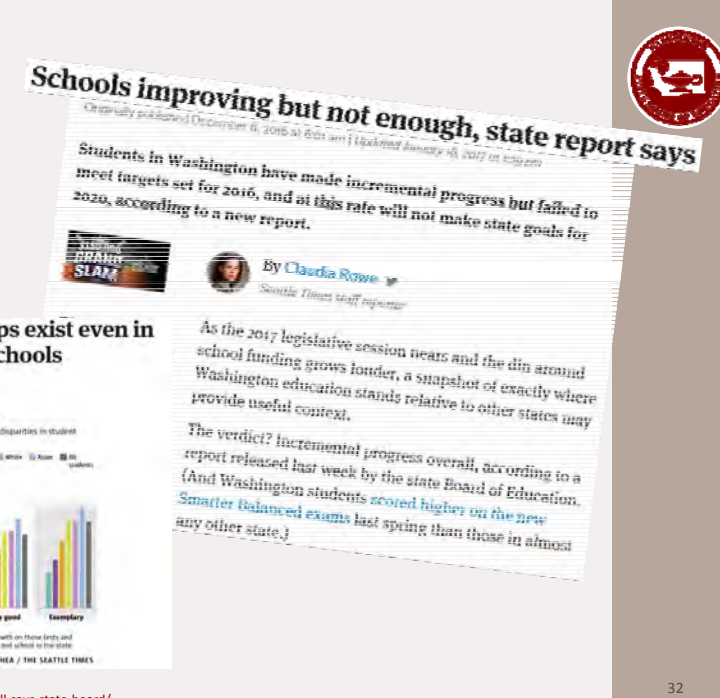
<http://www.theolympian.com/news/politics-government/article25325596.html>





**State school board chief: New revenue essential to McCleary**

The Washington State Board of Education doesn't see a way to fully fund K-12 schools without finding new sources of state revenue, said its executive director, Ben Rantz.



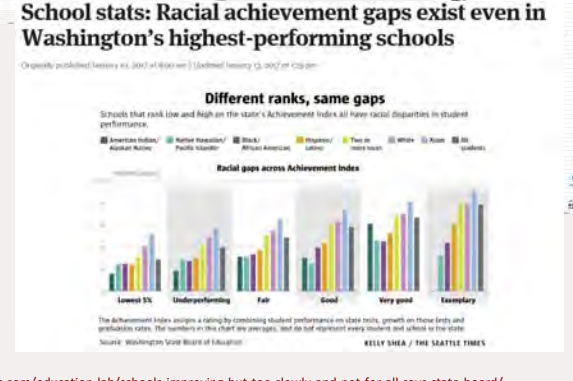
**Schools improving but not enough, state report says**

Students in Washington have made incremental progress but failed to meet targets set for 2016, and at this rate will not make state goals for 2020, according to a new report.

By Claudia Rowe  
Seattle Times staff reporter

As the 2017 legislative session nears and the din around school funding grows louder, a snapshot of exactly where Washington education stands relative to other states may provide useful context.

The verdict? Incremental progress overall, according to a report released last week by the state Board of Education. (And Washington students scored higher on the new Smarter Balanced exams last spring than those in almost any other state.)



**School stats: Racial achievement gaps exist even in Washington's highest-performing schools**

Different ranks, same gaps


Schools that rank low and high on the state's Achievement Index all have racial disparities in student performance.

Racial gaps across Achievement Index

The Achievement Index assigns a rating by combining student performance on state tests, growth on those tests, and graduation rates. The numbers in the chart are averages, but do not represent every student and school in the state.

Source: Washington State Board of Education. KELLY SNEA / THE SEATTLE TIMES

<http://www.seattletimes.com/education-lab/schools-improving-but-too-slowly-and-not-for-all-says-state-board/>





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)



# THE WASHINGTON STATE BOARD OF EDUCATION

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

<b>Title:</b>	<b>Student Presentation</b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input 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 type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input checked="" type="checkbox"/> Other
<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>Policy Considerations / Key Questions:</b>		
<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 type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	Student presentations allow SBE board members an opportunity to explore the unique perspectives of their younger colleagues. In his final presentation to the Board, Student Representative Baxter Hershman will reflect on his past and present experiences and share his postsecondary plans.	



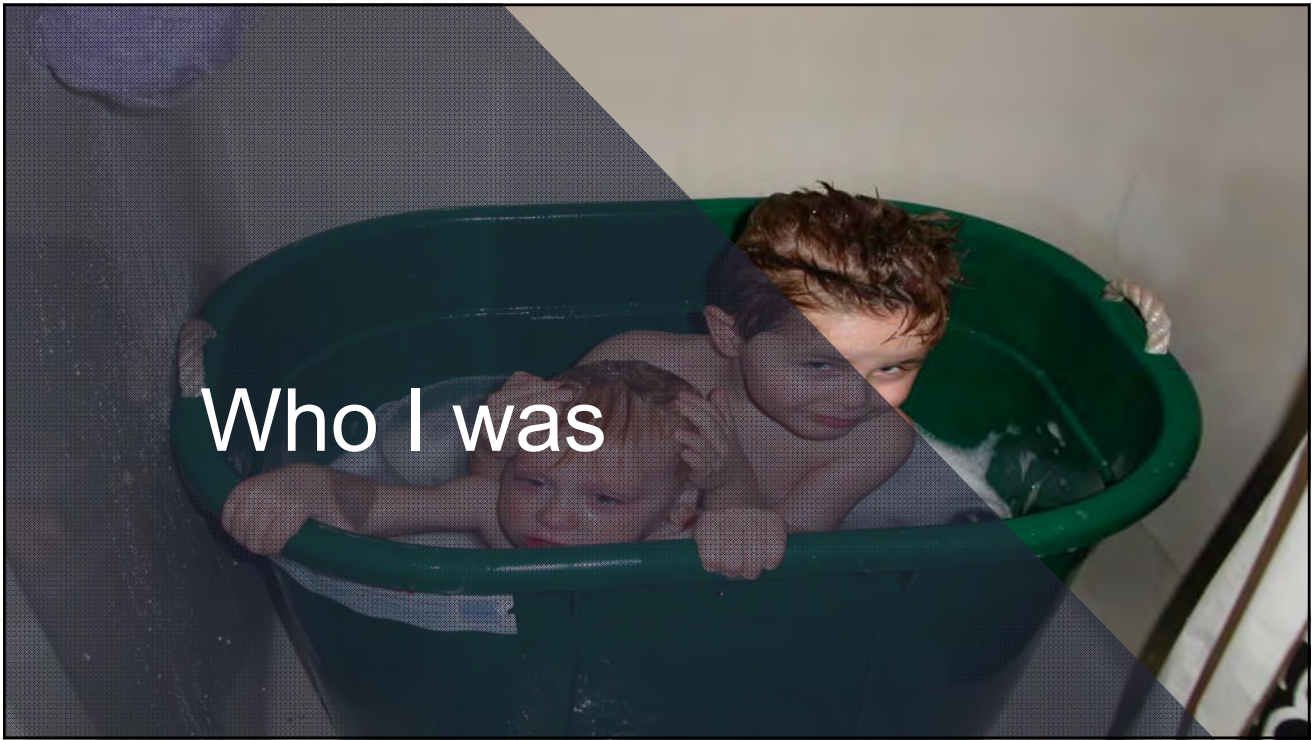
# My Learning Curve

Baxter Hershman, State Board of Education, May 11th, 2017



# Where I've Been







Dancer



Football  
Player



## Growing Up



A young boy with short brown hair, wearing a dark blue hoodie, is shown in profile, looking towards a dark horse. The background is a rocky, outdoor setting. The text is overlaid on a dark, semi-transparent triangular shape on the left side of the image.

## Who I Wanted to Be

- President of the United States
- Billionaire
- Fred Astaire
- Chef
- Old enough to hangout with my siblings

A man with a beard, wearing a light blue shirt and khaki pants, is crouching in a forest. The ground is covered with fallen yellow and orange leaves. The background is a dense forest with green foliage. The text is overlaid in the center of the image.

## Where I am

# High School

- It's almost over
- Friends realize life change is coming
- Senioritis hit me like a truck
- Preparing for the biggest normative transition of my life
- Counting down the days

35 Days, 5 Hours, 50 Minutes, 48  
Minutes, and 37 Seconds

To Be Exact

(Based on Estimated Presentation Time)

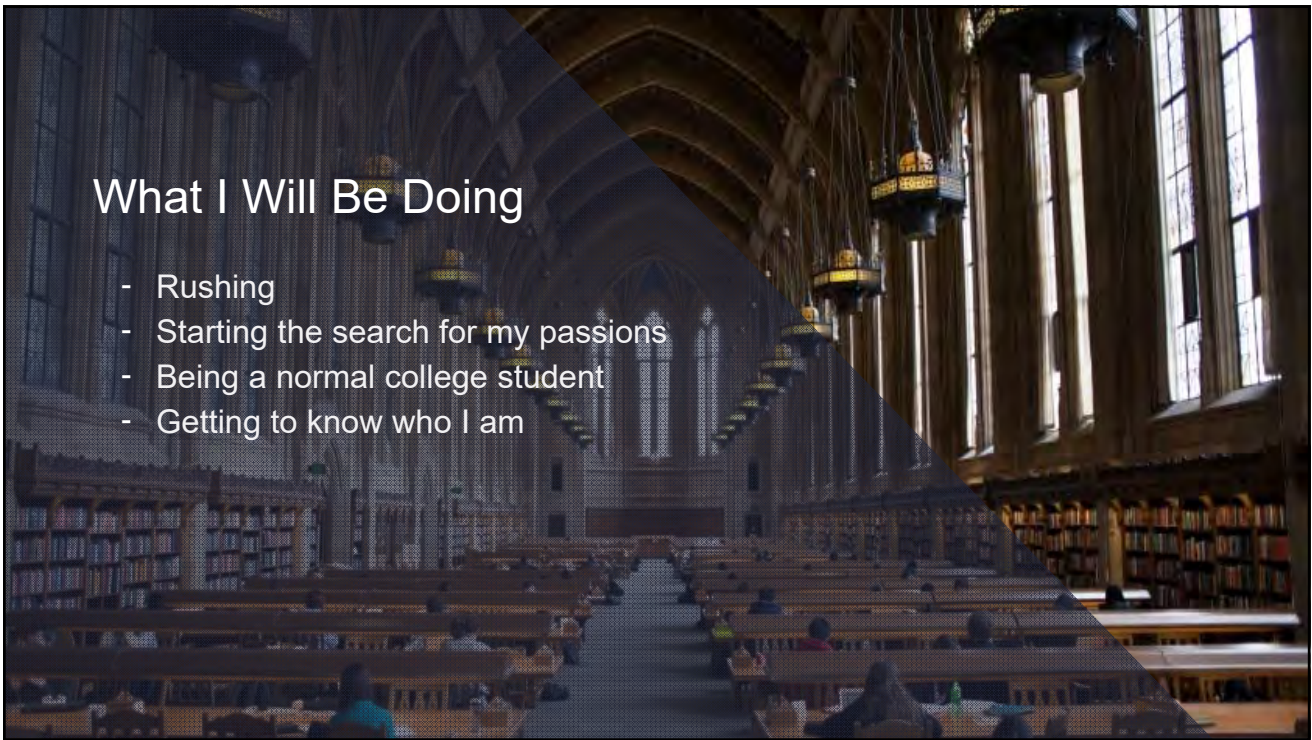


# Student Update

- Scholarships
- My new job
- Saying goodbye to the board
- Grades
- Summer
- Joe
- AP Testing
- I am an uncle
- College
- Nerf wars



# Where I'm Going





To the SBE Board  
Members and Staff

Thank you



## What the Board Has Given Me

- Presentation skills
- Deep understanding of governmental relations
- Life advice
- Critical thinking
- Lifelong friendships
- Sense of Independence
- Exposure to the professional world
- Desire to make a change
- A chance to better education
- Opportunities to meet with legislators
- Moments that I will not forget
- Plenty of Alaska Mileage Points
- Tricks to not fall asleep
- Punctuality



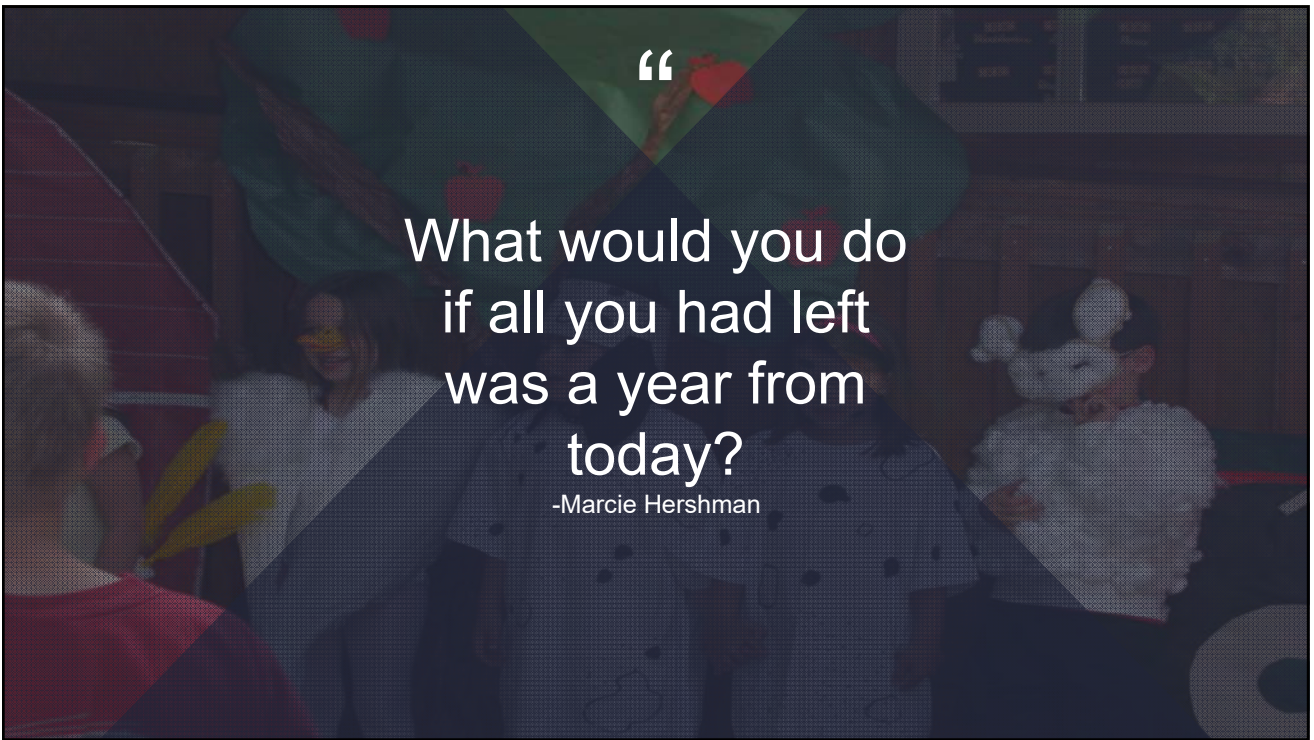
# WHERE I'VE PHYSICALLY Been

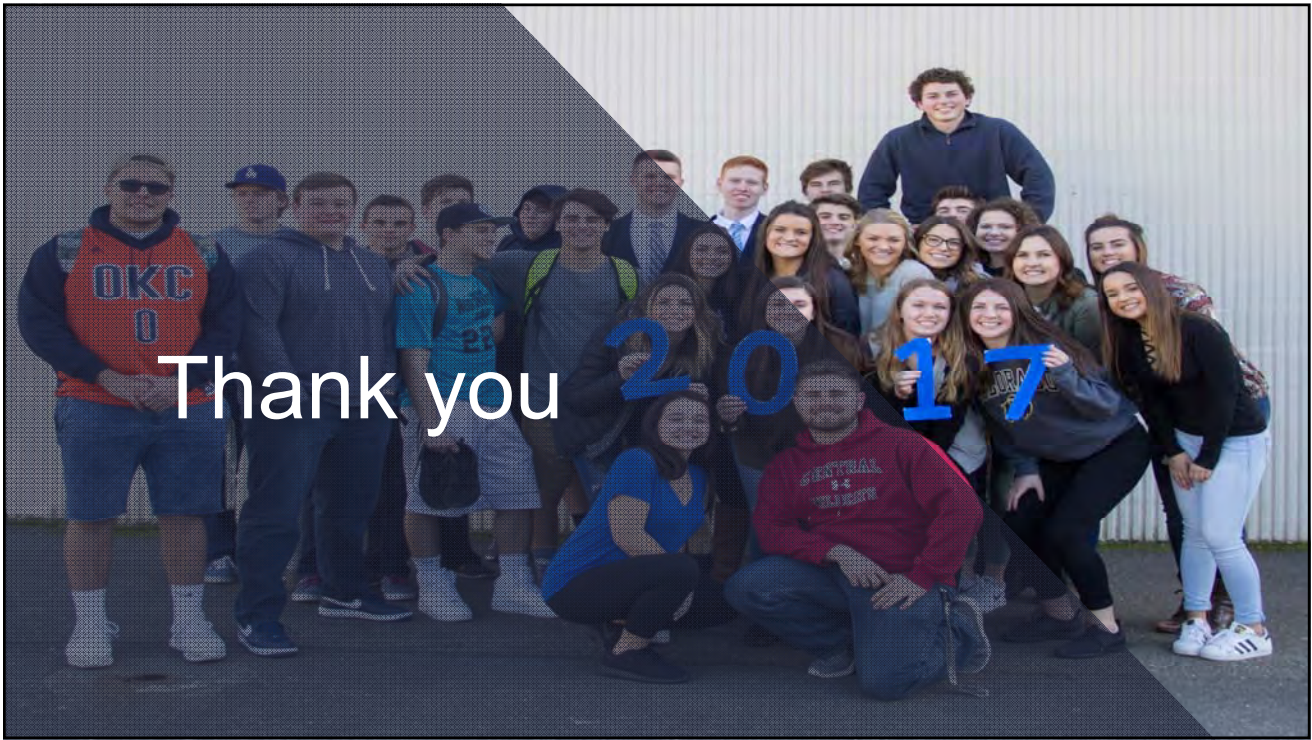


“

What would you do  
if all you had left  
was a year from  
today?

-Marcie Hershman







# THE WASHINGTON STATE BOARD OF EDUCATION

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

**Title: Legislative Update**

**As related to:**

<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Goal One:</b> Develop and support policies to close the achievement and opportunity gaps.</li> <li><input checked="" type="checkbox"/> <b>Goal Two:</b> Develop comprehensive accountability, recognition, and supports for students, schools, and districts.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Goal Three:</b> Ensure that every student has the opportunity to meet career and college ready standards.</li> <li><input checked="" type="checkbox"/> <b>Goal Four:</b> Provide effective oversight of the K-12 system.</li> <li><input type="checkbox"/> <b>Other</b></li> </ul>
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**Relevant to Board roles:**

<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Policy leadership</li> <li><input checked="" type="checkbox"/> System oversight</li> <li><input checked="" type="checkbox"/> Advocacy</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Communication</li> <li><input type="checkbox"/> Convening and facilitating</li> </ul>
---	--

**Policy considerations / Key questions:**

1. What is the current status of the Board’s 2017 legislative priorities?
2. Which components of the current K-12 budget proposals align closely with the Board’s legislative priorities and strategic goals?
3. How could the Board advocate for the final K-12 budget and policy packages?

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

**Materials included in packet:**

- Status of SBE 2017 Legislative Priorities
- PPT – budget proposal highlights
- Budget comparisons (OFM)
- Boulders and pebbles
- Forest and trees

**Synopsis:**

The 2017 Legislature adjourned its regular session sine die on April 23, 2017. Governor Inslee called a special session on April 24.

This agenda item will consist of:

- Briefing on status of the Board’s 2017 legislative priorities
- Discussion of three legislative budget proposals
- Update, discussion, and hypothesis on status of K-12 policy and budget during this special legislative session

Additional materials highlighting the status of SBE’s legislative priorities will be made available prior to the board meeting.



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

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

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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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### Title: Legislative Update

#### As related to:

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

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

---

#### Relevant to Board roles:

- Policy leadership
- System oversight
- Advocacy

- Communication
- Convening and facilitating

---

#### Policy considerations / Key questions:

1. What is the current status of the Board's 2017 legislative priorities?
2. Which components of the current K-12 budget proposals align closely with the Board's legislative priorities and strategic goals?
3. How could the Board advocate for the final K-12 budget and policy packages?

---

#### Relevant to business item:

N/A

---

#### Materials included in packet:

- Status of SBE 2017 Legislative Priorities
- PPT – budget proposal highlights
- “Forest and trees”

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#### Synopsis:

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# THE WASHINGTON STATE BOARD OF EDUCATION

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

## Status of 2017 Legislative Priorities as of 5/5/17

<b>SBE 2017 Legislative Priorities</b>	<b>Status as of 5/1/17</b>
<p><b>Resolve McCleary Implementation</b> Fully implement ESHB 2261 and SHB 2776; make ample provision for basic education programs, and eliminate the state’s unconstitutional reliance on local levies. <i>The 2017 Legislature is requested to define the constitutionally permissible uses of local maintenance and operations levies and increase state funding to ensure that basic education programs and compensation of school district staff for basic education duties are fully funded from dependable state sources, and not from local levies.</i> <i>Additionally, the Legislature is requested to restore funding enhancements to per pupil allocations provided for career and technical education.</i></p>	<p>The K-12 budget and the revenue to support it both remain the “big boulders” of this session (unresolved during the regular session and as of 5/1, second week of the first special session).</p> <p>Please refer to the legislative K-12 PPT in the Board Packet.</p>
<p><b>End Biology End of Course as a Diploma Requirement</b> Immediately eliminate the biology End-of-Course exam as a high school graduation requirement, and replace it with a comprehensive science assessment aligned with the Washington State Science Learning Standards (i.e., Next Generation Science Standards), when it becomes available.</p>	<p>This exact option remains in SB 5891, which passed the Senate but has not yet had a vote on the House floor.</p> <p>The other remaining option is to delink all assessments from graduation (HB 1046 and SB 5639), both of which passed the House by large margins but have not yet been given votes on the Senate floor.</p>
<p><b>Expand Assessment Alternatives</b> Expand assessment alternatives for high school graduation, including successful completion of state-approved transition courses and dual credit courses.</p>	<p>Numerous “assessment alternative” bills have been introduced this session; however, none address state-approved transition courses or dual credit courses.</p>
<p><b>Provide Professional Learning for Educators</b> The 2017 Legislature is requested to include ten days, or 60 hours, of professional development in the state’s program of basic education and require that all professional learning funded by state basic education allocations be designed to meet the standards for high-quality professional learning established in RCW 28A.300.602. Ensuring that all students are prepared for career and college requires sustained, state-funded time for professional learning outside of the 180-day school calendar. Renewed state support for professional learning will ease the strain on families and children from the proliferation of partial school days, reverse the erosion of instructional time from the state’s abandonment of this responsibility, and promote equity for districts less able to support this necessary activity through local levies.</p>	<p>Addressed within K-12 funding proposals:</p> <ul style="list-style-type: none"> <li>➤ Governor – 80 hours/year (30 hours 2017-18) for teachers; 40 hours for para-educators.</li> <li>➤ House – 80 hours/year phased in over six years (for all staff)</li> <li>➤ Senate – PD is not included in the Senate K-12 budget proposals (5607, 5825)</li> </ul>

<p><b>Strengthen Career Readiness and Fortify the High School and Beyond Plan in the Program of Basic Education for All Students</b></p> <p>The career- and college-ready graduation requirements directed by the Legislature in 2014 make the High School and Beyond Plan essential to the state’s new high school diploma. In order to ensure that every student has access to a high-quality High School and Beyond Plan, the Legislature is requested to define and fund the following minimum elements of the plan:</p> <ul style="list-style-type: none"> <li>• Identification of career goals</li> <li>• Identification of educational goals in support of anticipated career and life goals</li> <li>• A four-year plan for course-taking aligned with career and educational goals</li> <li>• Identification of assessments needed to earn a diploma and achieve postsecondary goals.</li> </ul> <p>The Board also urges legislation that requires the development of career readiness standards for all students, as a guide for K-12 curricula and a support for students, parents and counselors.</p>	<p>The only CR bill appearing to be moving forward is HB 1600, which would create</p> <ul style="list-style-type: none"> <li>➤ A Work-Integrated Learning Advisory Committee</li> <li>➤ A work-integrated learning demonstration pilot project at three to four high schools.</li> </ul> <p>HB 1600 does aim to strengthen the HSBP, but does not include any of the bulleted elements (or the career readiness standards) contained in this SBE legislative priority statement.</p> <p>NTIB. Fiscal note on HB 1600: \$125k for 2017-19; 12% increase for 2019-21.</p>
<p><b>Strengthen Expanded Learning Opportunities</b></p> <p>Establish, fund, and increase access to high-quality expanded learning opportunities for historically underserved students and students that are credit- deficient and not on track for on-time graduation. Summer learning loss widens achievement gaps and reduces academic results for economically disadvantaged students. The Legislature should support expanded learning opportunities that align with the quality indicators designed by the Expanded Learning Opportunity Council pursuant to SSB 6163.</p>	<p>The three major K-12 funding proposals include funds to continue funding the Expanded Learning Opportunities Council through OSPI.</p> <p>SB 5258 would provide after-school and summer youth mentoring and academic enrichment programs. Enacted, contingent upon funding, in both House and Senate budgets.</p>
<p><b>Remedy Teacher Shortage and Align and Enhance Educator Compensation and Credentialing</b></p> <p>Identify and fund additional effective strategies to address the multi-faceted problem of teacher shortages.</p> <p>The Legislature is requested to align the new system of professional certification with a new model of professional compensation based on the career ladder compensation model recommended by the Compensation Technical Work Group.</p>	<p>Teacher compensation issues are addressed within the K-12 budget proposals (see slide 6 in PPT, p234).</p> <p>2SHB 1341 would provide some relief from the Pro-Teach assessment and create a Professional Certification Collaborative to develop recommendations for addressing challenges with the current certification system. House passed this bill, Senate amended it, and it is still alive (NTIB) and in negotiations. Contingent upon funding.</p> <p>SHB 1445 – passed the Legislature. Improves routes for bilingual teachers and counselors. Contingent upon funding.</p> <p>HB 1827 - expanding the current and future educator workforce; in House budget (\$7m).</p>





## Budget Proposal Comparisons

April 2017

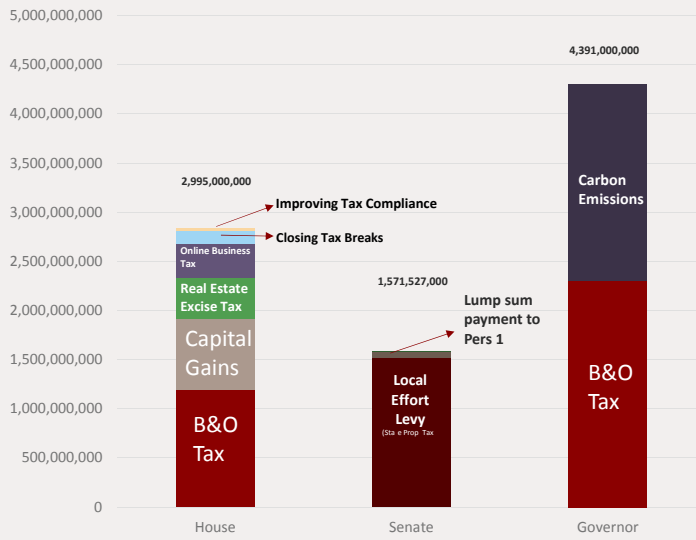


New Revenue

# New Revenue Comparison 2017-19



Revenue Net Increase Budget Proposals

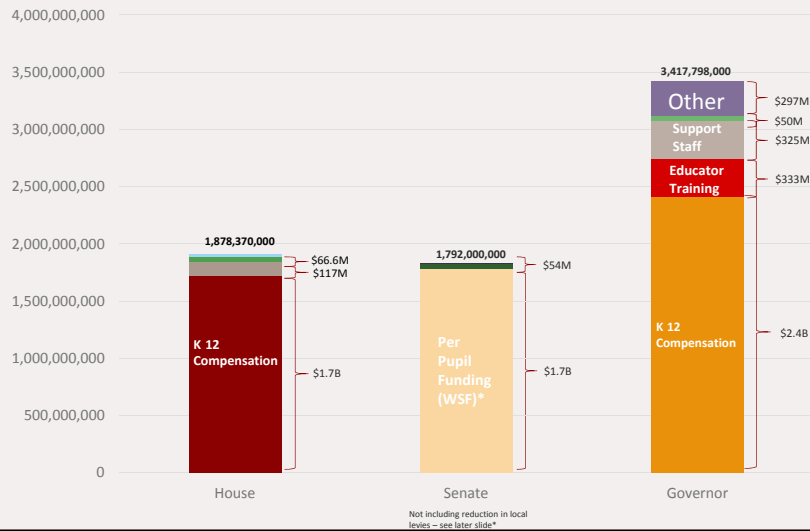


## Expenditures

## Proposed K-12 Budget Increases 2017-19



Expenditure Increase in K-12 Budget Proposals



## Additional Details on Teacher Compensation



	House	Senate	Governor
Beginning teacher salary	\$45,500 (Certificated Instructional Staff)	\$45,000 (Certificated Instructional Staff)	\$54,500 for CIS w/ BA; \$59,000 for CIS with MA.
At 3 yrs of exp.	\$50,500 (Certificated Instructional Staff)	N/A	N/A
Average teacher salary	\$70,824 (Certificated Instructional Staff)	Not specified	\$72,470 (Certificated Instructional Staff)
Professional development days or hours?	10 professional learning days by 2022-23	Does not specify requirements for professional learning	80 hours in 2018-19 for CIS, 40 hours in 2018-19 for support staff
Salary grid?	Eliminates the current salary allocation grid for CIS and replaces it with a statewide average CIS allocation of \$70,824 adjusted by Seattle CPI	Allocation schedule for CIS is eliminated and a minimum salary of \$45,000 for beginning CIS is required.	Revises salary allocation model to a grid based on education (bachelors or masters) and professional certification with an additional bump at ten years of experience.
Cost of living adjustments/ other	Adjusted annually. Adjusted to reflect regional differences and rebased every six years by employment security department	Provides a housing allowance for districts with higher than average residential home values, up to \$10,000 per each staff person, to address regional cost differences. Bonus is not part of basic education.	No regional differences specified. Requires rebasing to market rate every four years.



## Local Levies

### Local Levy Funding Comparison 2018-21

Calendar Year	House	Senate	Governor
2018	28%	28%	28%
2019	27%	0%	15%
2020	26%	10%	15%
2021	24%	10%	15%
<b>Grandfathering</b>	<b>Eliminates Grandfathering</b>	<b>Eliminates Grandfathering</b>	<b>Eliminates Grandfathering</b>
<b>Local Effort Assistance</b>	LEA: 12%	LEA: Eliminated	LEA: 7.5%





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



# THE WASHINGTON STATE BOARD OF EDUCATION

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

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**Title: Briefing on Amendments to Chapter 180-19 (Charter Schools)**

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**As related to:**

<input checked="" 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.

**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:** Aligning SBE’s charter school WACs with E2SSB 6194 (2016), RCW 28A.710.

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**Relevant to business item:** No action in May.  
Anticipate action will be taken at July SBE meeting.

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**Materials included in packet:**

- WAC 180-19 Amendment Timeline
- CR 102
- Draft amendments to WAC 180-19
- Summary of WAC amendments
- Fiscal Impact Statement
- SBE charter school-related deadlines

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**Synopsis:**

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This agenda item could be considered a continuation of the “SBE charter school duties” piece of the charter school presentation and discussion during SBE’s March meeting, as well as a resumption of the WAC amendment process which began this time last year.

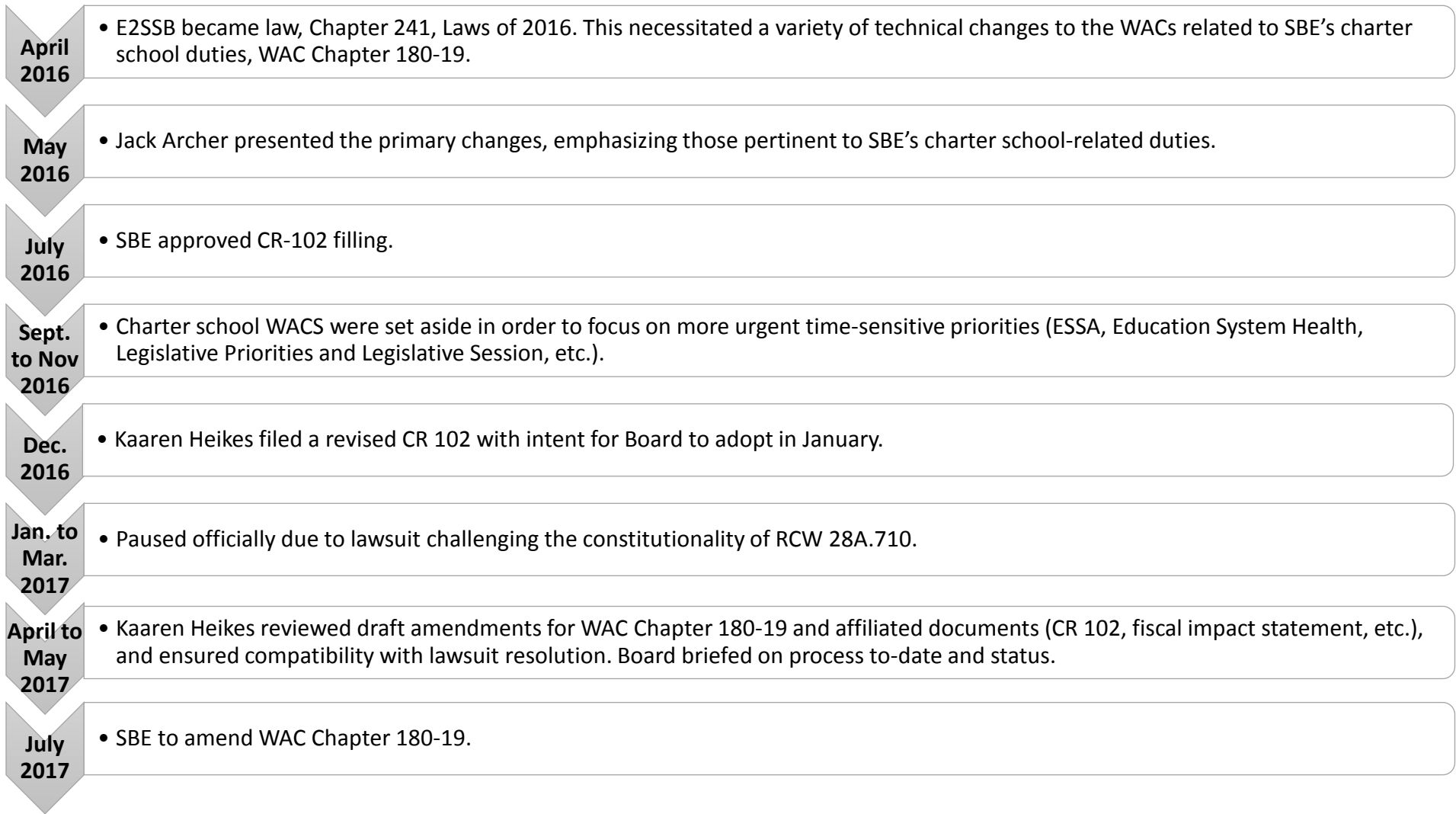
We will brief the Board on the technical changes to WAC 180-19 necessitated by E2SSB 6194 from 2016, RCW 28A.710, review the progression to-date and next steps, and a summary of the proposed amendments.



## THE WASHINGTON STATE BOARD OF EDUCATION

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

### Technical amendments to WAC Chapter 180-19 Timeline: Spring 2016 – Spring 2017





# PROPOSED RULE MAKING

## CR-102 (June 2012)

(Implements RCW 34.05.320)

Do NOT use for expedited rule making

Agency: State Board of Education

<input checked="" type="checkbox"/> Preproposal Statement of Inquiry was filed as WSR 16-09-029 _____ ; or	<input checked="" type="checkbox"/> Original Notice
<input type="checkbox"/> Expedited Rule Making--Proposed notice was filed as WSR _____ ; or	<input type="checkbox"/> Supplemental Notice to WSR _____
<input type="checkbox"/> Proposal is exempt under RCW 34.05.310(4) or 34.05.330(1).	<input type="checkbox"/> Continuance of WSR _____

**Title of rule and other identifying information:** (Describe Subject) The following sections of Chapter 180-19 WAC (Charter schools): WAC 180-19-010 Definitions; WAC 180-19-020 Notice of intent to submit an authorizer application; WAC 180-18-030 Submission of authorizer application; WAC 180-19-040 Evaluation and approval or denial of authorizer application; WAC 180-19-070 Charter school – Request for proposals; WAC 180-19-080 Charter school applications – Submission, approval, or denial; WAC 180-19-250 Oversight of authorizers – Revocation of authorizing contract; WAC 180-19-260 Authorizer oversight – Transfer of charter contract

**Hearing location(s):** OSPI/SBE, 600 Washington Street SE, Olympia, WA 98504-7206.

**Submit written comments to:**

Name: Kaaren Heikes  
Address: 600 SE Washington Street SE  
Olympia, WA 98504-7206  
e-mail [Kaaren.heikes@k12.wa.us](mailto:Kaaren.heikes@k12.wa.us)  
fax ( ) \_\_\_\_\_ by (date) June 1, 2017

Date: June 7, 2017 Time 1:00-2:00 P.M.

**Assistance for persons with disabilities:** Contact  
Denise Ross by June 1, 2017

**Date of intended adoption:** July 13, 2017  
(Note: This is NOT the effective date)

TTY ( ) \_\_\_\_\_ or (360) 725-6027

**Purpose of the proposal and its anticipated effects, including any changes in existing rules:** The purpose of the proposal is to make various amendments to eight sections of Chapter 180-19 WAC (Charter schools) in order to conform adopted SBE rules to implement Chapter 180-19 with Chapter 241, Laws of 2016 (E2SSB 6194), Concerning public schools that are not common schools. The proposed amendments also make certain technical corrections to this chapter, as in WAC 180-19-010, Definitions.

**Reasons supporting proposal:** The need to ensure that Chapter 180-19 WAC (Charter schools) is consistent in language, provisions, and intent with Chapter 28A.710 RCW, as amended by Chapter 241, Laws of 2016 (E2SSB 6194).

**Statutory authority for adoption:** Chapter 28A.710 RCW.

**Statute being implemented:** Chapter 28A.710 RCW, as amended by Chapter 241, Laws of 2016.

**Is rule necessary because of a:**

Federal Law?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Federal Court Decision?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
State Court Decision?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If yes, CITATION:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

**CODE REVISER USE ONLY**

**DATE**  
April 24, 2017

**NAME** (type or print)  
Ben Rarick

**SIGNATURE** *Ben Rarick*

**TITLE**  
Executive Director



**Agency comments or recommendations, if any, as to statutory language, implementation, enforcement, and fiscal matters:**

None

**Name of proponent:** (person or organization) State Board of Education

- Private
- Public
- Governmental

**Name of agency personnel responsible for:**

Name	Office Location	Phone
Drafting.....Kaaren Heikes	600 Washington St. SE Olympia, WA 98504	(360) 725-6029
Implementation....Ben Rarick	600 Washington St. SE Olympia, WA 98504	(360) 725-6025
Enforcement..... Ben Rarick	600 Washington St. SE Olympia, WA 98504	(360) 725-6025

**Has a small business economic impact statement been prepared under chapter 19.85 RCW or has a school district fiscal impact statement been prepared under section 1, chapter 210, Laws of 2012?**

Yes. Attach copy of small business economic impact statement or school district fiscal impact statement.

A copy of the statement may be obtained by contacting:

Name: Thomas J. Kelly  
Address: Rm. 433, 600 Washington Street S.E.  
Olympia, WA 98504

phone (360) 725-6301  
fax ( ) \_\_\_\_\_  
e-mail \_\_\_\_\_

No. Explain why no statement was prepared.

**Is a cost-benefit analysis required under RCW 34.05.328?**

Yes A preliminary cost-benefit analysis may be obtained by contacting:

Name:  
Address:

phone ( ) \_\_\_\_\_  
fax ( ) \_\_\_\_\_  
e-mail \_\_\_\_\_

No: Please explain:

AMENDATORY SECTION (Amending WSR 14-19-107, filed 9/16/14, effective 10/17/14)

**WAC 180-19-010 Definitions.** (1) "Board" means the state board of education.

(2) "School district" or "district" means a school district board of directors.

(3) "*NACSA Principles and Standards*" means the "*Principles and Standards for Quality Charter Authorizing* (~~((2012))~~) 2015 Edition or most current edition" developed by the National Association of Charter School Authorizers.

AMENDATORY SECTION (Amending WSR 14-19-107, filed 9/16/14, effective 10/17/14)

**WAC 180-19-020 Notice of intent to submit an authorizer application.**

~~((Effective until May 15, 2015))~~

~~A school district intending to file an application during a calendar year to be approved as a charter school authorizer must submit to the state board of education a notice of intent to file such application by October 1st of that same year. A district may not file an authorizer application in a calendar year unless it has filed a timely notice of intent as provided for herein. A notice of intent shall not be construed as an obligation to submit an application under these rules. The board shall post on its public web site a form for use by districts in submitting notice of intent, and shall post all notices of intent upon receipt.~~

~~(Effective May 15, 2015))~~

A school district intending to file an application during a calendar year to be approved as a charter school authorizer must submit to the state board of education a notice of intent to file such application by June 15th of that same year. A district may not file an authorizer application in a calendar year unless it has filed a timely notice of intent as provided for herein. A notice of intent shall not be construed as an obligation to submit an application under these rules. The board shall post on its public web site a form for use by districts in submitting notice of intent, and shall post all notices of intent upon receipt.

AMENDATORY SECTION (Amending WSR 14-19-107, filed 9/16/14, effective 10/17/14)

**WAC 180-19-030 Submission of authorizer application.**

~~((Effective until May 15, 2015))~~

~~(1) The state board of education shall develop and make available on its web site, no later than October 1st of each year, an "authoriz-~~

er application" that must be used by school districts seeking to be approved as a charter school authorizer. The application may include such attachments as deemed required by the board to support and complete the application.

(2) A school district seeking approval to be a charter school authorizer must submit an "authorizer application" to the state board of education by December 31st of the year prior to the year the district seeks approval as an authorizer. The district's completed application must be submitted via electronic mail to [sbe@k12.wa.us](mailto:sbe@k12.wa.us) by the date specified in this section. The board shall post on its web site each application received from a school district.

(3) A school district must provide sufficient and detailed information regarding all of the following in the authorizer application submitted to the board:

(a) ~~The district's strategic vision for chartering.~~ The district must state the purposes that it expects to fulfill in being an authorizer of charter schools, with reference to the findings and intents set forth in RCW 28A.710.005, as well as any district specific purposes that are a priority for the district; the characteristics of the school or schools it is most interested in authorizing, while maintaining a commitment to considering all charter applicants based on the merits of their proposals and the likelihood of success; the educational goals it wishes to achieve; how it will give priority to serving at risk students, as defined in RCW 28A.710.010(2), or students from low performing schools; and how it will respect the autonomy and ensure the accountability of the charter schools it oversees.

(b) ~~A plan to support the vision presented,~~ including explanations and evidence of the applicant's budget and personnel capacity and commitment to execute the responsibilities of quality charter authorizing. "Budget and personnel capacity" means the district's capability of providing sufficient oversight, monitoring, and assistance to ensure that the charter schools it authorizes will meet all fiscal, academic and operational requirements under chapter 28A.710 RCW and comply with all applicable state and federal laws. A district's evidence of budget and personnel capacity shall consist, at a minimum, of a detailed description of the following:

(i) Staff resources to be devoted to charter authorizing and oversight under chapter 28A.710 RCW, in full time equivalent employees, at a level sufficient to fulfill its authorizing responsibilities in accordance with the *NACSA Principles and Standards* and the provisions of chapter 28A.710 RCW;

(ii) Job titles, job descriptions, and brief bios and resumes of district personnel with anticipated authorizing responsibilities under RCW 28A.710.030, demonstrating the district's access to expertise in all areas essential to charter school oversight including, but not limited to: School leadership; curriculum, instruction and assessment; special education, English language learners and other diverse learning needs; performance management and law, finance and facilities, through staff and any contractual relationships or partnerships with other public entities; and

(iii) An estimate, supported by verifiable data, of the financial needs of the authorizer and a projection, to the extent feasible, of sufficient financial resources, supported by the authorizer oversight fee under RCW 28A.710.110 and any other resources, to carry out its authorizing responsibilities in accordance with the *NACSA Principles and Standards* and the provisions of chapter 28A.710 RCW.

~~(c) A draft or preliminary outline of the request for proposal that the district would, if approved as an authorizer, issue to solicit charter school applications. The draft or preliminary outline of the request for proposal(s) shall meet all of the requirements set forth in RCW 28A.710.130 (1)(b) and demonstrate that the district will implement a comprehensive charter application process that follows fair procedures and rigorous criteria, and an evaluation and oversight process based on a performance framework meeting the requirements of RCW 28A.710.170.~~

~~(d) A draft of the performance framework that the district would, if approved as an authorizer, use to guide the execution of a charter contract and for ongoing oversight and performance evaluation of charter schools. The draft of the performance framework shall, at a minimum, meet the requirements of RCW 28A.710.170(2) including descriptions of each indicator, measure and metric enumerated therein, and shall provide that student academic proficiency, student academic growth, achievement gaps in both proficiency and growth, graduation rates, and postsecondary readiness are measured and reported in conformance with the achievement index developed by the state board of education under RCW 28A.657.110.~~

~~(e) A draft of the district's proposed renewal, revocation, and nonrenewal processes, consistent with RCW 28A.710.190 and 28A.710.200. The draft provided must, at a minimum, provide for the implementation of transparent and rigorous processes that:~~

~~(i) Establish clear standards for renewal, nonrenewal, and revocation of charters it may authorize under RCW 28A.710.100;~~

~~(ii) Set reasonable and effective timelines for actions that may be taken under RCW 28A.710.190 and 28A.710.200;~~

~~(iii) Describe how academic, financial and operational performance data will be used in making decisions under RCW 28A.710.190 and 28A.710.200;~~

~~(iv) Outline a plan to take appropriate corrective actions, or exercise sanctions short of revocation, in response to identified deficiencies in charter school performance or legal compliance, in accordance with the charter contract and the provisions of RCW 28A.710.180.~~

~~(4) A district must sign a statement of assurances submitted with its application, which shall be included as an attachment to the authorizing contract executed between the approved district and the state board of education, stating that it seeks to serve as an authorizer in fulfillment of the expectations, spirit, and intent of chapter 28A.710 RCW, and that if approved as an authorizer it will:~~

~~(a) Seek opportunities for authorizer professional development, and assure that personnel with significant responsibilities for authorizing and oversight of charter schools will participate in any authorizer training provided or required by the state;~~

~~(b) Provide public accountability and transparency in all matters concerning charter authorizing practices, decisions, and expenditures;~~

~~(c) Solicit applications for both new charter schools and conversion charter schools, while appropriately distinguishing the two types of charter schools in proposal requirements and evaluation criteria;~~

~~(d) Ensure that any charter school it oversees shall have a fully independent governing board and exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as budgeting, personnel and instructional programming and design;~~

~~(e) Ensure that any contract it may execute with the governing board of an approved charter school under RCW 28A.710.160 provides~~

~~that the school will provide educational services to students with disabilities, students who are limited English proficient, and any other special populations of students as required by state and federal laws;~~

~~(f) Include in any charter contract it may execute with the governing board of an approved charter school, in accordance with RCW 28A.710.160(2), educational services that at a minimum meet the basic education standards set forth in RCW 28A.150.220.~~

~~(Effective May 15, 2015))~~

(1) The state board of education shall develop and make available on its web site, no later than May 15th of each year, an "authorizer application" that must be used by school districts seeking to be approved as a charter school authorizer. The application may include such attachments as deemed required by the board to support and complete the application.

(2) A school district seeking approval to be a charter school authorizer must submit an "authorizer application" to the state board of education by October 15th of the year prior to the year the district seeks approval as an authorizer. The district's completed application must be submitted via electronic mail to [sbe@k12.wa.us](mailto:sbe@k12.wa.us) by the date specified in this section. The board shall post on its web site each application received from a school district.

(3) A school district must provide sufficient and detailed information regarding all of the following in the authorizer application submitted to the board:

(a) **The district's strategic vision for chartering.** The district must state the purposes that it expects to fulfill in being an authorizer of charter schools, with reference to the findings and interests set forth in RCW 28A.710.005, as well as any district-specific purposes that are a priority for the district; the characteristics of the school or schools it is most interested in authorizing, while maintaining a commitment to considering all charter applicants based on the merits of their proposals and the likelihood of success; the educational goals it wishes to achieve; how it will give priority to serving at-risk students, as defined in RCW 28A.710.010(2), or students from low-performing schools; and how it will respect the autonomy and ensure the accountability of the charter schools it oversees.

(b) **A plan to support the vision presented,** including explanations and evidence of the applicant's budget and personnel capacity and commitment to execute the responsibilities of quality charter authorizing. "Budget and personnel capacity" means the district's capability of providing sufficient oversight, monitoring, and assistance to ensure that the charter schools it authorizes will meet all fiscal, academic and operational requirements under chapter 28A.710 RCW and comply with all applicable state and federal laws. A district's evidence of budget and personnel capacity shall consist, at a minimum, of a detailed description of the following:

(i) Staff resources to be devoted to charter authorizing and oversight under chapter 28A.710 RCW, in full-time equivalent employees, at a level sufficient to fulfill its authorizing responsibilities in accordance with the *NACSA Principles and Standards* and the provisions of chapter 28A.710 RCW;

(ii) Job titles, job descriptions, and brief bios and resumes of district personnel with anticipated authorizing responsibilities under RCW 28A.710.030, demonstrating the district's access to expertise in all areas essential to charter school oversight including, but not

limited to: School leadership; curriculum, instruction and assessment; special education, English language learners and other diverse learning needs; performance management and law, finance and facilities, through staff and any contractual relationships or partnerships with other public entities; and

(iii) An estimate, supported by verifiable data, of the financial needs of the authorizer and a projection, to the extent feasible, of sufficient financial resources, supported by the authorizer oversight fee under RCW 28A.710.110 and any other resources, to carry out its authorizing responsibilities in accordance with the *NACSA Principles and Standards* and the provisions of chapter 28A.710 RCW.

(c) **A draft or preliminary outline of the request for proposal** that the district would, if approved as an authorizer, issue to solicit charter school applications. The draft or preliminary outline of the request for proposal(s) shall meet all of the requirements set forth in RCW 28A.710.130 (1)(b) and demonstrate that the district will implement a comprehensive charter application process that follows fair procedures and rigorous criteria, and an evaluation and oversight process based on a performance framework meeting the requirements of RCW 28A.710.170.

(d) **A draft of the performance framework** that the district would, if approved as an authorizer, use to guide the execution of a charter contract and for ongoing oversight and performance evaluation of charter schools. The draft of the performance framework shall, at a minimum, meet the requirements of RCW 28A.710.170(2) including descriptions of each indicator, measure and metric enumerated therein, and shall provide that student academic proficiency, student academic growth, achievement gaps in both proficiency and growth, graduation rates, and postsecondary readiness are measured and reported in conformance with the achievement index developed by the state board of education under RCW 28A.657.110.

(e) **A draft of the district's proposed renewal, revocation, and nonrenewal processes**, consistent with RCW 28A.710.190 and 28A.710.200. The draft provided must, at a minimum, provide for the implementation of transparent and rigorous processes that:

(i) Establish clear standards for renewal, nonrenewal, and revocation of charters it may authorize under RCW 28A.710.100;

(ii) Set reasonable and effective timelines for actions that may be taken under RCW 28A.710.190 and 28A.710.200;

(iii) Describe how academic, financial and operational performance data will be used in making decisions under RCW 28A.710.190 and 28A.710.200;

(iv) Outline a plan to take appropriate corrective actions, or exercise sanctions short of revocation, in response to identified deficiencies in charter school performance or legal compliance, in accordance with the charter contract and the provisions of RCW 28A.710.180.

(4) A district must sign a statement of assurances submitted with its application, which shall be included as an attachment to the authorizing contract executed between the approved district and the state board of education, stating that it seeks to serve as an authorizer in fulfillment of the expectations, spirit, and intent of chapter 28A.710 RCW, and that if approved as an authorizer it will:

(a) Seek opportunities for authorizer professional development, and assure that personnel with significant responsibilities for authorizing and oversight of charter schools will participate in any authorizer training provided or required by the state;

(b) Provide public accountability and transparency in all matters concerning charter authorizing practices, decisions, and expenditures;

~~(c) ((Solicit applications for both new charter schools and conversion charter schools, while appropriately distinguishing the two types of charter schools in proposal requirements and evaluation criteria;~~

~~(d))~~ Ensure that any charter school it oversees shall have a fully independent governing board and exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as budgeting, personnel and instructional programming and design;

~~((e))~~ (d) Ensure that any contract it may execute with the ~~((governing))~~ charter school board of an approved charter school under RCW 28A.710.160 provides that the school will provide educational services to students with disabilities, students who are limited-English proficient, and any other special populations of students as required by state and federal laws;

~~((f))~~ (e) Include in any charter contract it may execute with the ~~((governing))~~ charter school board of an approved charter school, in accordance with RCW ~~((28A.710.160(2), educational services))~~ 28A-710-040 (2)(b), that the charter school must provide a program of basic education that at a minimum meets ((the basic education standards set forth in RCW 28A.150.220)) the requirements of RCW 28A.150.200 and 28A.150.220, and meets the goals in RCW 28A.150.210, including instruction in the essential learning requirements and participation in the statewide student assessment system as developed under RCW 28A.655.070.

AMENDATORY SECTION (Amending WSR 14-19-107, filed 9/16/14, effective 10/17/14)

**WAC 180-19-040 Evaluation and approval or denial of authorizer applications.**

~~((Effective until May 15, 2015))~~

~~(1) The board shall evaluate an application submitted by a school district seeking to be an authorizer and issue a decision approving or denying the application by April 1st of each year.~~

~~(2) In evaluating each application, the board will rate each part of the application as set forth in WAC 180-19-030 (3)(a) through (e) as well developed, partially developed, or undeveloped, based on criteria for evaluation included in the authorizer application developed and made publicly available pursuant to WAC 180-19-030(1).~~

~~(a) "Well developed" shall mean that the application response meets the expectations established by the board and the NACSA Principles and Standards in material respects and warrants approval subject to execution of an authorizing contract with the board.~~

~~(b) "Partially developed" shall mean that the application response contains some aspects of a well developed practice, is limited in its execution, or otherwise falls short of satisfying the expectations established by the board and the NACSA Principles and Standards.~~

~~(c) "Undeveloped" shall mean that the application response is wholly inadequate in that the applicant district has not considered or anticipated the well developed practice at all, or proposes to carry out its authorizing duties in a way that is not recognizably connected~~

to the expectations established by the board and the *NACSA Principles and Standards*.

~~(3) In its evaluation the board will consider whether the district's proposed policies and practices are consistent with the *NACSA Principles and Standards*, as required by RCW 28A.710.100(3), in at least the following areas:~~

~~(a) Organizational capacity: Commit human and financial resources necessary to conduct authorizing duties effectively and efficiently;~~

~~(b) Solicitation and evaluation of charter applications: Implement a comprehensive application process that includes clear application questions and rigorous criteria, and grants charters only to applicants who demonstrate strong capacity to establish and operate a charter school;~~

~~(c) Performance contracting: Execute contracts with charter schools that articulate the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, outcomes, measures for evaluating success or failure, performance consequences, and other material terms;~~

~~(d) Ongoing charter school oversight and evaluation: Conduct contract oversight that competently evaluates performance and monitors compliance, ensures schools' legally entitled autonomy, protects student rights, informs intervention, revocation and renewal decisions, and provides annual reports as required by chapter 28A.710 RCW; and~~

~~(e) Charter renewal and revocation processes: Design and implement a transparent and rigorous process that uses comprehensive academic, financial and operational performance data to make merit based renewal decisions, and revokes charters when necessary to protect student and public interests.~~

~~(4) The board shall develop and post on its public web site rubrics for determination of the extent to which each criterion for evaluation has been met.~~

~~(5) The board may utilize the services of external reviewers with expertise in educational, organizational or financial matters in evaluating applications.~~

~~(6) Prior to approving any application, the board shall require an in person interview with district leadership for the purpose of reviewing and evaluating the application. The in person interview will be used to supplement or clarify information provided by the district in the written application. The information received in the in person interview shall be considered in formulating the overall ratings of the application under subsection (2) of this section.~~

~~(7) For an application to be approved, the board must find it to be well developed in each part of the application as set forth in WAC 180-19-030(3). A determination that an application does not meet standards of quality authorizing in any part, shall constitute grounds for disapproval. If the state board disapproves an application, it shall state in writing the reasons for the disapproval, with specific reference to the criteria included in the authorizer application.~~

~~(8) The board shall post on its public web site the applications of all school districts approved as authorizers. A school district approved as an authorizer shall post its application on a public web site.~~

**~~(Effective May 15, 2015))~~**

(1) The board shall evaluate an application submitted by a school district seeking to be an authorizer and issue a decision approving or denying the application by February 1st of each year.



(2) In evaluating each application, the board will rate each part of the application as set forth in WAC 180-19-030 (3)(a) through (e) as well-developed, partially developed, or undeveloped, based on criteria for evaluation included in the authorizer application developed and made publicly available pursuant to WAC 180-19-030(1).

(a) "Well-developed" shall mean that the application response meets the expectations established by the board and the *NACSA Principles and Standards* in material respects and warrants approval subject to execution of an authorizing contract with the board.

(b) "Partially developed" shall mean that the application response contains some aspects of a well-developed practice, is limited in its execution, or otherwise falls short of satisfying the expectations established by the board and the *NACSA Principles and Standards*.

(c) "Undeveloped" shall mean that the application response is wholly inadequate in that the applicant district has not considered or anticipated the well-developed practice at all, or proposes to carry out its authorizing duties in a way that is not recognizably connected to the expectations established by the board and the *NACSA Principles and Standards*.

(3) In its evaluation the board will consider whether the district's proposed policies and practices are consistent with the *NACSA Principles and Standards* as required by RCW 28A.710.100(3), in at least the following areas:

(a) Organizational capacity: Commit human and financial resources necessary to conduct authorizing duties effectively and efficiently;

(b) Solicitation and evaluation of charter applications: Implement a comprehensive application process that includes clear application questions and rigorous criteria, and grants charters only to applicants who demonstrate strong capacity to establish and operate a charter school;

(c) Performance contracting: Execute contracts with charter schools that articulate the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, outcomes, measures for evaluating success or failure, performance consequences, and other material terms;

(d) Ongoing charter school oversight and evaluation: Conduct contract oversight that competently evaluates performance and monitors compliance, ensures schools' legally entitled autonomy, protects student rights, informs intervention, revocation and renewal decisions, and provides annual reports as required by chapter 28A.710 RCW; and

(e) Charter renewal and revocation processes: Design and implement a transparent and rigorous process that uses comprehensive academic, financial and operational performance data to make merit-based renewal decisions, and revokes charters when necessary to protect student and public interests.

(4) The board shall develop and post on its public web site rubrics for determination of the extent to which each criterion for evaluation has been met.

(5) The board may utilize the services of external reviewers with expertise in educational, organizational or financial matters in evaluating applications.

(6) Prior to approving any application, the board shall require an in-person interview with district leadership for the purpose of reviewing and evaluating the application. The in-person interview will be used to supplement or clarify information provided by the district in the written application. The information received in the in-person

interview shall be considered in formulating the overall ratings of the application under subsection (2) of this section.

(7) For an application to be approved, the board must find it to be well developed in each part of the application as set forth in WAC 180-19-030(3). A determination that an application does not meet standards of quality authorizing in any part shall constitute grounds for disapproval. If the state board disapproves an application, it shall state in writing the reasons for the disapproval, with specific reference to the criteria included in the authorizer application.

(8) The board shall post on its public web site the applications of all school districts approved as authorizers. A school district approved as an authorizer shall post its application on a public web site.

AMENDATORY SECTION (Amending WSR 14-19-107, filed 9/16/14, effective 10/17/14)

**WAC 180-19-070 Charter school—Request for proposals.**

~~((Effective until January 16, 2016))~~

~~No later than April 15th, each authorizer shall annually issue requests for proposals for charter schools meeting the requirements of RCW 28A.710.130.~~

~~((Effective January 16, 2016))~~

No later than March 1st, each authorizer shall annually issue ~~((requests))~~ solicitations for proposals for charter schools meeting the requirements of RCW 28A.710.130.

AMENDATORY SECTION (Amending WSR 14-19-107, filed 9/16/14, effective 10/17/14)

**WAC 180-19-080 Charter school applications—Submission, approval, or denial.**

~~((Effective until January 16, 2016))~~

~~(1) An applicant, as defined in RCW 28A.710.010, seeking approval must:~~

~~(a) Submit a nonbinding notice of intent to be approved as a proposed charter school not less than thirty days before the last date for submission of an application to an authorizer as provided in this section. An applicant may not submit a charter school application in a calendar year unless it has filed timely notice of intent as provided herein; and~~

~~(b) Submit an application for a proposed charter school to an authorizer by no later than July 15th of the year in which the applicant seeks approval.~~

~~(2) An authorizer receiving an application for a proposed charter school must either approve or deny the proposal by no later than October 15th of the year in which the application is received.~~

~~(3) The authorizer must provide the state board of education with a written report of the approval or denial of an applicant's proposal for a charter school within ten days of such action. The notice must comply with the requirements set forth in RCW 28A.710.150(2). The report shall be sent to the board via electronic mail to sbe@k12.wa.us.~~

~~(Effective January 16, 2016))~~

(1) An applicant, as defined in RCW 28A.710.010, seeking approval must:

(a) Submit a nonbinding notice of intent to be approved as a proposed charter school by May 1st of the year in which approval is sought. An applicant may not submit a charter school application in a calendar year unless it has filed timely notice of intent as provided herein; and

(b) Submit an application for a proposed charter school to an authorizer by no later than June 1st of the year in which the applicant seeks approval.

(2) An authorizer receiving an application for a proposed charter school must either approve or deny the proposal by no later than September 1st of the year in which the application is received.

(3) The authorizer must provide the state board of education with a written report of the approval or denial of an applicant's proposal for a charter school within ten days of such action. The notice must comply with the requirements set forth in RCW 28A.710.150(2). The report shall be sent to the board via electronic mail to sbe@k-12.wa.us.

AMENDATORY SECTION (Amending WSR 14-02-060, filed 12/26/13, effective 1/26/14)

**WAC 180-19-210 Annual report by authorizer.** (1) Each authorizer must, no later than November 1st of each year starting in 2014, submit an annual report to the state board of education meeting the requirements of RCW 28A.710.100(4). The board shall develop and post on its web site by September 1st of each year a standard form which must be used, and instructions which must be followed by each authorizer in making its report. The completed report must be sent via electronic mail to sbe@k12.wa.us and shall be posted on the board's web site.

(2) The report must include:

(a) The date of authorizer approval by the board;

(b) The names and job titles of district personnel having principal authorizing responsibilities with contact information for each;

(c) The names and job titles of any employees or contractors to whom the district has delegated responsibilities under RCW 28A.710.100, with contact information for each;

(d) An executive summary including, but not limited to, an overview of authorizing activity during the prior year and the status and performance of the charter schools authorized;

(e) The authorizer's strategic vision for chartering, as submitted to the state board under WAC 180-19-030 (3)(a), and its assessment of progress toward achieving that vision;

(f) The status of the authorizer's charter school portfolio, identifying all charter schools in each of the following categories:

(i) Approved but not yet open, including for each, the targeted student population and the community the school hopes to serve; the

location or geographic area proposed for the school; the projected enrollment; the grades to be operated each year of the term of the charter contract; the names of and contact information for the (~~governing~~) charter school board, and the planned date for opening;

(ii) Operating, including for each, location; grades operated; enrollment in total and by grade; and for each student subgroup as defined in RCW 28A.300.042 in totals and as percentages of enrollment;

(iii) Charter renewed with date of renewal;

(iv) Charter transferred to another authorizer during the prior year, with date of transfer;

(v) Charter revoked during the prior year with date of and reasons for revocation;

(vi) Voluntarily closed;

(vii) Never opened, with no planned date for opening.

(g) The academic performance of each operating charter school overseen by the authorizer, based on the authorizer's performance framework, including:

(i) Student achievement on each of the required indicators of academic performance in RCW 28A.710.170 (2)(a) through (f), as applicable by grade, in absolute values and in comparison to the annual performance targets set by the charter school under RCW 28A.710.170(3). Student academic proficiency, student academic growth, achievement gaps, graduation rates and postsecondary readiness must be included as reported in the achievement index developed by the state board of education under RCW 28A.657.110.

(ii) Student achievement on each additional indicator of academic performance the authorizer has chosen to include in its performance framework to augment external evaluations of performance, in absolute values and in comparison to the annual performance targets set by the authorizer under RCW 28A.710.170.

(iii) Student achievement on each indicator must be disaggregated by major student subgroups including gender, race and ethnicity, poverty status, special education status, English language learner status, and highly capable status as required of performance frameworks in RCW 28A.710.170.

(h) The financial performance of each operating charter school overseen by the authorizer, based on the indicators and measures of financial performance and sustainability in the authorizer's performance framework, in absolute values and in comparison to the annual performance targets set by the authorizer under RCW 28A.710.170;

(i) The organizational performance of the (~~governing~~) charter school board of each operating charter school overseen by the authorizer, based on the indicators and measures of organizational performance in the authorizer's performance framework, including compliance with all applicable laws, rules and terms of the charter contract;

(j) The authorizer's operating costs and expenses for the prior year for fulfilling the responsibilities of an authorizer as enumerated in RCW 28A.710.100(1) and provided under the terms of each charter contract, detailed in annual financial statements that conform with generally accepted accounting principles and applicable reporting and accounting requirements of the office of the superintendent of public instruction;

(k) The contracted, fee-based services purchased from the authorizer by the charter schools under its jurisdiction under RCW 28A.710.110, including a brief description of each service purchased, an itemized accounting of the revenue received from the schools for the services, and the actual costs of these services to the authorizer.

**WAC 180-19-250 Oversight of authorizers—Revocation of authorizing contract.** (1) Evidence of material or persistent failure by an authorizer to carry out its duties according to nationally recognized principles and standards for charter authorizing is grounds for revocation of an authorizer's chartering contract. This may include:

(a) Failure to comply with the terms of the authorizing contract between the authorizer and the board;

(b) Violation of a term of the charter contract between the authorizer and a charter school board;

(c) Demonstrated failure to develop and follow chartering policies and practices that are consistent with the principles and standards for quality charter authorizing developed by the National Association of Charter School Authorizers in any of the following areas, as required by RCW 28A.710.100:

(i) Organizational capacity;

(ii) Soliciting and evaluating charter applications;

(iii) Performance contracting;

(iv) Ongoing charter school oversight and evaluation;

(v) Charter renewal decision making.

(2) Notice of intent to revoke. If the board makes a determination, after due notice to the authorizer and reasonable opportunity to effect a remedy, that the authorizer continues to be in violation of a material provision of a charter contract or its authorizing contract, or has failed to remedy other identified authorizing problems:

(a) The board shall notify the authorizer in writing that it intends to revoke the authorizer's chartering authority under RCW 28A.710.120. The notification to the authorizer shall explain and document the reasons for the intent to revoke chartering authority.

(b) The authorizer shall, within thirty days of notification, submit a written response showing that the authorizer has implemented or will implement within sixty days of submitting the written response, a sufficient remedy for the violation or deficiencies that are the stated grounds for the intent to revoke chartering authority. The board shall within thirty days of receipt provide written notice to the authorizer whether it finds the proposed remedy sufficient to correct the violation or deficiencies.

(3) Notice of revocation. If the authorizer fails to provide a timely written response or if the response is found insufficient by the board to meet the requirement set forth in subsection (1) of this section:

(a) The board shall provide the authorizer with written notice of revocation of the authorizer's chartering authority. The notice of revocation shall state the effective date of revocation, which shall not be sooner than twenty days from the date of receipt of the notice of revocation by the authorizer unless a timely notice of a request for an adjudicative proceeding is filed as set forth herein.

(b) The authorizer may request an adjudicative proceeding to contest the revocation. The request for an adjudicative proceeding must be submitted in writing by the authorizer to the board within twenty days of receipt of the notice of revocation at the following address:

Old Capitol Building  
P.O. Box 47206

600 Washington St. S.E., Room 253  
Olympia, Washington 98504

Any adjudicative proceeding shall be conducted in accordance with the Administrative Procedure Act (APA).

AMENDATORY SECTION (Amending WSR 14-08-033, filed 3/25/14, effective 4/25/14)

**WAC 180-19-260 Authorizer oversight—Transfer of charter contract.** (1) In the event that a notice of revocation is provided to the authorizer under WAC 180-19-250, any charter contract held by that authorizer shall be transferred, for the remaining portion of the charter term, to the Washington charter school commission on documentation of mutual agreement to the transfer by the charter school board and the commission.

(2) Documentation of mutual agreement shall consist of a written agreement between the charter school board and the commission, signed and dated by the chair or president of the charter school board and the chair of the commission. The agreement shall include any modification or amendment of the charter contract as may be mutually agreed upon by the charter school (~~board~~) and the commission.

(3) The commission shall submit the agreement to the state board of education. The board shall review the agreement and on a determination that the requirements of these rules have been met, issue written certification of the transfer of the charter contract to the charter school (~~governing~~) board and the commission.

(4) On certification by the board of the transfer of the charter contract, the prior authorizer shall transfer to the commission all student records and school performance data collected and maintained in the performance of its duties as an authorizer under RCW 28A.710.100 and 28A.710.170.

(5) The commission, in consultation with the charter school (~~governing~~) board, shall develop and implement a procedure for timely notification to parents of the transfer of the charter contract and any modifications or amendments to the charter included in the written agreement executed under subsection (2) of this section.

(6) If mutual agreement is not obtained on the transfer of the charter contract under RCW 28A.710.120(6) and this section, the charter school shall be closed under the provisions of RCW 28A.710.210. The district shall develop and implement a termination protocol to ensure timely notification to parents, orderly transition of students and student records to new schools, as necessary, and proper disposition of public school funds, property, and assets. The protocol must include, at a minimum, a plan for addressing the following:

(a) Adequate and timely communication with parents, school staff and the community regarding the closing of the charter school and the options for student transfer to another public school;

(b) Retention of student, personnel, governance and financial records in compliance with all applicable laws and policies;

(c) The transfer of all student records in accordance with privacy rules set forth in the Family Educational Rights and Privacy Act (FERPA) and any applicable state laws and school district policies;

(d) Resolution of all financial obligations associated with the closure of the charter school;

(e) Return of the public funds in the possession of the charter school as provided for in RCW 28A.710.201(2), or as required by any other state law; and

(f) A plan for the disposition of all other assets, in compliance with applicable state and federal laws or district policies governing the assets.

The protocol must specify tasks, timelines, and responsible parties, including delineating the respective duties of the charter school and the authorizer. The district shall provide the board with a copy of the termination protocol. The board may review the protocol and request revisions for implementation.



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## SUMMARY OF DRAFT AMENDMENTS TO CHAPTER 180-19 WAC

The draft amendment to nine sections of Chapter 180-19 (Charter Schools) has two purposes:

1. Conform adopted SBE rules on charter schools to changes made to the original charter school law by Chapter 241, Laws of 2016 (E2SSB 6194).
2. Delete obsolete language left by amendments adopted in 2014 to change the due dates for various actions taken by parties under the law.

Section	Title	Change
180-19-010	Definitions.	Changes "2012 Edition" of " <i>Principles and Standards for Quality Charter Authorizing</i> " to "2015 Edition or most current edition" (p. 1).
180-19-020	Notice of intent to submit an authorizer application.	Strikes duplicated text with a superseded effective date.
180-19-030	Submission of authorizer application.	Strikes duplicated text with a superseded effective date.  In (3)(c), replaces "request for proposal" with "annual charter school application process." Makes other language changes to align with new law.  In (4)(e), replaces "governing board" with "charter school board."  Clarifies, per a change in E2SSB 6194, that a district must include in any charter contract it executes with the board of a charter school that the school must provide a program of basic education meeting the definition in RCW 28A.150.200, the goals in RCW 28A.150.210, and the minimum instructional and program accessibility requirements in RCW 28A.150.220.
180-19-040	Evaluation and approval or denial of authorizer applications.	Strikes duplicated text with a superseded effective date.
180-19-070	Charter school – Request for proposals.	Strikes duplicated text with a superseded effective date.  Replaces "requests for proposals" with "solicitations for proposals" to align with new law.
180-19-080	Charter school applications – Submission, approval, or denial.	Strikes duplicated text with a superseded effective date.



180-19-210	Annual report by authorizer.	Replaces “governing board” with “charter school board” to align with new law.
180-19-250	Oversight of authorizers – Revocation of authorizing contract.	Clarifies that a charter contract is between the authorizer and a charter school board.
180-19-260	Authorizer oversight – Transfer of charter contract.	Corrects obsolete references to charter school “governing” board.

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



# STATE BOARD OF EDUCATION RULE CHANGE SCHOOL DISTRICT FISCAL IMPACT STATEMENT

<b>WSR:</b>	<b>Title of Rule:</b> Oversight of Charter School Authorizers	<b>Agency:</b> SDF - School District Fiscal Impact - SPI
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**Part I: Estimates**

**No Fiscal Impact**

Chapter 180-19 WAC (Charter Schools) is being updated through this rule revision to conform to the requirements of E2SSB 6194 as passed in the 2016 legislative session. Also included are some changes to delete obsolete language. Neither of these changes create additional costs to school districts, thus this rule change has no fiscal impact.

**Estimated Cash Receipts to:**

No Estimated Cash Receipts

ACCOUNT	FY 2012	FY 2013	2011-13	2013-15	2015-17
<b>Total \$</b>					

**Estimated Expenditures From:**

No Estimated Expenditures

ACCOUNT	FY 2012	FY 2013	2011-13	2013-15	2015-17
<b>Total \$</b>					

**Estimated Capital Impact:**

No Estimated Capital Impact

ACCOUNT	FY 2012	FY 2013	2011-13	2013-15	2015-17
<b>Total \$</b>					

*The cash receipts and expenditures estimate on this page represent the most likely fiscal impact.*

**Check applicable boxes and follow corresponding instructions:**

If fiscal impact is greater than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete entire fiscal note from Parts I-IV.

If fiscal impact is less than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete this page only (Part I).

Capital budget impact, complete Part IV.

Agency Preparation:	T.J. Kelly	Phone: 360-725-6301	Date: 08/02/2016
Agency Approval:	T.J. Kelly	Phone: 360-725-6301	Date: 08/02/2012

## **Part II: Narrative Explanation**

### **II. A – Brief Description Of What the Measure Does That Has Fiscal Impact**

*Briefly describe by section, the significant provisions of the rule, and any related workload or policy assumptions, that have revenue or expenditure impact on the responding agency.*

### **II. B – Cash Receipts Impact**

*Briefly describe and quantify the cash receipts impact of the rule on the responding agency, identifying the cash receipts provisions by section number and when appropriate the detail of the revenue sources. Briefly describe the factual basis of the assumptions and the method by which the cash receipts impact is derived. Explain how workload assumptions translate into estimates. Distinguish between one time and ongoing functions.*

### **II. C – Expenditures**

*Briefly describe the agency expenditures necessary to implement this rule (or savings resulting from this rule), identifying by section number the provisions of the rule that result in the expenditures (or savings). Briefly describe the factual basis of the assumptions and the method by which the expenditure impact is derived. Explain how workload assumptions translate into cost estimates. Distinguish between one time and ongoing functions.*

## **Part III: Expenditure Detail**

### **III. A – Expenditures by Object or Purpose**

## **Part IV: Capital Budget Impact**



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## Charter Schools Timeline Chapter 180-19 WAC\*

Action	WAC	
Last date for SBE to post authorizer application	180-19-030	May 15
Last date for school district notice of intent to submit authorizer application	180-19-020	June 15
Last date for a district to submit an authorizer application	180-19-030	October 15
Last date for SBE to approve or deny an authorizer application	180-19-040	February 1
Last date for all authorizers to issue RFPs for charter applications	180-19-070	March 1
Last date for SBE to execute an authorizing contract with an approved district	180-19-050	March 1
Last date to submit charter applications to authorizers	180-19-080	June 1
Last date for authorizers to approve or deny charter applications	180-19-080	September 1
Last date for authorizers to report approval or denial of charter applications to SBE	189-19-080	Not stated. <sup>1</sup>

<sup>1</sup>The due date for authorizers to report approval or denial of charter applications to the SBE is set in RCW 28A.170.150(2) at ten days from the action to approve or deny.

\*Per proposed amendments to WAC 180-19, spring 2017. Please contact Kaaren Heikes regarding this information at [Kaaren.heikes@k12.wa.us](mailto:Kaaren.heikes@k12.wa.us).



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<b>Title: Update on Soap Lake District Required Action</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 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 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>	What progress has Soap Lake District made as a continuing required action district?
<b>Relevant to business item:</b>	No business item is related to this agenda segment
<b>Materials included in packet:</b>	The materials included in this section of the packet are a memo. A presentation by OSPI staff is in additional materials.
<b>Synopsis:</b>	At the May meeting, OSPI staff and Soap Lake staff will report on the progress of Soap Lake District. Soap Lake Middle High School was the school originally identified for required action. Soap Lake Elementary School's identification as a Priority school kept the district from being released from required action status in 2015. OSPI and SBE staff concur that significant progress has been made at both schools

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## UPDATE ON SOAP LAKE DISTRICT REQUIRED ACTION

### Summary

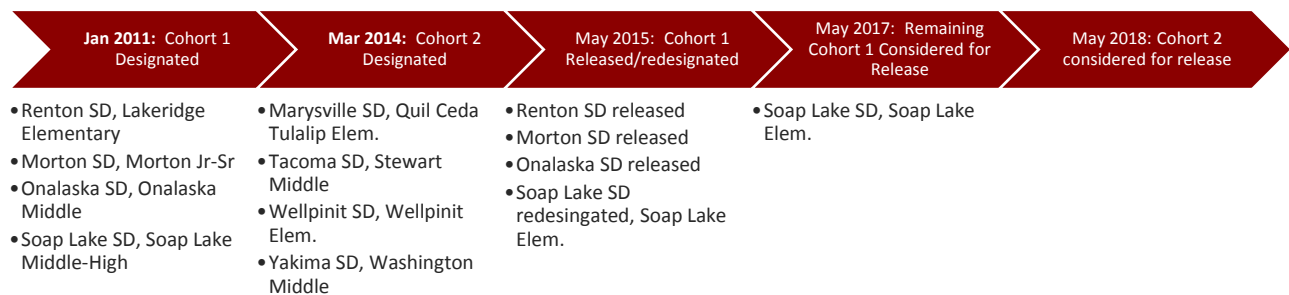
At the May 2017, OSPI staff and Soap Lake educators will report on the progress of Soap Lake District. The progress of the district has been significant, and OSPI may recommend to SBE releasing the district from required action within the next year. This memo includes background information and an evaluation by Dr. Andrew Parr of the district’s progress and requirements for release.

### Background

In May 2015, three districts from cohort 1 were released from required action because they met the criteria. Soap Lake District was not released because it had a persistently lowest achieving school. The school that originated the designation of required action, Soap Lake Middle-High School, had improved, but Soap Lake Elementary was a Priority school, and [WAC 392-501-720](#) identifies Priority schools as persistently lowest achieving schools, and therefore, the district could not be released from RAD status.

Figure 1 shows a timeline of the designation and release of required action districts.

**Figure 1: RAD Designation and Release Timeline**

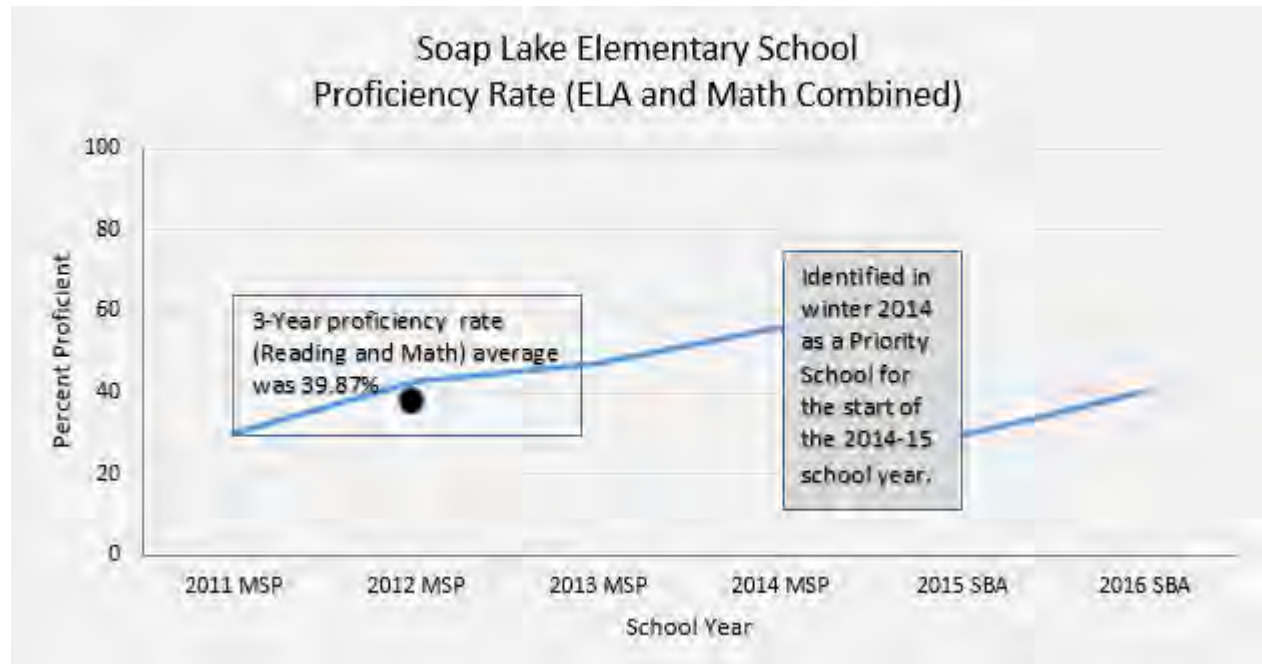


### Progress and Evaluation of the Requirements for Release

In the winter of 2014, the OSPI identified Soap Lake Elementary School (ES) as a Priority School for the start of the 2014-15 school year based on assessment results over three years (2010-11, 2011-12, and 2012-13). The school’s average proficiency rate for reading and math (combined) over the three-year period was 39.87 percent. At the time, all Title I schools with a three-year average proficiency rate below 40 percent were identified as Priority Schools. Soap Lake ES was identified as a Priority School during a period of continuously improving outcomes extending through the 2013-14 statewide assessments, at which point the school’s average reading and math proficiency rate was 56.1 percent.

Beginning in the 2014-15 school year, Washington shifted from the Measures of Student Progress (MSPs) and began administering the Smarter Balanced Assessments (SBAs) as the statewide assessment program. The SBAs differ considerably from the MSPs, making the display of the two assessment systems on a single trend chart impossible without including a break in the trend line. The shift in assessment systems makes it more difficult to assess the school's progress over time, but Figure 1 shows that the continuous improvement demonstrated through the MSPs is also evident through the SBAs.

Figure 1: Annual proficiency rates (reading/ELA and math combined) from 2011 to 2016.



To further quantify the progress made by Soap Lake ES, the annual and three-year average proficiency rates (reading/ELA and math combined) were examined through the use of percentile ranks. In a general sense, the Priority School identification methodology would identify schools at or below the 5<sup>th</sup> percentile based on the three-year average proficiency rate. Figure 2 shows that Soap Lake ES was correctly identified as a Priority School in the winter of 2014 based on a three-year average proficiency rate of 39.9 percent, which corresponded to the 3.6<sup>th</sup> percentile. The following comments are noteworthy regarding the relative performance of Soap Lake ES.

- The school's annual percentile rank increased each year under the MSP assessment system to the approximate 22<sup>nd</sup> percentile in 2014 when the MSPs were last administered.
- In the second administration of the SBA, the school's rank increased to the approximate 20<sup>th</sup> percentile in 2016.
- Using the rolling three-year average as the metric, the school's percentile rank increased each year for which the measure can be calculated.



Figure 2: Average reading/ELA and math performance over time for Soap Lake ES from 2011 to 2016.

	2011 MSP	2012 MSP	2013 MSP	2014 MSP	2015 SBA	2016 SBA
Annual	29.9	42.5	47.2	56.1	29.7	40.2
	2.3*	6.3*	9.6*	21.9*	8.0*	19.6*
Winter 2014	39.9 (3.6*)					
Winter 2015	48.6 (10.1*)					
Winter 2016	44.3 (10.6*)					
Winter 2017	42.0 (14.3*)					
*Note: values identified with an asterisk * is the percentile rank for the school. The percentile ranks for the 2015 and 2016 SBA reflect only the schools meeting the participation requirements in ELA and math.						

The release from RAD is codified in [RCW 28A.657.100](#) Section (2) and specifies the three requirements to be met prior to release from RAD.

**Required action districts—Progress reports—Release from designation—Assignment to level two of the required action process.**

- (1) The superintendent of public instruction must provide a report twice per year to the state board of education regarding the progress made by all school districts designated as required action districts.
- (2) The superintendent of public instruction must recommend to the state board of education that a school district be released from the designation as a required action district after the district implements a required action plan for a period of three years; has made progress, as defined by the superintendent of public instruction using the criteria adopted under [RCW 28A.657.020](#) including progress in closing the educational opportunity gap; and no longer has a school within the district identified as persistently lowest-achieving. The state board shall release a school district from the designation as a required action district upon confirmation that the district has met the requirements for a release.

To be released from RAD, the Soap Lake School District must meet three requirements.

- (1) *Has the district implemented a required action plan for a period of three years?* **Yes, Soap Lake implemented a required action plan for five full years and the current year is the sixth.**
- (2) *Has the district made progress as defined in RCW 28A.657.020?* **Yes, Soap Lake ES and the middle school/high school combination (not shown here) have both made substantial progress.**
- (3) *Does the district no longer have a school within the district identified as persistently lowest-achieving?* **No, Soap Lake ES is currently identified as a Priority School, which by definition (WAC 392-501-720 (1)), is a persistently lowest-achieving school. Soap Lake ES is on a trajectory to likely exit the Priority list within a year.**

If you have questions regarding this memo, please contact Linda Drake at [Linda.drake@k12.wa.us](mailto:Linda.drake@k12.wa.us), or Andrew Parr at [Andrew.parr@k12.wa.us](mailto:Andrew.parr@k12.wa.us).



# THE WASHINGTON STATE BOARD OF EDUCATION

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

## APPROVAL OF PRIVATE SCHOOLS FOR 2017-2018

### Policy Considerations

At the May 2017 Washington State Board of Education (SBE) meeting, the Board will consider approval of Private Schools for the 2017-2018 school year, under [RCW 28A.195.040](#) and [Chapter 180-90 WAC](#).

### Background

Each private school seeking State Board of Education approval is required to submit an application to the Office of Superintendent of Public Instruction (OSPI). The application materials include a State Standards Certificate of Compliance and documents verifying that the school meets the criteria for approval established by statute and regulations. Enrollment figures, including extension student enrollment, are estimates provided by the applicants. Actual student enrollment, number of teachers, and the teacher preparation characteristics will be reported to OSPI in October. This report generates the teacher/student ratio for both the school and extension programs. Pre-school enrollment is collected for information purposes only.

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

For further background information a [video introduction](#) to private school approvals, with private school Board member Judy Jennings, is available ([https://www.youtube.com/watch?v=BJhGIYq-Z\\_s&feature=youtu.be](https://www.youtube.com/watch?v=BJhGIYq-Z_s&feature=youtu.be)).

### Action

The list of private schools, which is included in the online packet only, have met the requirements of RCW 28A.195 and consistent with State Board of Education rules and regulations in chapter 180-90 WAC, are recommended by OSPI for approval for 2017-2018. The Board will consider approval of the schools.

**The list of private school is available ONLINE ONLY at:** <http://www.sbe.wa.gov/materials.php#.WQdvBWYGnsA>

If you have questions regarding this memo, please contact Linda Drake at [linda.drake@k12.wa.us](mailto:linda.drake@k12.wa.us).

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
A Journey School Christa Giblin-Niven 21500 Cypress Way Building B Lynnwood WA 98036-7939 425.445.9718	P-1	100	20	0	Snohomish
Academy for Precision Learning Jennifer Annable 5031 University Way NE (Mail: PO Box 51241 Seattle 98115-1241) Seattle WA 98105-4341 206.427.0115	K-12	0	130	0	King
Academy Northwest Denise Sumner 514 State Ave Suite 108 (Mail: PO Box 66839 Seattle 98166) Marysville WA 98270-4541 360.658.0105/206.246.9227	K-12	0	10	300	Snohomish
Academy Schools Jennifer Sargent 14601 Interurban Ave S Tukwila WA 98168-4652 206.588.0860	P-12	15	60	0	King
Alcuin School Christine Williams 216 W Boston Seattle WA 98119-2641 206.286.0771	P-1	8	4	0	King
Alfajer School Balasim Abdelaziz 8430 Rainier Ave S (Mail: 3809 30 <sup>th</sup> Ave W Seattle 98199-7706) Seattle WA 98118-4655 206.747.9036	K-12	0	60	0	King
Alfursan School (Initial) Mohamed Baker 13219 NE 20 <sup>th</sup> St #209 Bellevue WA 98005-2020 425.998.8606	P-2	20	25	0	King
Alger Learning Center Inc John Lackey 121 Alder Dr Sedro-Woolley WA 98284-8862 360.595.2630	K-12	0	3	12	Whatcom

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
All Saints Catholic School Kathy Hicks 3510 E 18 <sup>th</sup> Ave Spokane WA 99223-3813 509.534.1098	P-8	60	360	0	Spokane
All Saints School (8128) Amy Orm 504 2 <sup>nd</sup> St SW Puyallup WA 98371-5801 253.845.5025	P-8	45	175	0	Pierce
All Saints School (8469) Amy Orm 2323 54 <sup>th</sup> Ave E Fife WA 98424-1918 253.922.5360	P-2	50	150	0	Pierce
Amazing Grace Christian School Dr. Michelle Zimmerman 10056 Renton Ave S Seattle WA 98178-2255 206.723.5526	P-2	20	92	0	King
America's Child Montessori School Linda Kebely 14340 NE 21 <sup>st</sup> Bellevue WA 98007-3721 425.641.5437	P-3	60	15	0	King
Annie Wright School Christian Sullivan 827 Tacoma Ave N Tacoma WA 98403-2899 253.272.2216	P-12	58	473	0	Pierce
Arbor Schools Sean O'Brien 1107 228 <sup>th</sup> Ave SE Sammamish WA 98075-9509 425.392.3866	P-6	96	37	0	King
Archbishop Thomas Murphy High School Steve Schmutz 12911 39 <sup>th</sup> Ave SE Everett WA 98208-6159 425.379.6363	9-12	0	495	0	Snohomish

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Arlington Christian School Wendy Tavenner 2425 200 <sup>th</sup> St NE (Mail: PO Box 3337 Arlington 98223-3337) Arlington WA 98223-9757 360.652.2988	K-12	0	125	0	Snohomish
Asian Pacific Language School Sharon Gao 2015 Richards Rd (Mail: 14040 NE 8 <sup>th</sup> St Suite 301 Bellevue 98007-412) Bellevue WA 98005-3943 425.641.1703	P-1	35	12	0	King
Assumption Catholic School Dan Anderson 2116 Cornwall Ave Bellingham WA 98225-3699 360.733.6133	P-1	35	12	0	Whatcom
Assumption School Timothy Romano 3618 W Indian Trail Rd Spokane WA 99208-4734 509.328.1115	P-8	60	180	0	Spokane
Assumption St. Bridget School Christina Vierra McGill 6220 32 <sup>nd</sup> Ave NE Seattle WA 98115-7233 206.524.7452	P-8	20	530	0	King
Auburn Adventist Academy John Soule 5000 Auburn Way S Auburn WA 98002-7204 235.939.5000	9-12	0	222	0	King
Baker View Christian School MaryAnn Barrett 5353 Waschke Rd Bellingham WA 98226-9612 360.384.8155	K-12	0	25	0	Whatcom
Bellarmino Preparatory School Cindy Davis 2300 S Washington St Tacoma WA 98405-1399 253.752.7701	9-12	0	900	0	Pierce

Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Bellevue Children's Academy Yuka Shimizu 14600 NE 24 <sup>th</sup> St Bellevue WA 98007-3723 425.556.0791	P-1	80	230	100	King
Bellevue Children's Academy—2 <sup>nd</sup> Location Yuka Shimizu 14640 NE 24 <sup>th</sup> St Bellevue WA 98007-3723 425.556.0791	2-5		250	100	King
Bellevue Christian Mack Elementary Kevin Dunning 18250 168 <sup>th</sup> Pl NE (Mail: 1601 98 <sup>th</sup> Ave NE Clyde Hill 98004-3400) Woodinville WA 98072-9616 425.485.1824	P-6	80	200	0	King
Bellevue Christian School Kevin Dunning 1601 98 <sup>th</sup> Ave NE Clyde Hill WA 98004-3400 425.5454.4402	7-12	0	566	0	King
Bellevue Montessori School Susan Locke, M.Ed. 2411 112 <sup>th</sup> Ave NE Bellevue WA 98004-2048 425.454.7439	P-6	137	85	0	King
Bel-Red Bilingual Academy Sue Tang 10561 Bel-Red Rd Bellevue WA 98007-4211 425.283.0717	P-3	50	48	0	King
Bertschi School Rafael del Castillo 2227 10 <sup>th</sup> Ave E Seattle WA 98102-4177 206.324.5476	P-5	18	224	0	King
Bethany Lutheran Elementary Shu-Ting Lai 151 Tremont St W Port Orchard WA 98366-3737 360.876.1300	P-8	40	80	0	Kitsap

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Bethlehem Lutheran School Eric Haan 2505 W 27 <sup>th</sup> Ave Kennewick WA 99337-2911 509.582.5624	P-8	64	180	0	Benton
Big Brains Education David Zook 435 108 <sup>th</sup> Ave NE Bellevue WA 98004-5536 425.653.1222	6-12	0	13	0	King
Big Leaf Montessori School Alicia Jackson 1428 22 <sup>nd</sup> Ave Longview WA 98632-2828 360.200.8976	1-6	0	20	0	Cowlitz
Billings Middle School Ann-Evan Williams 7217 Woodlawn Ave NE Seattle WA 98115-5335 206.547.4614	6-8	0	102	0	King
Bishop Blanchet High School Polly Skinner 8200 Wallingford Ave N Seattle WA 98103-4599 206.527.7701	9-12	0	839	0	King
BK Academy Meera Shin 14224 Bel Red Rd (Mail: 6236 122 <sup>nd</sup> Ave SE Bellevue 98006-4445) Bellevue WA 98007-3911 425.449.2060	{-5	1	1	0	King
BK Play Academy for Gifted Children Ben Kwak 14224 Bel-Red Rd (Mail: 6236 122 <sup>nd</sup> Ave SE Bellevue 98006-4445) Bellevue WA 98007-3911 425-633-2477	P-5	12	6	0	King
Blossoming Hill Montessori School Teresa Marie Falavigna 23855 SE 216 <sup>th</sup> St Maple Valley WA 98038-8402 425.276.5649	P-6	29	35	0	King

Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Bonney Lake Christian Academy Susan Kobes 8201 Locust Ave E Bonney Lake WA 98391-8548 253.5078.0235	K-8	0	20	0	Pierce
Brewster Adventist Christian School (Initial) John McCombs 115 Valley Rd Brewster WA 98812-9512 509.689.3213	P-9	40	35	0	Okanogan
Bridgeway Christian Academy Roxann Rose 858 W Smith Rd Bellingham WA 9826-9613 360.384.6500	K-5	0	30	0	Whatcom
Bright Water Waldorf School Jayasri Ghosh, Ph.D. 1501 Tenth Ave E Suite 100 Seattle WA 98102-4256 206.624.6176	P-8	20	165	0	King
Brightmont Academy—Redmond Campus Julie Smith 7345 164 <sup>th</sup> Ave NE (Mail: 1215 4 <sup>th</sup> Ave Suite 1500 Seattle 98161-1001) Redmond WA 98052-7846 425.373.0800	6-12	0	35	0	King
Brightmont Academy—Sammamish Campus Aileen Sabbatani 4570 Klahanie Dr SE Suite 401 (Mail: 1215 4 <sup>th</sup> Ave Suite 1500 Seattle 98161-1001) Issaquah WA 98029-5812 425.836.1600	6-12	0	35	0	King
Brightmont Academy—Redmond Campus Marcia Rodes 9750 Third Ave NE Suite 102 (Mail: 1215 4 <sup>th</sup> Ave Suite 1500 Seattle 98161-1001) Seattle WA 98115-2022 206.284.2300	6-12	0	35	0	King
Brightmont Academy—Woodinville (Initial) Ruth Wilson 13300 NE 175 <sup>th</sup> St #1 Woodinville WA 98072-6866 425.219.4993	6-12	0	10	0	King



Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Brighton School David Locke 21705 58 <sup>th</sup> Ave W Mountlake Terrace WA 98043-3127 425.640.7067	P-8	90	260	0	Snohomish
Brock's Academy Dr. Melodee Loshbaugh 17636 140 <sup>th</sup> Ave NE Woodinville WA 98072-6977 425.483.1353	K-12	0	12	2	King
Brooklake Christian School Nathan Golden 629 S 356 <sup>th</sup> St Federal Way WA 98003-8651 253.517.8247	P-5	50	75	0	King
Buena Vista SDA School Ronald Trautwein 33320 Academy Dr SE Auburn WA 98092-7341 253.833.0718	P-8	24	204	0	King
Burley Christian School Dennis Myers 14687 Olympic Dr SE (Mail: PO Box 729 Burley 98322-0729) Port Orchard WA 98367-8918 253.851.8619	P-12	20	100	0	Kitsap
Calvary Chapel Christian School Judy Wangemann 16409 E Broadway Spokane WA 99037-9542 509.921.9460	P-8	12	20	0	Spokane
Calvary Christian School Bobi Whinery 10611 W Clearwater Ave Kennewick WA 99037-9542 509.735.1002	P-8	40	200	20	Benton
Can Learn Christian Academy Carli Robinson 12611 N Wilson St (Mail: PO Box 9233 Spokane 99208-9233) Mead WA 99021-8932 509.362.3418	K-12	0	10	2	Spokane

Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Capital Montessori School Merissa White 730 Lilly Rd SE Olympia WA 98501-2115 360.438.3639	K-8	0	45	0	Thurston
Carden Country School Christopher Harvey 6974 Island Center Rd NE (Mail: PO Box 10160 Bainbridge 98110-1617) Bainbridge Island WA 98110-1618 206.842.2721	K-8	0	45	0	Kitsap
Cascade Christian Academy Stephanie Gates 600 N Western Ave Wenatchee WA 98001-1204 509.662.2723	K-12	0	145	0	Chelan
Cascade Christian Junior/Senior High Sch Dr. Ken Friesen 811 21 <sup>st</sup> St SE Puyallup WA 98372-4760 253.445.9706	7-12	0	387	0	Pierce
Cascade Christian Schools—Fredrickson Elementary Tina deVries 3425 176 <sup>th</sup> St E Tacoma WA 98446-1209 253.537.9339	P-6	25	215	0	Pierce
Cascade Christian Schools—McAlder Elementary Tim Lorenz 15502 96 <sup>th</sup> St E Puyallup WA 98372-4439 253.841.1776	P-6	26	98	0	Pierce
Cascade Christian Schools—Puyallup Elementary Terry Broberg 601 9 <sup>th</sup> Ave SE Suite B Puyallup WA 98372-3832 253.841.1776	K-6	0	254	0	Pierce

Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Cascades Montessori Middle School Michael McCune 2710 McKenzie Ave Bellingham WA 98225-6940 360.306.8723	7-8	0	30	0	Whatcom
Cascadia Montessori School Marilyn Franklin 4239 162 <sup>nd</sup> Ave NE Redmond WA 98052-5469 425.881.2885	K-4	0	70	0	King
Cascadia School Danielle Benge 10606 NE 14 <sup>th</sup> St Vancouver WA 98664-4304 360.944.8096	1-8	0	70	0	Clark
Cataldo School Dr. Mark Selle 455 W 18 <sup>th</sup> Ave Spokane WA 99203-2099 509.624.8759	P-8	60	360	0	Spokane
Cedar Park Christian School-Bellevue Campus Dr. Clint Behrends/Susan Zirschky 625 140 <sup>th</sup> Ave NE Bellevue WA 98005-3498 425.746.3258	P-6	40	40	0	King
Cedar Park Christian School—Lynnwood Jan Isakson 17931 64 <sup>th</sup> Ave W Lynnwood WA 98037-7106 425.742.9518	P-6	50	140	0	Snohomish
Cedar Park Christian School-Mill Creek Campus Dr. Clint Behrends/Garron Smith 13000 21 <sup>st</sup> Dr SE (Mail: PBM 641 13300 Bothell Everett Hwy Mill Creek WA 98012-5312) Everett WA 98208-7103 425.337.6992	P-8	40	165	0	Snohomish

Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Cedar Park Christian School—Mountlake Terrace Campus Al Carpenter 23607 54 <sup>th</sup> Ave W Mountlake Terrace WA 98043-5238 425.774.7773	7-12	0	115	0	Snohomish
Cedar Park Christian Schools Dr. Clinton Behrends 16300 112 <sup>th</sup> Ave NE Bothell WA 98011-1535 425.488.9778	P-12	100	850	60	King
Cedar River Montessori School Erin Karnofski 15828 SE Jone Rd Renton WA 98058-8141 425.271.9614	P-8	43	86	0	King
Cedar Tree Classical Christian School Tom Bradshaw 200601 NE 29 <sup>th</sup> Ave Ridgefield WA 98642.8675 360.887.0190	K-12	0	200	0	Clark
Cedarbrook Adventist Christian School Gregory Reseck 461 Kennedy Rd (Mail: PO Box 150 Port Hadlock 98339-0150) Port Hadlock WA 98339-9719 360.385.4610	1-8	0	14	0	Jefferson
Centralia Christian School Ann Stout 1315 S Tower Ave (Mail: PO Box 1209 Centralia 98531-0726) Centralia WA 98531-2340 360.736.7657	P-10	15	125	0	Lewis
Charles Wright Academy Matt Culberson 7723 Chambers Creek Rd W University Place WA 98467-2099 253.620.8311	P-12	18	654	0	Pierce

Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Chestnut Hill Academy South Campus Holly Senaga 13633 SE 26 <sup>th</sup> St Bellevue WA 98005-4209 425.372.2800	K-5	0	270	0	King
Child School—New Heights School at Children’s Institute for Learning Differences (CHILD) Dominic Jimenez 2640 Benson Rd S Renton WA 98055-5106 206.323.8680	K-12	0	45	0	King
Childrens Garden Montessori School Cheryl Ornstein 2440 Garlick Blvd Richland WA 99354-1786 509.375.1638	1-2	0	26	0	Benton
Christ the King Lutheran School Chris Hintz 8065 Chico Way NW Bremerton WA 98312-1049 360.692.8799	P-8	30	65	0	Kitsap
Christ the King School (8003) Sheila LaSalle 1122 Long Ave Richland WA 99354-3315 509.946.6158	P-8	48	420	0	Benton
Christ the King School (8031) Joanne Cecchini 415 N 117 <sup>th</sup> St Seattle WA 98133-8309 206.859.5111	P-8	28	168	0	King
Christian Faith School Debbie Schindler 33645 20 <sup>th</sup> Ave S Federal Way WA 98003-7743 253.943.2500	P-12	50	275	20	King

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Christian Heritage School Jonathan Belgarde 48009 Ida Ave E Edwall WA 99008-8502 509.236.2224	K-12	0	75	0	Lincoln
Christian Worship Center Elementary Daren Fickel 204 Cheyne Rd (Mail: PO Box 747 Zillah 98953-0747) Zillah WA 98953-9764 509.829.6935	P-12	20	30	0	Yakima
Chrysalis School Karen Fogle 15900 Woodinville-Redmond Rd (Mail: 144241 NE Woodinville-Duval Rd #243 Woodinville 98072-8564) Woodinville WA 98072-4541 425.481.2228	7-12	0	160	5	King
Chrysalis School Karen Fogle 17005 140 <sup>th</sup> Ave NE (Mail: 144241 NE Woodinville-Duval Rd #243 Woodinville 98072-8564) Woodinville WA 98072-6902 425.481.2228	K-6	0	65	5	King
Columbia Adventist School Jeff Jackson 11100 NE 189 <sup>th</sup> St Battle Ground WA 98604-9496 360.687.3161	9-12	0	93	0	Clark
Colville Valley Junior Academy June Graham 139 E Cedar Loop Colville WA 99114-9237 509.684.6830	K-9	0	20	0	Stevens
Community Christian Academy Ken DeLeon 4706 Park Center Ave NE Lacey WA 98516-5338 360.493.2223	P-8	70	170	0	Thurston

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Community Montessori School CathyRaye Hyland 1407 South I St Tacoma WA 98405-5026 253.627.7554	P-8/	7	18	0	Pierce
Concordia Lutheran School (8032) Jodie Laing 7040 36 <sup>th</sup> Ave NE Seattle WA 98115-5966 206.525.7407	P-8	95	35	0	King
Concordia Lutheran School (8134) M. Allen Hagen 202 E 56 <sup>th</sup> St Tacoma WA 98404-1298 253.475.9513	P-8	10	150	0	Pierce
Cornerstone Academy Michelle Jones 16910 161 <sup>st</sup> Ave SE Snohomish WA 98290-6615 425.892.3030	P-12	10	70	0	Snohomish
Cornerstone Christian Academy William Gibbons/Michael Hoff 7708 NE 78 <sup>th</sup> St Vancouver WA 98662-3632 360.256.9715	P-8	65	284	0	Clark
Cornerstone Christian School (8587) Darryn Kleyn 8872 Northwood Rd Lynden WA 98264-9363 360.318.0663	1-12	0	127	0	Whatcom
Countryside Montessori School Teresa Smith 13630 100 <sup>th</sup> Ave NE Bldg 2 Kirkland WA 98034-5200 425.823.2211	P-3	43	15	0	King
Countryside SDA Elementary School Phyllis Radu 12107 W Seven Mile Rd Spokane WA 99224-9315 509.566.8982	1-8	0	10	0	Spokane

Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Covenant Christian School Fred Hanko 9088 Northwood Rd Lynden WA 98264-9389 360.354.5436	K-8	0	30	0	Whatcom
Covenant High School Richard Hannula 620 S Shirley St Tacoma WA 98465-2531 253.759.9570	9-12	0	110	0	Pierce
Cowlitz School at the Confluence Cindie Furman 408 A Craig Rd (Mail: PO Box 509 Packwood 98361-0509) Packwood WA 98361 360.464.2311	7-12	0	3	0	Lewis
Crestview Christian School Melissa Wallen 1601 W Valley Rd Moses Lake WA 98837-1466 509.765.4632	P-9	10	45	0	Grant
Crosspoint Christian School Nick Sweeney 4012 Chico Way NW Bremerton WA 98312-1334 360.377.7700	K-12	0	350	0	Kitsap
Cypress Adventist School Dea Bienhoff 21500 Cypress Way Suite A Lynnwood WA 98036-7999 425.775.3578	P-8	10	35	0	Snohomish
Dartmoor School—Bellevue Kimm Conroy 133401 Bel-Red Rd (Mail: 2340 130 <sup>th</sup> Ave NE Suite 110 Bellevue 98005-1763) Bellevue WA 98005-2322 425.885.1123	1-12	0	35	0	King



Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Dartmoor School—Bothell Kimm Conroy 11812 North Creek Parkway N (Mail: 2340 130 <sup>th</sup> Ave NE Suite 110 Bellevue 98005-1763) Bothell WA 98011-8202 425.885.1123	1-12	0	35	0	King
Dartmoor School—Issaquah Kimm Conroy 22500 SE 64 <sup>th</sup> Pl # 110 (Mail: 2340 130 <sup>th</sup> Ave NE Suite 110 Bellevue 98005-1763) Issaquah WA 98027-8111 425.885.1123	1-12	0	35	0	King
Dartmoor School—Seattle Kimm Conroy 9618 Roosevelt Way NE (Mail: 2340 130 <sup>th</sup> Ave NE Suite 110 Bellevue 98005-1763) Seattle WA 98115-2236 425.885.1123	1-12	0	35	0	King
Deep Creek Hutterian School Jason Everman 3610 North Wood Rd Reardan WA 99029-9619 509.863-5908	K-12	0	28	0	Lincoln
Der Kinderhuis Montessori School Kari Sanders 900 SE Dock St Oak Harbor WA 98277-4063 360.675.4165	P-5	70	20	0	Island
Derech Emunah dba Seattle Jewish Girls High School Rabbi Shaul Engelsberg 5142 S Holly St (Mail: 5145 S Moran St Seattle 98118-2901) Seattle WA 98118 888.944.1043/206.790.1475	9-12	0	21	0	King
DeSales Catholic School John Leski 919 E Sumach Walla Walla WA 99362-1349 509.525.3030	9-12	0	90	0	Walla Walla

Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Discovery Depot Montessori Constance Falconer 7333 Tracyton Blvd Bremerton WA 98311-9036 360.337.1400	P-1	60	12	0	Kitsap
Discovery Montessori School Starla Franks 1026 Sidney Ave #160 Port Orchard WA 98336-9036 360.337.5745	P-8	50	30	0	Kitsap
Dolan Learning Center LLC Janet Dolan 18500 156 <sup>th</sup> Ave NE Suite 204 Woodinville WA 98072-4459 425.488.3587	P-12	1	7	0	King
Eagle View Christian School Barbara Ballou 13036 Morris Rd SE Yelm WA 98597-9211 360.458.3090	P-12	20	115	0	Thurston
Eastside Academies School Jennifer Vice 2495 140 <sup>th</sup> Ave NE Suite D-210 Bellevue WA 98005-2023 425.445.9711/	6-12	0	40	0	King
Eastside Academy Toni Esparza 1717 Bellevue Way NE Bellevue WA 98004-2853 425.452.9920	p-12	0	50	0	King
Eastside Academy—Redmond Toni Esparza 9900 Willows Rd NE Redmond WA 98052-2531 425.295.3000	6-12	0	24	0	King
Eastside Catholic School John Kennedy 232 228 <sup>th</sup> Ave SE Sammamish WA 98074-7207 425.295.3000	6-12	0	920	0	King

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Eastside Christian School Mark Migliore 14615 SE 22 <sup>nd</sup> St Bellevue WA 98007-6242 425.641.5570	P-8	75	240	0	King
Eastside Preparatory School Terry Macaluso, Ph.D. 10612 NE 38 <sup>th</sup> Pl Kirkland WA 98003-7927 425.822.5668	5-12	0	430	0	King
Eaton Arrowsmith Academy Wanda Risley 17946 65 <sup>th</sup> St Redmond WA 98052-4963 604-264-8327	K-12	0	30	0	King
Ebenezer Christian School Jim Buss 9390 Guide Meridian Rd Lynden WA 98264-9798 360.354.2632	P-8	12	153	0	Whatcom
Ellensburg Christian School Tammie Lentz 407 S Anderson St Ellensburg WA 98926-3805 509.925.2411	K-8	0	82	0	Kittitas
Emerald City School Jennifer Nichols 520 Denny Way Seattle WA 98109-5003 206.209.0950	1-9	0	25	0	King
Emerald Heights Academy Kim Bentler 3850 156 <sup>th</sup> Ave SE (Mail: 1420 NW Gilman Blvd PMB #2144 Issaquah 98027) Bellevue WA 98006-1760 425.643.1671	P-8	1	52	0	King
Epiphany School Brenda Stonecipher 3611 E Denny Way Seattle WA 98122-3423 206.323.9011	P-5	30	200	0	King

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Eton School Dr. Russell Smith 2701 Bel-Red Rd Bellevue WA 98008-2253 425.881.4230	P-8	83	182	0	King
Everett Christian School Joel Alberts 2221 Cedar St Everett WA 98201-2599 425.259.3213	P-8	25	72	0	Snohomish
Evergreen Academy Whitney Ball 16017 118 <sup>th</sup> PI NE Bothell WA 98011-4151 425.488.8000	K-5	0	142	0	King
Evergreen Academy of Arts & Sciences Mary Ann White, Bd President 506 S Washington Ave Centralia WA 98531-2622 360.330.1833	P-6	5	9	0	Lewis
Evergreen Christian Private School Angelina Nalivayko 3405 S 336 <sup>th</sup> St Federal Way WA 98001-9630 253.880.1021	P-8	10	100	0	King
Evergreen Christian School Cyndi Pollard 1010 Black Lake Blvd SW Olympia WA 98502-5723 360.357.5590	P-8	100	275	0	Thurston
Evergreen School Veronica Codrington-Cazeau 15201 Meridian Ave N Shoreline A 98133-6331 206.957.1524	P-8	42	437	0	King
Explorations Academy/Global Community Institute Abram Dickerson 1701 Ellis St Suite 215 Bellingham WA 98225-4617 360.671.8085	6-12	0	42	0	Whatcm

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Explorer West Middle School Evan Hundley 10015 28 <sup>th</sup> Ave SW Seattle WA 98146-3708 206.935.0495	6-8	0	100	0	King
Fairview Christian School Kent Davis 844 NE 78 <sup>th</sup> St Seattle WA 98115-4202 206.526.0762	P-8	30	60	0	King
Faith Lutheran School (8135) Paul Keifer 113 S 96 <sup>th</sup> St Tacoma WA 98444-6502 253.537.2696	P-8	20	100	0	Pierce
Faith Lutheran School (8482) Laura White 7075 Pacific Ave SE Lacey WA 98503-1473 360.491.1733	P-8	90	100	0	Thurston
Family Academy Diana McAllister 23420 Jordan Rd Arlington WA 982223-9584 360.435.9423	K-12	2	3	100	Snohomish
Family House Academy Lisa Mustion 1220 Carroll Rd Kelso WA 98636-9467 360.425.7481	K-8	0	40	0	Cowlitz
Fiddlehead Montessori School (Initial) Heidi Velin 2702 R Ave Anacortes WA 98221-2856 360.399.3837	1-6	0	10	0	Skagit
Figs Christian School (Initial) Ida Brown 415 W 14 <sup>th</sup> Ave Ellensburg WA 98926-2425 509.426.0195	K-8	0	20	5	Kittitas

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Firm Foundation Christian School Julie Olson 1919 SW 25 <sup>th</sup> Ave Battle Ground WA 98604-3137 360.687.8382	P-12	49	319	0	Clark
First Place Scholars School Tanya Coon 172 20 <sup>th</sup> Ave Seattle WA 98122-5862 206.323.6715	P-1	36	15	36	King
First Presbyterian Christian School Tracy Blue 318 S Cedar Spokane WA 99201-7030 509.747.9192	P-5	120	58	0	Spokane
First Presbyterian Church School Matthew Shuts 20 Tacoma Ave S Tacoma WA 98402-2697 253.272.7145	K-6	0	85	0	Pierce
Five Acre School Autumn Piontek-Walsh 515 Lotzgesell Rd Sequim WA 98382-8072 360.681.7255	P-6	30	60	0	Clallam
Foothills Christian School Mark Collins 730 N 16 <sup>th</sup> St (Mail: PO Box 2537 Mt Vernon 98273-2537) Mt. Vernon WA 98273.3429 360.4210.9749	P-8	15	75	0	Skagit
Forest Park Adventist School Cynthia Miller 4120 Federal Ave Everett WA 98203-2117 425.258.6911	K-8	0	47	0	Snohomish
Forest Ridge School of Sacred Heart Mark Pierotti 4800 139 <sup>th</sup> Ave SE Bellevue WA 98006-3015 425.641.0700	5-12	0	330	0	King

Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
French Immersion School of WA Veronique Dessaud 4211 W Lake Sammamish Pkwy SE Bellevue WA 98008-5936 425.653.3970	P-5	100	75	0	King
French-American School of Puget Sound Eric Thuau 3795 E Mercer Way Mercer Island WA 98040-3849 206.275.3533	P-8	74	355	0	King
Giddens School Morva McDonald 620 20 <sup>th</sup> Ave S Seattle WA 98144-2209 206.324.4847	P—5	35	127	0	King
Gig Harbor Academy Paul Raschke 6820 32 <sup>nd</sup> St NW Gig Harbor WA 98335-6417 253.265.2150	P-5	75	50	0	Pierce
Goldendale Adventist School David Robinson 47 Bickleton Hwy (Mail: PO Box 241 Goldendale WA 98620-0241) Goldendale WA 98620 509.250.3193	P-8	5	15	0	Klickitat
Gonzaga Preparatory School Cindy Reopelle 1224 E Euclid Ave Spokane WA 99207-2899 509.483.8511	9-12	0	855	0	Spokane
Gospel Outreach David Hill 1925 South Bay Rd Olympia WA 98506-3532 360.786.0070	1-12	0	57	57	Thurston
Grace Academy Timothy Lugg 8521 67 <sup>th</sup> Ave NE Marysville WA 98270-7855 360.659.8517	P-12	15	300	0	Snohomish

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Grace Christian Academy Sarah Van Slyke 45 N Clark Ave (Mail: PO Box 88 Republic 99166-0088) Republic WA 99166 509.994.1458	P-12	8	30	0	Ferry
Grace Lutheran School Rebecca Hussman 1207 S 7 <sup>th</sup> Ave Yakima WA 98902-5567 509.457.6611	P-8	15	18	0	Yakima
Grandview Adventist Junior Academy Richard Peterson 1207 S 7 <sup>th</sup> Ave Yakima WA 98902-5567 509.457.6611	P-8	15	18	0	Yakima
Grays Harbor Adventist Christian School Adria Hay 1216 Sate Route 12 Montesano WA 98563-9621 360.249.1115	K-8	0	14	0	Grays Harbor
Greater Trinity Christian Learning Academy Dr. Paul Stoot Sr. 11229 4 <sup>th</sup> Ave W Everett WA 98204-4928 425.267.9689	P-1	20	20	0	Snohomish
Green River Montessori School Diana Holz 922 12 <sup>th</sup> St NE Auburn WA 98002-4246 253.833.7010	P-12	65	35	0	King
Guardian Angel St. Boniface School Lori Becker 306 Steptoe st (Mail: PO Box 48 Colton 99113-0048) Colton WA 99113 509.229.3579	K-8	0	25	0	Whitman
Hamlin Robinson School Joan Beauregard 6509 38 <sup>th</sup> Ave NW Seattle WA 98144-4411 206.763.1167	1-8	0	250	0	King



Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Harbor Christian Schools Bonnie Mudge 6509 38 <sup>th</sup> Ave NW Gig Harbor WA 98335-8301 253.857.6242	P-12	6	25	0	Pierce
Harbor Montessori School Aimee Allen 5414 Comte Dr Gig Harbor WA 98335-7424 253.851.5722	P-9	40	65	0	Pierce
Harbor School Mark McGough 15920 Vashon Hwy SW (Mail: PO Box 1912 Vashon 98070-1912) Vashon WA 98070 206.567.5955	K-8	0	83	0	King
Harrah Community Christian School Marie Wegmuller 50 Dane Ave (Mail: PO Box 100 Harrah 98933-0068) Harrah WA 98933 509.848.2418	P-8	6	32	0	Yakima
Hillside Academy Kimberly Gilreath 26423 NE Allen St (Mail: PO Box 1344 Duvall 98019-1344) Duvall WA 98019-8612 425.844.8608	P-8	65	67	0	King
Hillside Student Community School Kael Sherrard 5027 159 <sup>th</sup> PI SE Bellevue WA 98006-3636 425.747.6448	5-12	0	41	0	King
Holy Family Bilingual Catholic School Larkin Temme 9615 20 <sup>th</sup> Ave SW Seattle WA 98106-2786 206.767.6640	P-8	30	120	0	King
Holy Family Parish School Jackie Degel 7300 120 <sup>th</sup> Ave NE Kirkland WA 98033-8121 425.827.0444	P-8	48	250	0	King

Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Holy Family School (8000) Sharon Shelley-Ray 1002 Chestnut St Clarkston WA 99403-2595 509.758.6621	P-6	30	100	0	Asotin
Holy Family School (8098) Michele Corey 505 17 <sup>th</sup> St SE Auburn WA 98002-6895 253.833.8688	P-8	12	137	0	King
Holy Family School (8340) Monica Davis 2606 Carpenter Rd SE (PO Box 3700 Lacey 98509-3700) Lacey WA 98503-3999 360.491.7060	P-8	23	90	0	Thurston
Holy Innocents School of NW Dennis Cantwell 2530 S 298 <sup>th</sup> St Federal Way WA 98003-4219 253.839.0788	K-12	0	25	0	King
Holy Names Academy Elizabeth Swift 728 21 <sup>st</sup> Ave E Seattle WA 98112-4058 206.323.4272	9-12	0	692	0	King
Holy Rosary Elementary Anna Horton 4142 42 <sup>nd</sup> Ave SW Seattle WA 98116-4202 206.937.7255	P-8	42	415	0	King
Holy Rosary School—Edmonds Sue Venable 770 Aloha St Edmonds WA 98020-3019 425.778.3197	P-8	24	240	0	Snohomish
Holy Trinity Lutheran School Jason Kelley 2021 S 260 <sup>th</sup> St Des Moines WA 98198-9025 253.839.6516	P-8	33	137	0	King

Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Home Port Learning Center Ralph Smallwood 707 Astor St Bellingham WA 98225-4048 360.715.8860	8-12	0	50	0	Whatcom
Hope Academy Abdulkadir Jama 9421 18 <sup>th</sup> Ave SW Seattle WA 98106-2717 206.438.1778	K-8	0	80	0	King
Hope Lutheran School Kristen Okabayashi 4456 42 <sup>nd</sup> Ave SW Seattle WA 98116-4223 206.935.8500	P-8	52	175	0	King
Hosanna Christian School Sue Bishoprick 4120 NE St Johns Rd Vancouver WA 98661-3226 360.906.0941	P-11	20	90	0	Clark
HRRS—Juan Diego Academy Katie Dempsey 504 s 30 <sup>th</sup> St Tacoma WA 98402-1104 253.272.7012	P-8	50	165	0	Pierce
Hyla Middle School Paoul Carroll 7861 Bucklin Hill Rd NE Bainbridge Island, WA 98110-2603 206.842.5988	6-8	0	88	0	Kitsap
Imagination School of Education Fralisa McFall 14824 C Street S Tacoma WA 98444-4500 253.535.2522	P-10	4	20	0	Pierce
Immaculate Conception Regional School Gwen Rodrigues 1321 E Division St Mount Vernon WA 98274-4132 360.428.3912	P-8	16	220	0	Skagit

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Immaculate Concept/Our Lady of Perpetual Help Kathy Wartelle 22508 Hoyt Ave Everett WA 98201-2906 425.349.7777	P-8	36	260	40	Snohomish
Island Christian Academy Brenda Chittim 5373 S Maxwelton Rd (Mail: PO Box 1048 Langley 98260) Langley WA 98260-9521 360.221.0919	P-12	8	72	0	Island
Jewish Day School Hamutal Gavish 15749 NE 4 <sup>th</sup> St Bellevue WA 98008-4317 425.460.200	P-8	28	142	0	King
J F Kennedy Catholic High School Nancy Bradish 140 S 140 <sup>th</sup> St Burien WA 98168-3427 206.246.0500	9-12	0	840	0	King
Johnson Christian School Roxana Wood 661 Hwy 395 S Colville WA 99114-8621 509.684.8631	P-12	10	45	5	Stevens
Joyful Scholars Montessori Elementary School Cara Hackenmiller 249 N Mission Wenatchee WA 98001.2003 509.699.8286	P-6	20	30	0	Chelan
Jubilee Leadership Academy Rick Griffin 29 Jubilee Circle Prescott WA 99348-8607 509.749.2103	8-12	0	30	0	Walla Walla

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Kapka Cooperative School Jenifer Mahan 510N 49 <sup>th</sup> St Seattle WA 98103-6420 206.522.03.50	K-5	0	63	0	King
Kids Unlimited DBA Tree Hill Learning Center Dana Schnell 3500 SE 196 <sup>th</sup> Ave Camas WA 98607-8816 360.833.1230	P-1	23	15	0	Clark
Kings Schools Eric Rasmussen 19303 Fremont Ave NE Seattle WA 98133-3800 206.546.7211	P-12	102	1155	0	King
King's Way Christian School John Griffn 3300 NE 78 <sup>th</sup> St Vancouver WA 98665-0656 360.574.1613	K-12	0	750	0	Clark
Kirkland SDA School Ron Jacaban 5320 108 <sup>th</sup> Ave NE Kirkland WA 98033-7517 425.822.7557	K-8	0	100	0	King
Kitsap Adventist Christian School Becky Rae 5088 NW Taylor Rd Bremerton WA 98312-8/803 360.377.4542	K-8	0	21	0	Kitsap
LaSalle High School Ted Kanelopoulos 3000 Lightning Way Union Gap WA 98903-2213 509.225.2900	9-12	0	210	0	Yakima
Lake Washington Girls Middle School Patricia Hearn 810 18 <sup>th</sup> Ave Seattle WA 98122-4747 206.709.3800	6-8	0	108	0	King

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Lakewood Lutheran School Christina Murray 10202 112 <sup>th</sup> St SW Lakewood WA 98498-1699 253.584.6024	P-4	18	28	0	Pierce
Laurel Academy Sharon West 12700 35 <sup>th</sup> Ave NE Seattle WA 98125-4508 206.522.5992	K-8	0	20	0	King
Leadership Preparatory Academy Maureen O'Shaughnessy 316 4 <sup>th</sup> Ave S (Mail: 5116 150 <sup>th</sup> Pl SW Edmonds 98026-4431) Kirkland WA 98003-6612 425.786.3006	6-12	0	30	0	King
Les Lilas French Bilingual Community School Virginia Harroch 6601 132 <sup>nd</sup> Ave NE (Mail: 11935 SE 76 <sup>th</sup> St Newcastle 98056-1777) Kirkland WA 98033-8627 425.985.1763	P-5	20	13	0	King
Lewis County Adventist School Karen Carlton 2102 Schueber Rd S (Mail: PO Box 1203 Chehalis 98532-1203) Chehalis WA 98532-9635 360.748.3213	P-10	10	95	0	Lewis
Liberty Christian School Robin Keala Hoe 3172 Peppers Bridge Rd Walla Walla WA 99362-7005 509.525.5082	P-8	10	85	0	Walla Walla
Liberty Christian School (8564) James Cochran/Karen Bjur 2300 Williams Blvd Richland WA 99352-3077 509.946.0602	K-12	0	400	0	Benton
Life Christian Academy Ross Hjelseth 1717 S Union Ave Tacoma WA 98405-1997 253.756.2462	P-12	100	550	0	Pierce

Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Light of Faith Christian Academy Claudia Zimmerer 18008 Bothell-Everett Hwy #H Bothell WA 98012-6842 425.412.4192	P-12	2	13	0	King
Lighthouse Christian School Stephen Roddy 3008 36 <sup>th</sup> St NW Gig Harbor WA 98335-8256 253.858.5962	K-8	0	360	0	Pierce
Little Oak Montessori School (8342) Naomi Bull 1054 SE Oak St (Mail: PO Box 530 White Salmon 98672-0530) White Salmon WA 98072 509.281.1721	P-1	20	10	0	Kittitas
Little Oak Montessori School (802T) Naomi Bull 821 NE Estes (Mail: PO Box 530 White Salmon 98672-0530) White Salmon WA 98072 509.281.1721	2-6	0	30		Kittitas
Living Montessori Academy Afrose Amlani 2445 140 <sup>th</sup> Ave NE Bellevue WA 98005-1879 425.373.5437	P-6	85	40	0	King
Lynden Christian School Paul Bootsma 417 Lyncs Dr Lynden WA 98264-1649 360.318.9525	P-12	76	993	0	Whatcom
Lynden Christian Schools—Evergreen Campus Glen Hendricks 567 E Kellogg Rd Bellingham WA 98226-8181 360.738.8248	P-8	50	150	0	Whatcom

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Madrona School Marguerite Goss 219 Madison Ave N (Mail: PO Box 13371 Bainbridge 98110) Bainbridge Island WA 98110-2503 206.855.8041	P-8	20	130	0	Kitsap
Makkah Islamic School Aishah Bomani 3613 S Juneau St Seattle WA 98118-2600 206.402.3964	K-8	0	145	0	King
Marlin Hutterite School Jilleen Hotchkiss 1700 S Beaumont (Mail: 21344 Rd 18 NE Marlin 98832) Moses Lake WA 98837-5313 509.345.2390 X 233	K-12	0	1	0	Grant
Mason County Christian School Dr. Carol Holum 470 E Eagle Ridge Dr Shelton WA 98584-7897 360.4226.7616	P-9	30	85	0	Mason
Matheia School Allison Soules 2205 NW 67 <sup>th</sup> St Seattle WA 98117-5737 206.283.1828	K-5	0	50	0	King
Meadowglade SDA School Ricardo Peinado 18717 NE 109 <sup>th</sup> Ave Battle Ground WA 98604-6115 360.687.5121	K-8	0	288	0	Clark
Medina Academy Robert Mond 16242 Northrup Way Bellevue WA 98008-2545 425.497.8848	P-8	67	230	0	King
Meridian School Jack Shea 4629 Sunnyside Ave N Suite 242 Seattle WA 98103-6955 206.632.7154	K-5	0	194	0	King



Private Schools for Approval

2017-18

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Methow Valley Community School Allison Ciancibelli 201 S Methow Valley Hwy Twisp WA 98856 509.996.4447	1-6	0	20	0	Okanogan
Mission Creek Christian Education Center Mary Nell Ellingsen 51 Harold Young Rd (Mail: PO Box 1066 South Bend 98586-1066) South Bend WA 98586 360.875.6052	6-12	0	10	0	Pacific
Monarch Academy Dale Mayberry 1465 Poplar St (Mail: 1102 Chestnut St Clarkston 99403-2427) Clarkston WA 99403-2347 509.552.1315	P-6	20	30	0	Asotin
Monroe Christian School Elaine Obbink 1009 W Main St Monroe WA 98272-2017 360.794.8200	P-8	30	130	0	Snohomish
Monroe Montessori School Thea Heineman 733 Village Way Monroe WA 98272-2171 360.794.4622	P-6	80	55	0	Snohomish
Montessori Academy at Spring Valley Gulsevin Kayihan 36605 Pacific Hwy S Federal Way WA 98003-7899 253.874.0563	P-8	30	50	0	King
Montessori at Samish Woods Jessica Tupper 1027 Samish Way Bellingham WA 98229-3103 360.650.9465	P-6	32	71	0	Whatcom
Montessori Children's House Jennifer Wheelhouse 5003 218 <sup>th</sup> Ave NE Redmond WA 98053-2429 425.868.7805	P-6	90	67	0	King

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Montessori Country School Meghan Kane Skotheim 10994 Arrow Point Dr Bainbridge Island WA 98110-1410 206.842.4966	P-6	79	54	0	Kitsap
Montessori Schoolhouse Inc. dba Bilingual Montessori School Constance Falconcer 5550 Tracyton Blvd (Mail: 7333 Tracyton Blvd Bremerton 98311-9036) Bremerton WA 98311-2386 360.337.1400	K-3	0	25	0	Kitsap
Montessori School of Yakima Lorna Wigen 511 NE44th Ave Yakima WA 98908-2608 509.966.0680	P-6	55	48	0	Yakima
Montessori Schools of Snohomish County Kathleen Gunnell 1804 Puget Dr Everett WA 98203-6600 425.355.1311	P-12	65	70	0	Snohomish
Morningside Academy Dr. Kent Johnson 901 Lenora St Seattle WA 98121-2714 206.709.9500	1-9	0	92	0	King
Moses Lake Christian Academy Stephanie Voigt 1475 Nelson Rd NE Moses Lake WA 98837-1400 509.765.9704	P-12	20	155	0	Grant
Mount Vernon Christian Jeff Droog 820 W Blackburn Rd Mount Vernon WA 98273-9596 360.424.9157	P-12	20	300	0	Skagit
Mountain View Christian School Michelle Noonan 255 Medsker Rd Sequim WA 98382-8516 360.683.6170	1-8	0	12	0	Clallam

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Mt. Rainier Lutheran High School M Allen Hagen 12108 Pacific Ave S Tacoma WA 98444-5125 253.284.4433	9-12	0	115	0	Pierce
Mukilteo Academy Victoria Michael 12978 Beverly Park Rd Mukilteo WA 98275-5845 425.347.3665	P-1	72	22	0	Snohomish
Nature Nurtures Fam School Julie Peters 1939 Karen Frazier Rd SE Olympia WA 98501-3244 360.709.9769	P-6	44	4	0	Thurston
New Horizon School Marla Veliz 1111 S Carr Rd Renton WA 98055-5839 425.226.3717	4-12	0	55	0	King
New Life Christian School Nathan Dowd 911 E Division Ephrata WA 98823-1965 509.754.5558	P-8	30	35	0	Grant
Nile Chritian School/Hope Academy Bruce Gillespie 370 Flying H Loop Naches WA 98937-9440 509.658.2990	7-12	0	16	0	Yakima
North Coast Montessori School Helen Gilbert 21 Seabrook Ave Suite 4 (Mail: PO Box 175 Pacific Beach 98571-0175) Pacific Beach WA 98571	K-8	0	20	0	Pacific
North County Christian School Margo Thompson 737 Mary Ann Creek Rd Oroville WA 98844-9643 509.485.2011	P-12	5	15	30	Okanogan

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
North Seattle French School Aude Paret 12351 8 <sup>th</sup> Ave NE Seattle WA 98125-4805 206.403.0781	K-4	0	55	0	King
North Wall Elementary Leslie Watkins 9408 N Wall St Spokane WA 99218-2245 509.466.2695	P-6	74	32	0	Spokane
North Whidbey Kids' Academy Tina Smith 297 NE Harvest Dr Oak Harbor WA 98277-5901 360.929.4705	P-2	12	10	0	Island
Northern Lights Montessori School-Willows Campus Florence Plantilla 14615 NE 91 <sup>st</sup> St (Mail: 8460 NE 160 <sup>th</sup> Ave Redmond 98052-3855) Redmond WA 98052-3553 425.647.3031	P-2	80	50	0	King
Northlake Academy Susan Werner 12931 NE 126 <sup>th</sup> Place Kirkland WA 98034-7715 425.889.4444	P-5	70	75	0	King
Northshore Christian Academy Holly Leach 5700 23 <sup>rd</sup> Dr W Everett WA 98203-1570 425.407.1119	P-8	38	898	0	Snohomish
Northwest Achieve Schools Christopher Eirls 116 W Indiana Ave Spokane WA 99205-4827 509.327.3311	P-12	10	20	0	Spokane
Northwest Christian High School Dr. Terry Ketchum 4710 Park Center Ave NE Lacey WA 9816-5587 360.491.2966	9-12	0	115	0	Thurston

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Northwest Christian School (8182) Dr. Jack Hancock 5028 E Bernhill Rd Colbert WA 99005-9557 509.292-6700	P-8	35	175	0	Spokane
Northwest Christian School (8270) Dr. Jack Hancock 5104 E Bernhill Rd Colbert WA 99005-9005 509.238.4005	9-12	0	390		Spokane
Northwest Christian School (8129) Craig Mattson 904 Shaw Rd Puyallup WA 98372-5211 253.845.5722	P-8	18	135	0	Pierce
Northwest Education Academy (Initial) Allisen Yolanda Paez 121 Sunnyside Ave Granger WA 98932-934 360.870.7028	P-12	0	140	0	Yakima
Northwest Liberty School Robert Hagin 13120 NE 177 <sup>th</sup> Pl A-104 Woodinville WA 98072-5725 425.420.1236	6-12	0	75	0	King
Northwest Montessori School Jan Thorslund 4910 Phinney Ave N (Mail: 7400 24 <sup>th</sup> Ave NE Seattle 98155-5817) Seattle WA 98103-6347 206.524.4244	P-6	75	70	0	King

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Northwest School Michael McGill 1415 Summit Ave Seattle WA 98122-3619 206.682.7309	6-12	0	506	0	King
Northwest School for Deaf and Hard-of-Hearing Children DBA Northwest School for Hearing Impaired Children Lynessa Cronn 15303 Westminster Way N (Mail PO Box 33666 Shoreline 98133-0666) Shoreline WA 98133-6126 206.364.4605	P-8	9	35	0	King
Northwest School for Deaf and Hard-of-Hearing Children dba Northwest School for Hearing Impaired Children Lynessa Cronn 15303 Westminister Way N (Mail: PO Box 33666 Shoreline 98133-0666) Shoreline WA 98133-6126 206.364.4605	P-8	9	35	0	King
Nova School Barbara Mitchell Hutton 2020 22 <sup>nd</sup> Ave SE Olympia WA 98501-3102 360.491.7097	6-8	0	108	0	Thurston
Nueva Esperanza Leadership Academy Eric Sobotta 1111 Fish Hook Park Dr Prescott WA 99348-9618 509.749.2138	K-8	0	40	0	Walla Walla
Oak Harbor Christian School Sherry Fakkema 675 E Whidbey Ave Oak Harbor WA 98277-2596 360.675.2831	P-6	62	58	0	Island
Oakridge Ranch-Montessori Farm School Judy Lefors 11002 Orchard Ave (Mail: 6403 Summitview Ave Yakima 98908-1362) Yakima WA 98908-9102 509.966.1080	K-9	0	35	0	Yakima

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
O'Dea High School James Walker 800 Terry Ave Seattle WA 98104-1294 206.622.6596	9-12	0	475	0	King
Olympia Christian School Sharon Schwarts 1215 Ethel St NW Olympia WA 98502-4463 360.352.1831	K-8	0	40	0	Thurston
Olympia Community School Stefanie Hardy 114 20 <sup>th</sup> Ave SE (Mail: PO Box 12436 East Olympia 98540-0638) Olympia WA 98501-9623 360.866.8047	K-5	0	32	0	Thurston
Olympia Waldorf School Dominic Kehoe 8126 Normandy St SE (Mail: PO Box 130 East Olympia 98540-0638) Olympia WA 98501-9623 360.493.0906	P-8	12	130	0	Thurston
Omak Adventist Christian School Jennifer Hoofpauir 425 W 2 <sup>nd</sup> Ave (Mail: PO Box 3294 Omak 98841-3294) Omak WA 98841 509.826.5341	1-8	0	18	0	Okanogan
Open Window School Jeff Stroebel 6128 168 <sup>th</sup> Place SE Bellevue WA 98006-5679 425.747.2911	K-8	0	320	0	King
Orcas Christian School Thomas Roosma 107 Enchanted Forest Rd (Mail: PO Box 669 Eastsound 98245-0669) Eastsound WA 98245-8905 360.376.6683	K-12	0	80	0	San Juan

Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Our Lady of Fatima School Nicholas Ford 3301 W Dravus St Seattle WA 98199-2624 206.283.7031	P-8	36	242	0	King
Our Lady of Guadalupe School Donna Ramos 3401 SW Myrtle St Seattle WA 98126-3399 206.935.0651	P-8	25	220	0	King
Our Lady of Lourdes School Holly Rogers 4701 NW Franklin St Vancouver WA 98663-1798 360.696.2301	P-8	35	240	0	Clark
Our Lady of the Lake School Vince McGovern 3520 NE 89 <sup>th</sup> St Seattle WA 98115-3648 206.525.9980	P-8	50	230	0	King
Our Lady Star of the Sea School Jeannette Wolfe 1516 5 <sup>th</sup> St Bremerton WA 98337-1216 360.373.5162	P-8	27	160	0	Kitsap
Overcomer Academy Bonnie Carpenter 33415 Military Rd S Auburn WA 98001-9603 425.868.1000	P-7	28	120	0	King
Overlake School Matthew Horvat 20301 NE 108 <sup>th</sup> St Redmond WA 98053-7499 425.868.1000	5-12	0	534	0	King
Pacific Crest Academy Tamar Parker 324 NE Oak St Camas WA 98607-1439 360.834.9913	P-8	20	60	0	Clark



Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Pacific Crest Schools Dorothea Knapp Guy 600 NW Bright St Seattle WA 98107-4451 206.789.7889	P-8	70	150	0	King
Pacific International School (initial) Jung No Norton 4244 280 <sup>th</sup> St Auburn WA 98001-1168 360.941.5800	K-3	0	6	0	King
Pacific Learning Academy Kirsten O'Malley 22525 SE 64 <sup>th</sup> Pl Suite 272 Issaquah WA 98027-8114 425.562.3545	6-12	0	50	1	King
Pacific Learning Center NW Daniel Hanson 14550 Westminster Way Shoreline WA 98133-6431 425.672.6805	K-12	0	40	0	King
Palisades Christian Academy Dan Wister 1115 N Governmental Way Spokane WA 99224-5247 509.325.1985	P-10	50	200	0	Spokane
Paramount Christian Academy Amy Goodwin 3816 College St SE Lacey WA 98503-3534 360.878.8915	P-5	28	40	1	Thurston
Parkland Lutheran School Brent Sorn 120 123 <sup>rd</sup> St S Tacoma WA 98444-5060 253.537.1901	K-8	0	100	0	Pierce
Peace Lutheran School Sheri Juszczak 12134 NE Riddell Rd Bremerton WA 98310-3668 360.373.2116	P-8	70	130	0	Kitsap

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Pioneer School Betty Burley-Wolf 618 N Sullivan Rd Veradale WA 99037-8528 509.922.7818	K-5	0	60	0	Spokane
Perkins School Barry Wright 9005 Roosevelt Way NE Seattle WA 98115-3030 206.526.8217	K-5	0	102	0	King
Pioneer Meadows Montessori School Lee Smith 2377 Douglas Rd Ferndale WA 98248-9049 360.778.3681	P-6	50	60	0	Whatcom
Pope John Paul II High School Ronald Edwards 5608 Pacific Ave SE Lacey WA 98503-1258 360.438.7600	9-12	0	95	0	Thurston
Poulsbo SDA School Sandy Hawkins 1700 Lincoln Rd NE Suite 1 Poulsbo WA 98370-8549 360.779.6290	1-8	0	16	0	Kitsap
Privett Academy Carol Meyer 9311 SE 36 <sup>th</sup> St (Mail: PO Box 42 Mercer Island 98040-0042) Mercer Island WA 98040-3740 206.232.0059	6-12	0	12	0	King
Providence Christian School Northwest Kathy Vander Pol 5942 Portal Way (Mail: PO Box 180 Ferndale 98248-0180) Ferndale WA 98248-9361 360.318.1347	K-12	0	35	0	Whatcom
Providence Classical Christian School Ryan Evans 11725 NE 118 <sup>th</sup> St Kirkland WA 98034-7114 425.774.6622	P-12	10	215	0	King

Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Puget Sound Adventist Academy Ron Jacaban 11725 NE 118 <sup>th</sup> St Kirkland WA 98034-7114 425.822.7554	9-12	0	90	0	King
Puget Sound Community School Andrew Smallman 660 S Dearborn St Seattle WA 98134-1328 206.324.4350	6-12	0	53	0	King
Pullman Christian School Sherri Goetze 345 SW Kimball Pullman WA 99163-2146 509.332.3545	K-12	0	84	0	Whitman
Queen of Angels School Ann Austin 1007 S Oak St Port Angeles WA 98362.7742 360.457.6903	P-8	19	120	0	Jefferson
Quincy Valley School Sara Tuttle 1804 13 <sup>th</sup> Ave SW Quincy A 98848-1930 509.797.5301	P-8	13	57	0	Grant
Rainier Christian High School Justin Evans 26201 180 <sup>th</sup> Ave SE Covington WA 98042-4917 253.735.1413	9-12	0	106	0	King
Rainier Christian Middle School Don Garnand 20 49 <sup>th</sup> St NE Auburn WA 98002-1201 253.639.7715	7-8	0	60	0	King
Rainier Christian Schools—Kent View Elementary Don Garnand 20 49 <sup>th</sup> St NE Auburn WA 98002-1201 253.852.5145	K-6	0	140	0	King

Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Rainier Christian Schools—Maple Valley Elementary Weldo Melvin 16700 174 Ave SE (Mail: PO Box 58129 Renton 98058-1129) Renton WA 98058-9546 425.226.4640	P-6	34	120	0	King
Renton Christian School Dr. Erik Konsmo 15717 152 <sup>nd</sup> Ave SE Renton WA 98058-6330 425.226.0820	P-12	32	450	0	King
Renton Preparatory Christian School Dr. Michelle Zimmerman 200 Mill Ave S Suite 100 Renton WA 98057-2175 206.723.5526	3-12	0	150	0	King
RESTART Leadership Academy Cosette Rae 30001 138 <sup>th</sup> PI SE Monroe WA 98272-9037 800.682.6934	8-12	0	8	0	Snohomish
Riverday School Colleen Curan 1627 E Trent Spokane WA 99202-2940 509.326.6595	K-6	0	30	0	Spokane
Riverside Christian School Richard Van Beek 721 Keys Rd Yakima WA 98901-9560 509.965.2602	P-12	40	350	0	Yakima
Riverside SDA Christian School Heidi Kruger 463 N Shepherd Rd (Mail: PO Box 367 Washougal 98671-0367) Washougal WA 98671-8318 360.835.5600	P-8	8	30	0	Clark

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Riverwood Community School Monica Voltz 146-B Buena Vista Dr Colville WA 99114-9603 509.675.108	K-8	0	25	0	Stevens
Rock Creek Hutterite Phillip Walter 2194 N Schoonover Rd Odessa WA 99159-9729 509.988.0600	K-12	0	1	0	Lincoln
Rogers Adventist School Holly Bryant 200 SW Academy Way College Place WA 99324-1275 509.529.1850	K-8	0	297	0	Walla Walla
Root Academy Heather McKenzie Graham 2332 N 116 <sup>th</sup> St Seattle WA 98133-8514 425.260.9167	P-8	12	12	0	King
Sacred Heart School David Burroughs 9450 NE 14 <sup>th</sup> St Clyde Hill WA 98004-3497 425.451.1773	P-8	18	382	0	King
Saddle Mountain School Phyllis Magden 2451 W Bench Rd Othello WA 99344-8901 509.760.3321	4-12	0	50	50	Adams
Sagebrush Elementary School Samantha May 507 Wright Ave Richland WA 99352-3619 509.713.7322	1-6	0	41	0	Benton
Saint George's School James Tender 2929 W Waikiki Rd Spokane WA 99208-9209 509.466.1636	K-12	0	377	0	Spokane

Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Salish School of Spokane LeRae Wiley 4125 N Maple St (Mail: PO Box 10271 Spokane 99209-1271) Spokane WA 99205-1353 509.325.2018	K-6	0	35	0	Spokane
Salish Sea Deaf School Maria Christianson 715 Seafarers Way Suite 102 Anacortes WA 98221-2257 360.419.6946	K-12	0	11	0	Skagit
Salvation Christian Academy Vadim Hetman 10622 8 <sup>th</sup> St E Edgewood WA 98372-1133 253.952.7163	K-12	0	150	0	Pierce
Seabury School Sandra Wollum 1801 NE 53 <sup>rd</sup> St Tacoma WA 98422-1916 253.952.3111	P-5	12	78	0	Pierce
Seabury School—Middle School Campus Sandra Wollum 925 Court C (Mail: 1801-NE 53 <sup>Rd</sup> St Tacoma 98422-1916) Tacoma WA 98402-3603 253.604.0042	6-8	0	30	0	Pierce
Seattle Academy of Arts & Sciences Joseph Puggelli 1201 E Union St Seattle WA 98122-3925 206.323.6600	6-12	0	807	0	King
Seattle Amistad School Farin Houk 1625 19 <sup>th</sup> Ave Seattle WA 98122-2848 206.330.6373	P-5	38	82	0	King
Seattle Area German American School Elke Robshaw 11010 Greenwood Ave N Seattle WA 98133-8739 206.422.2023	P-5	84	50	0	King

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Seattle Christian School Laird Leavitt 18301 Military Rd S Seattle WA 98188-4684 206.246.8241	K-12	0	485	0	King
Seattle Classical Christian School Luke Davis 1013 8 <sup>th</sup> Ave Seattle WA 98104-1222 206.588.6403	P-6	19	90	0	King
Seattle Country Day School Michael Murphy 2619 4 <sup>th</sup> Ave Ne Seattle WA 98109-1903 206.284.6220	K-8	0	365	0	King
Seattle Girls School Brenda Leaks 2706 S Jackson St Seattle WA 98144-2442 206.709.2228	5-8	0	120	0	King
Seattle Lutheran High School Dave Meyer 4100 SW Genesee St Seattle WA 98116-4216 206.937.7722	9-12	0	113	0	King
Seattle Hebrew Academy Rivy Poupko Kletenik 1617 Interlaken Dr E Seattle WA 98112-3499 206.323.5750	P-8	57	167	0	King
Seattle Jewish Community School Heidi Stangvik 12351 8 <sup>th</sup> Ave NE Seattle WA 98125-4805 206.522.5212	K-5	0	73	0	King
Seattle Lutheran High School Dave Meyer 4100 SW Genesee St Seattle A 98116-4216 206.937.7722	9-12	0	113	0	King

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Seattle Mini Medical School Tan Lam 2400 S 240 <sup>th</sup> St (Mail: 14616 26 <sup>th</sup> Ln S SeaTac 98168-4200) Des Moines WA 98196-9714 206.319.6063	6-12	0	30	0	King
Seattle Nativity School Edward Nelson 2800 S Massachusetts St (Mail: PO Box 20730 Seattle 98102-1730) Seattle WA 98144-3870 206.494.4708	6-8	0	40	0	King
Seattle Preparatory School Erin Luby 2400 11 <sup>th</sup> Ave E Seattle A 98102-4016 206.577.2105	9-12	0	720	0	King
Seattle Urban Academy Sharon Okamoto 3800 S Othello St Seattle WA 98118-3562 206.723.0333	9-12	0	35	0	King
Seattle Waldorf School Tracy Bennett 2728 NE 100 <sup>th</sup> St Seattle WA 98125-7712 206.524.5320	P-12	41	360	0	King
Seton Catholic College Preparatory High School Ed Little 9000 NE 64 <sup>th</sup> Ave Vancouver WA 98665-8212 360.258.1932	9-12	0	190	0	Clark
Shelton Valley Christian School Melissa Hammond 201 W Shelton Valley Rd (Mail: PO Box 773 Shelton 98584-0773) Shelton WA 98584-8722 360.426.4198	K-8	0	30	0	Mason



Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Shoreline Christian School Timothy Visser 2300 NE 147 <sup>th</sup> St Seattle WA 98155-7395 206.364.7777	P-12	35	175	0	King
Shorewood Christian School David Glass 10300 28 <sup>th</sup> Ave SW Seattle WA 98146-1211 206.933.1056	P-8	12	110	0	King
Silverwood School Jon Torgerson 1400 Central Valley Rd NW Poulsbo WA 98370-8146 360.697.7526	K-6	0	65	0	Kitsap
Skagit Adventist Academy Gary Brown 530 N Section St Burlington WA 98223-1568 360.755.9261	P-12	4	120	0	Skagit
Skinner Elementary Montessori School Peggy Skinner 5001 NE 66 <sup>th</sup> Ave Vancouver WA 98661-2465 360.696.4862	P-6	50	17	0	Clark
Sky Valley Adventist School Crysti Wallace 200 Academy Way Monroe WA 98272-2000 360.697.7526	K-6	0	65	0	Snohomish
Skylar Education Academy Allisen Yolanda Paez 8536 W Kennewick Ave Suite 77 Kennewick WA 99336-7784 360.870.7028	P-12	0	50	0	Benton
Slavic Christian Academy-Vancouver Andrey Dolbinin 16807 NE 4 <sup>th</sup> Plain Blvd (Mail: 15407 NE 84 <sup>th</sup> St Vancouver 98682-9482) Vancouver WA 98682-5142 360.896.2602	P-8	10	90	0	Clark

Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Sno-King Academy Dr. Alice Westcott 10816 NE 152 <sup>nd</sup> (Mail: 23104 80 <sup>th</sup> Pl W Edmonds 98026-8715) Bothell WA 98011-4835 425.697.4021	3-12	0	10	9	King
Snoqualmie Springs School Joe Drovetto 25337 SE Issaquah-Fall City Rd Issaquah WA 98029-7705 425.392.1196	P-3	36	54	0	King
Solomon International School Richard Lee 8021 230 <sup>th</sup> St SW Edmonds WA 98026-8730 425.640.9000	7-12	0	75	0	Snohmish
Sonshine Christian Elementary School Rosemary Warner 11208 NE Hazel Dell Ave Vancouver WA 98685-3957 360.574.5307	K-5	0	57	0	Clark
Sound Preparatory Academy Glyn Jenkins 30168 25 <sup>th</sup> Ave SW Federal Way WA 98203-2354 253.312.4014	6-12	0	10	0	King
Soundview School Chris Watson 6515 196 <sup>th</sup> St SW Lynnwood WA 98036-5921 425.778.8572	P-8	18	80	0	Snohomish
South Sound Christian School—Tacoma Baptist Campus Brad McCain 2052 S 64 <sup>th</sup> St Tacoma WA 98409-6899 253.475.7226	P-12	10	300	10	Pierce
Southside Christian School Karen Hoiland 401 E 30 <sup>th</sup> Ave Spokane WA 99203-2590 509.838.8139	P-8	100	110	0	Spokane

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Southwest Washington Learning Center Debra Rinell 1020 NE 86 <sup>th</sup> St Vancouver WA 98665-8915 360.573.7007	P-1	65	18	0	Clark
Spanish with Sarah Sarah Segall 2204 NE Birch St Camas WA 98607-1407 360.990.1585	P-4	30	50	0	Clark
Spectrum Academy Uzma Butte 2576 152 <sup>nd</sup> Ave NE Redmond WA 98052-0702 425.885.2345	P-1	30	20	0	King
Spokane Christian Academy Cheryl Gade 8909 E Bigelow Gulch Rd Spokane WA 99217-9559 509.924.4888	K-8	0	60	0	Spokane
Spokane Valley Adventist School Darla Shupe 1603 E Sullivan Rd Spokane Valley WA 99037-9012 509.926.0955	K-8	0	48	0	Spokane
Spokane Windsong School Breann Treffry 4225 W Fremont Rd Spokane WA 99224-5254 59.326.6638	K-6	0	96	0	Spokane
Spring Academy Robert Hauser 9725 3 Ave NE Suite 125 (PO Box 615 Bellevue 98009) Seattle WA 98115-6111 206.363.3600	6-12	0	25	0	King
Spring Street International School Louis Prussack 505 Spring St Friday Harbor WA 98250-8/057 360.378.6393	5-12	0	100	0	San Juan

Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Spruce Street School Briel Schmitz 914 Virginia St Seattle WA 98101-1426 206.621.9211	K-5	0	106	0	King
St. Aloysius Catholic School Angela Krauss 611 E Mission Ave Spokane WA 99202-1917 509.489.7825	P-8	150	320	0	Spokane
St. Alphonsus School Matt Eisenhauer 55816 15 <sup>th</sup> Ave NW Seattle WA 98107-3096 206.782.4363	P-8	40	210	0	King
St. Anne School Mary Sherman 101 W Lee St Seattle WA 98119-3321 206.282.3538	P-8	20	258	0	King
St. Anthony School Michael Cantu 336 Shattuck Ave S Renton WA 98057-2499 425.255.0059	P-8	18	442	0	King
St. Benedict School Brian Anderson 4811 Wallingford Ave N Seattle WA 98103-6899 206.633.3375	P-8	40	175	0	King
St. Bernadette School Carol Mendoza 1028 SW 128 <sup>th</sup> St Seattle WA 98146-3198 206.244.4934	P-8	30	190	0	King
St. Brendan School Brian Bradish 10049 NE 195 <sup>th</sup> St Bothell WA 98011-2931 425.483.8300	P-8	30	195	0	King

Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
St Catherine School Pam Schwartz 8524 8 <sup>th</sup> Ave NE Seattle WA 98115-3099 206.525.0581	P-8	40	195	0	King
St. Cecilia Catholic School Susan Kilban 1310 Madison Ave Bainbridge Island WA 98110-1898 206.842.2017	P-8	16	84	0	Kitsap
St Charles Borromeo School Brian Bradish 7112 S 12 <sup>th</sup> St Tacoma WA 98465-1797 253.564.5185	P-8	20	520	0	Pierce
St. Charles School Joan Veokler 4515 N Alberta St Spokane WA 99205-1598 509.327.9575	P-8	50	190	0	Pierce
St. Christopher Academy Darlene Jevne 4100 SW Genesee St Seattle WA 98116-4282 206.246.9751	9-12	0	20	0	King
St Edwards School Mary Lundeen 4200 S Mead St Seattle WA 98118-2795 206.725.1774	P-8	18	160	0	King
St. Frances Cabrini School Monica Des Jarlais 5621 108 <sup>th</sup> St SW Lakewood WA 98499-2205 253.584.3850	P-8	20	170	75	Pierce
St. Francis of Assisi School Rosemary Leifer 15216 21 <sup>st</sup> Ave SW (Mail: PO Box 870 Seahurst 98062-0870) Burien WA 98166-2008 206.243.5690	K-8	0	470	0	King

Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
St. Francis Preparatory School Peter Tran 1904 Highland Dr (Mail: 2001 Patterson Rd Prosser 99350-1596) Prosser WA 99350-1595 509.3696.8586	9-12	0	50	0	Benton
St. George School Monica Wingard 5117 13 <sup>th</sup> Ave S Seattle WA 98108-2309 206.762.0656	P-8	40	225	40	King
St. John of Kronstadt Orodox Christian School Bethany Forsyth 706 steward St Yakima WA 98902-4473 509.452.0177	K-7	0	27	0	Yakima
St. John School Bernadette O'Leary 120 N 79 <sup>th</sup> St Seattle WA 98103-4688 206.783.0337	P-8	63	468	0	King
St. John Vianney School Sonia Flores-Davis 501 N Walnut Rd Spokane WA 99206-3899 509.926.7987	P-8	25	150	0	Spokane
St. Joseph Catholic School of Issaquah Peg Johnston 220 Mountain Park Blvd Issaquah WA 98027-3647 425.313.9129	P-8	40	235	0	King
St. Joseph Catholic School—Snoqualmie Campus (Initial) Peg Johnston 38645 SE Newton St (Mail: 220 Mountain Park Blvd Issaquah 98027-3647) Snoqualmie WA 98065 425.888.9130	4-8	0	120	0	King

Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
St. Joseph Marquette Middle School Gregg Pleger 202 N 4 <sup>th</sup> St Yakima WA 98901-2426 509.575.5557	P-8	32	335	0	Yakima
St. Joseph School (8010) Joe Manning 6500 Highland Dr Vancouver WA 98661-7637 360.696.2586	P-8	75	295	0	Clark
St. Joseph School (8070) Patrick Fennessy 700 18 <sup>th</sup> Ave E Seattle WA 98112-3900 206.329.3260	K-8	0	600	0	King
St. Joseph School (8120) Carissa Talley 123 SW 6 <sup>th</sup> St Chehalis WA 98532-3203 360.748.0961	P-8	15	135	0	Lewis
St. Joseph's School (8002) Kathleen Cleary 901 W 4 <sup>th</sup> Ave Kennewick WA 99336-5535 509.586.0481	P-8	100	200	0	Benton
St. Joseph's School (8004) Sr. Olga Cano 600 Saint Joseph Place Wenatchee WA 98801-6299 509.663.2644	P-5	50	173	0	Chelan
St. Louise School Dan Fitzpatrick 133 156 <sup>th</sup> Ave SE Bellevue WA 98007-5399 425.746.4220	P-8	20	380	0	King
St. Luke School Richard Boyle 17533 Saint Luke Place N Shoreline WA 98133-4799 206.542.1133	P-8	24	300	80	King

Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
St. Madeleine Sophie School Daniel Sherman 4400 130 <sup>th</sup> PI SE Bellevue WA 98006-2014 425.747.6770	P-8	20	200	5	King
St. Mark School Kathryn Palmquist-Keck 18033 15 <sup>th</sup> PI NE Shoreline WA 98155-3894 206.364.1633	P-8	24	135	30	King
St. Mary Magdalen School Zack Cunningham 8615 7 <sup>th</sup> Ave SE Everett WA 98208-2043 425.353.7559	P-8	40	350	0	Snohomish
St. Mary School Nicole Franson 518 North H St Aberdeen WA 98520-4012 360.532.1230	P-8	25	135	0	Grays Harbor
St. Mary's Academy Sr. Mary Petra 757 138 <sup>th</sup> St S Tacoma WA 98444-3468 253.537.6281	K-9	0	45	0	Pierce
St. Mary's Catholic School Lauri Nauditt 14601 E 4 <sup>th</sup> Ave Spokane WA 99216-2194 509.924.4300	P-8	45	240	0	Spokane
St. Matthew Lutheran School Patrick Cortright 6917 N Country Homes Blvd Spokane WA 99208-4216 509.327.5601	P-8	36	46	0	Spokane
St. Matthew School Karen Herlihy 1230 NE 127 <sup>th</sup> St Seattle WA 98125-4021 206.362.2785	P-8	10	190	0	King



Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
St. Michael Catholic School Dr. Karen Matthews 1514 Pine Ave Snohomish WA 98290-1826 360.568.0821	P-8	30	104	0	Snohomish
St. Michael School Connor Geraghty 1204 11 <sup>th</sup> Ave SE Olympia WA 98501-1627 360.754.5131	P-8	24	225	0	Thurston
St. Michael's Academy Sr. Marie Vianney 8500 N St. Michael's Rd Spokane WA 99217-9333 509.467.0986	K-12	0	130	0	Spokane
St. Nicholas School Amy Unruh 3555 Edwards Dr Gig Harbor WA 98336-1163 253.858.7632	P-8	130	120	0	Pierce
St. Patrick School (8018) Kristine Peugh 1016 N 14 <sup>th</sup> Ave Pasco WA 99301-4191 509.547.7261	K-8	0	200	0	Franklin
St. Patrick School (8143) Christopher Gavin 1112 North G St Tacoma WA 984003-2518 253.272.2297	P-8	50	316	0	Pierce
St. Paul Cathedral School Heather Remillard 1214 W Chestnut Ave Yakima WA 98902-3170 509.757.5604	P-8	38	175	0	Yakima
St. Paul School Betsy Kromer McCormick 10001 57 <sup>th</sup> Ave S Seattle WA 98178-2299 206.725.0780	P-8	20	130	0King	

Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
St. Paul's Academy James Estill 1509 E Victor St Bellingham WA 98225-1639 360.733.1750	P-12	121	209	0	Whatcom
St. Paul's Lutheran School Tara Breidert 312 Palouse St (Mail: PO Box 2219 Wenatchee 98807-2219) Wenatchee WA 98801-2641 509.662.4757	P-5	58	60	0	Chelan
St. Philomena School Dr. Stephen Morissette 1815 S 220 <sup>th</sup> St Des Moines WA 98198-7998 206.824.4051	P-8	20	255	0	King
St. Rose of Lima School Amy Krautscheid 520 Nat Washington Way Ephrata WA 98823-2287 509.754.4901	P-6	26	92	0	Grant
St. Rose School Cathy Strader 720 26 <sup>th</sup> Ave Longview WA 98632-1856 360.577.6760	P-8	10	114	0	Cowlitz
St. Pius X School Clinton Parker 22105 58 <sup>th</sup> Ave W Mountlake Terrace WA 98043-3898 425.778.9861	P-8	30	140	0	Snohomish
St. Rose School Cathy Strader 720 26 <sup>th</sup> Ave Longview WA 98632-1856 360.577.6760	P-8	10	114	0	Cowlitz
St. Therese Catholic Academy Matthew DeBoer 900 35 <sup>th</sup> Ave Seattle WA 98122-5299 206.324.0460	P-8	18	140	0	King

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
St. Thomas More (8169) Teresa Fewel 6511 176 <sup>th</sup> St SW Lynnwood WA 98037-2929 425.743.4242	P-8	40	228	0	Snohomish
St. Thomas More School (8200) Douglas Banks 515 W St Thomas More Way Spokane WA 99208-6026 509.466.3811	P-8	29	234	0	Spokane
St. Vincent DePaul School Wanda Stewart 30527 8 <sup>th</sup> Ave S Federal Way WA 98003-4100 253.839.3532	P-8	30	226	0	King
Stahville School Ana Lobe 33 E Snowden Rd (Mail: 1485 BN Hoffman Rd Ritzville 99169-8723) Odessa WA 99159-9745 509.659.0108	K-12	0	1	0	Odessa
Stella Maris Academy Ingrid Marlow 410 4 <sup>th</sup> Ave N (Mail: PO Box 842 Edmonds 98024-0842) Edmonds WA 98020-3119 360.731.8764	1-11	0	17	4	Snohomish
Stillpoint School Margaret Hodgkin 775 Park St (Mail: PO Box 576 Friday Harbor 98250-0576) Friday Harbor WA 98250-9609 360.378.2331	K-6	0	15	0	San Juan
Suslamita Christian School Vida Smith 12420 Evergreen Dr Mukilteo WA 98275-5708 425.298.7676	P-12	10	140	0	Snohomish
Summit Christian Academy Yuliya Tarasov 8913 N Nettleton Ln Spokane WA 99206-8001 888.924.4618	P-12	10	150	2	Spokane

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Sunfield Waldorf School Beth Ann O'Dell 111 Sunfield Ln (Mail: PO Box 85 Port Hadlock 98339-0085) Port Hadlock WA 98339 360.385.3658	P-8	12	93	0	Jefferson
Sunnyside Christian School (8235) Gary Kamps 811 North Ave Sunnyside WA 98944-1194 509.837.3044	P-8	31	173	0	Yakima
Sunnyside Christian School (8823) Gary Kamps 1820 Sheller Rd Sunnyside WA 98944-9283 509.837.8995	9-12	0	70	0	Yakima
Sunrise Beach School Roxanne Reis Cox 1601 North Street (Mail: PO Box 13409 Olympia 98508-3409) Olympia WA 98501-3666 360.866.1343	P-12	8	48	4	Thurston
Swan School Russell Yates 2345 Kuhn St Port Townsend WA 98368-6227 360.385.7340	P-6	24	46	0	Jefferson
Tacoma Christian Academy Aleksandr Slobodyankin 2014 S 15 <sup>th</sup> St Tacoma WA 98415-2905 253.572.1742	P-12	30	290	10	Pierce
Tacoma Waldorf School Chanin Escovedo 2710 N Madison Tacoma WA 98407-5230 253.383.8711	P-5	23	73	0	Pierce
Taproot School Michelle Taylor 9131 California Ave SW Seattle WA 98136-2551 206.849.7146	K-5	0	25	0	King

Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
The Bear Creek School Patrick Carruth 8905 208 <sup>th</sup> Ave NE Redmond WA 98053-4506 425.898.1720	P-12	64	710	0	King
The Bush School Dr. Percy Abram, 3400 E Harrison Seattle WA 98112-4268 206.322.7978	K-12	0	656	0	King
The Clearwater School Stephanie Sarantos Ph.D. 1510 196 <sup>th</sup> St SE Bothell WA 98012-7107 425.489.2050	P-12	2	50	0	King
The Eastside Montessori School Christine First 1934 108 <sup>th</sup> Ave NE Bellevue WA 98004-2828 425.213.5627	1-6	0	13	0	King
The Gardner School of Arts & Sciences Jeffrey Kubiak 16413 NE 50 <sup>th</sup> Ave Vancouver WA 98686-1843 360.574.5752	P-8	24	90	0	Clark
The Island School Trsih King 8553 NE Day Rd Bainbridge Island WA 98110-1395 206.842.0400	K-5	0	90	0	Kitsap
The Kineo School--Initial Lindsey Yocum 7525 132 <sup>nd</sup> NE (Mail: 8220 208 <sup>th</sup> Ave NE, Redmond 98053-7510) Kirkland WA 98038-8543 425.213.6741	K-5	0	5	4	King
The Lake and Park School Camille Hayward 3201 Hunter Blvd S Seattle WA 98144-7029 206.721.3480	P-5	8	60	0	King

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
The Little School Peter Berner-Hays 2812 116 <sup>th</sup> Ave NE Bellevue WA 98004-1421 425.827.8078	P-5	45	120	0	King
The Madrone School Lindsey McGrew 10020 166 <sup>th</sup> Ave NE Redmond WA 98052-3010 425.269.1833	K-5	0	12	0	King
The Montessori School of Pullman Beverley Wolff 115 NW State St Pullman Wa 99163-2616 509.334.4114	P-4	50	25	0	Whitman
The Moose Project Kristi Anderson 801 E 2 <sup>nd</sup> Ave Spokane WA 99202-2225 509.443.5905	P-1	24	30	0	Spokane
The Phoenix Rising School Jorge-Ayn Riley 13411 Cedar Grove Ln (Mail: PO Box 1010 Rainier 98576-1010) Rainier WA 98576-9558 360.446.1500	P-5	13	37	0	Thurston
The River Academy Eric DeVries 650 Crawford Ave (Mail: PO Box 4485 Wenatchee WA 98807-4485) Wenatchee WA 98801-3651 509.665.2415	P-12	10	205	0	Chelan
The Valley School Alan Braun 318 30 <sup>th</sup> Ave E Seattle WA 98112-4819 206.328.4475	P-5	11	94	0	King
Three Cedars Waldorf School Tracy Bennett 556 124 <sup>th</sup> Ave NE Bellevue WA 98005-3100 425.401.9874	P-8	14	135	0	King

Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Three Points Elementary Kevin Dunning 7800 NE 28 <sup>th</sup> St (Mail: 1601 98 <sup>th</sup> Ave NE Clyde Hill 98004-3400) Medina WA 98039-1536 425.454.3977	P-6	20	244	0	King
Three Rivers Christian School Erin Hart 2441 42 <sup>nd</sup> Ave Longview WA 98632-4961 360.636.1600	7-12	0	105	0	Cowlitz
Three Rivers Christian School—Longview Elementary Erin Hart 2610 Ocean Beach Hwy Longview WA 98632-3598 360.423.4510	P-6	90	125	0	Cowlitz
Three Tree Montessori School Thomas Rzegocki 220 SW 160 <sup>th</sup> St Burien WA 98166-3026 206.242.5100	P-6	90	107	0	King
Tilden School Monica Riva 4105 California Ave SW (Mail: 2141 45 <sup>th</sup> Ave SW Seattle 98116-2103) Seattle WA 98116-4101 206.938.4628	K-5	0	97	0	King
TLC Montessori School Kyungah Kim 21512 NE 16 <sup>th</sup> St Sammamish WA 98074-6728 425.868.1943	P-3	90	15	0	King
Torah Day School of Seattle Rabbi Yona Margolese 1625 S Columbian Way Seattle WA 98108-4634 206.722.1200	P-8	26	90	0	King

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Tri-Cities Preparatory School Arlene Jones 9612 St Thomas Dr Pasco WA 99301-4744 509.546.2465	9-12	0	170	0	Franklin
Tri-City Adventist School Spencer Hannah 4115 W Henry St Pasco WA 99301-2999 509.547.8092	K-10	0	89	0	Franklin
Trinity Catholic School Sandra Nokes 1306 W Montgomery Ave Spokane WA 99205-4300 509.327.9369	P-8	55	152	0	Spokane
UCiC School Paige Westcott/Seungho Pi 3727 240 <sup>th</sup> St SE Bothell WA 98021-8975 425.939.1133	K-5	0	6	0	King
University Child Development School Paula Smith 5062 9 <sup>th</sup> Ave NE Seattle WA 98105-3605 206.547.8237	P-5	61	265	0	King
University Cooperative School Jim Riley 5601 University Ave NE Seattle WA 98105-2619 206.524.0653	K-5	0	85	0	King
University Preparatory School Matt Levinson 8000 25 <sup>th</sup> Ave NE Seattle WA 98115-4600 206.525.2714	6-12	0	548	0	King
Upper Columbia Academy John Winslow 3025 E Spangle Waverly Rd Spangle WA 99031-9703 509.245.3612	P-12	0	235	0	Spokane



Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Upper Columbia Academy Elementary Gordon Smith 3025 E Spangle Waverly Rd Spangle WA 99031-9703 509.245.3629	1-8	0	32	0	Spokane
Upper Valley Christian School Dwight Pflugrath 111 Ski Hill Dr Leavenworth WA 98826-5027 509.548.5292	P-12	9	49	0	Chelan
Valley Christian School Joshua Snyder 1312 2 <sup>nd</sup> St SE Auburn WA 98002-5755 253.833.3541	P-8	75	70	0	King
Valley Christian School—Central Valley Derick Tabish 10212 E 9 <sup>th</sup> Ave Spokane Valley WA 99206-6944 509.924.9131	P-12	24	25	55	Spokane
Villa Academy John Milroy 5001 NE 50 <sup>th</sup> St Seattle WA 98105-2899 206.524.8885	P-8	60	363	0	King
Visitation Catholic STEM Academy Marc Nuno 3306 S 58 <sup>th</sup> St Tacoma WA 98409-5306 253.474.6424	P-8	70	115	30	Pierce
Walla Walla Valley Academy Brian Harris 300 SW Academy Way College Place WA 99324-1283 509.525.1050	9-12	0	168	0	Walla Walla
Washington Academy for Muslim Education— (Initial) A Alqanuni 4272 S Mead (3621 334 <sup>ed</sup> Ave S Suite A133, Seattle WA 98144-6955) Seattle WA 98118-2702	1-12	0	10	0	King

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
360.842.6263					
Washington Preparatory School (Initial) Qing Zhong 18323 Bothell-Everett Hwy Suite 300 Bothell WA 98012-5246 206.355.7636	6-12	0	18	0	King
West Seattle Montessori School Angela Sears Ximenes 11215 16 <sup>th</sup> Ave SW (Mail: 10241 California Ave SW Seattle 98146) Seattle WA 98146-3564 206.935.0427	P-8	80	80	0	King
West Sound Academy Barrie Hillman 16571 Creative Dr NE (Mail: PO Box 807 Poulsbo 98370-0807) Poulsbo WA 98370-8661 360.598.5954	6-12	0	125	0	Kitsap
Westpark Christian Academy Colleen Sheahan 3902 Summitview Ave Yakima WA 98902-2717 509.966.1632	P-12	10	70	0	Yakima
Westside School Ted Kalmus 10404 34 <sup>th</sup> Ave SW Seattle WA 98146-1270 206.932.2511	P-8	15	350	0	King
Whatcom Hills Waldorf School Kathleen Fraser 941 Austin St Bellingham WA 98229-2705 360.733.3164	P-8	24	195	0	Whatcom
Whidbey Island Waldorf School Michael Soule 6335 Old Pietila Rd (Mail: PO Box 469 Clinton 98236-0469) Clinton WA 98236-8602 360.341.5686	P-8	30	90	0	Island
Whole Earth Montessori School Joseph Galante M.Ed. 2930 228 <sup>th</sup> St SE Bothell WA 98021-8927	P-6	102	58	0	King

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
425.486.3037					
Willows Preparatory School Yuka Shimizu 12280 Woodinville-Redmond Rd NE (Mail: 14600 NE 24 <sup>th</sup> St Bellevue 98007-3723) Redmond WA 98052-2010 425.555.1234	6-8	0	120	0	King
Wisdom Christian Academy (Initial) Oleg Losinets 15345 SE Auburn-Black Diamond Rd Auburn WA 98092-9235 425.351.1801	K-8	0	25	0	King
Woodinville Montessori School-North Creek Campus Mary Schneider 19102 North Creek Campus Bothell WA 98011-8005 425.482.3184	P-12	135	225	0	King
Yakima Adventist Christian School Rena Young 1200 City Reservoir Rd Yakima WA 98908-2144 509.966.1933	P-10	20	105	0	Yakima
Yellow Wood Academy Jan Schrag 9655 SE 36 <sup>th</sup> St Suite 101 Mercer Island WA 98040-3798 206.236.1095	K-12	0	80	0	King
Zion Lutheran School Lynne Hereth 3923 103 <sup>rd</sup> Ave SE Lake Stevens WA 98258-5763 425.334.5064	P-8	40	125	0	Snohomish

# State Board of Education Website Accessibility Corrective Action Plan

# State Board of Education Corrective Action Plan

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As required by the *Resolution Agreement, OCR Reference No. 10164018*, the State Board of Education (SBE) has developed the following Corrective Action Plan based on the results of the conformance audit conducted by Washington Technology Solutions (WaTech). This plan includes issues identified in the accessibility conformance audit along with prioritized actions and a timeline for making the SBE website accessible.

## Website Design, Layouts and Templates

**Issue:** The State Board of Education website contains accessibility barriers

**Remediation strategy:** Redesign/rebuild the SBE website

SBE consulted with the Web and User Experience team within Washington Technology Solutions (WaTech) regarding the implementation of fixes identified in the audit. Based on the nature of the barriers and the outdated technology of the website, SBE has determined a complete redesign and rebuild of the website would be more cost effective and result in a more accessible website than remediating the accessibility issues of the current SBE website.

Note: For the purposes of the Corrective Action Plan, website design, layouts and templates are defined as the technical functionality and structure of the website independent from the content posted on the website.

## Actions and Schedule

Action	Start Date/Dependency	Planned Completion	Responsible Parties
Procurement/contracting options researched	Office of Civil Rights acceptance of Corrective Action Plan	6/1/2017	SBE
Funding sources/issues identified	Office of Civil Rights acceptance of Corrective Action Plan	6/1/2017	SBE
Contract for redesign and rebuild of SBE website is written	Funding sources identified	8/1/2017	SBE
Contract for redesign and rebuild of SBE website is signed	Contract written and Contractor identified	9/1/2017	SBE, Contractor

Action	Start Date/Dependency	Planned Completion	Responsible Parties
<b>SBE website rebuild complete</b>	Date contract is signed and Contractor workload/resourcing, other	Prior to 24 month timeline specified in <i>Resolution Agreement, OCR Reference No. 10164018</i> (see schedule note)	Contractor
<b>Staff trained on updating website</b>	Date contract is signed and Contractor workload/resourcing, other	Prior to 24 month timeline specified in <i>Resolution Agreement, OCR Reference No. 10164018</i> (see schedule note)	Contractor

**Schedule note:** Due to the need to contract with an external entity to complete this action, SBE feels supplying a specific date of completion for this action would not take into consideration impacts outside of SBE’s control such as the existing workload of the contractor or other factors. SBE will incorporate a timeline into the contract that will result in the completion of work associated with these actions within the 24 month timeline specified in the *Resolution Agreement, OCR Reference No. 10164018*.

**Audit Findings Related to**

Once complete, the identified actions will result in the remediation of the following issue areas identified in the accessibility conformance audit:

- Keyboard Navigation
- Focus
- Skip Links
- Images
- Color
- Forms
- Tables
- Language
- Audio-Only Content
- Synchronized Media
- Style-Sheet Non-Dependence
- Enough Time
- Re-Size Text
- Parsing

Website Content

**Issue:** Content on the State Board of Education website contained issues impacting accessibility

**Remediation Strategy:** Remediation of accessibility issues within SBE web content.

Note: for the purposes of the Corrective Action Plan, website content is defined as pieces of the website presented on a webpage for the purpose of communication. This includes links to audio files.

Documents hosted on the SBE website and linked from webpages are addressed in the [Documents](#) section of the Corrective Action Plan.

## Actions and Schedule

Action	Start Date/Dependency	Planned Completion	Responsible Parties
Identify content to carry forward (to help prioritize remediation efforts and prepare for migration to new website)		7/1/2017	SBE
Remove content from site that will not be carried forward		8/1/2017	SBE
Provide text alternatives to audio-only content	Dependent upon identification of content being carried forward	11/1/2017	SBE (optional contract for transcription services)
Provide text alternatives to content conveyed through images	Dependent upon identification of content being carried forward	11/1/2017	SBE
Remove data table attributes from layout tables	Dependent upon identification of content being carried forward	11/1/2017	SBE
Data table row and column headers are correctly identified (programmatically)	Dependent upon identification of content being carried forward	11/1/2017	SBE
Complex data table cell are programmatically associated with corresponding header cells	Dependent upon identification of content being carried forward	11/1/2017	SBE
Visual headings are programmatically identified, match visual outline level, and describe the topic/purpose	Dependent upon identification of content being carried forward	11/1/2017	SBE
Remove <blockquote> tags used solely for indentation	Dependent upon identification of content being carried forward	11/1/2017	SBE

Action	Start Date/Dependency	Planned Completion	Responsible Parties
<b>Link text is descriptive and conveys the destination, function, and/or purpose of the link</b> <b>Links are uniquely identified</b>	Dependent upon identification of content being carried forward	11/1/2017	SBE
	Dependent upon identification of content being carried forward	11/1/2017	SBE
<b>iframes have a meaningful title</b>	Dependent upon identification of content being carried forward	11/1/2017	SBE
<b>Consult with contractor regarding best implementation of functionality currently provided via image maps (graduation requirements)</b>	Dependent upon identification of content being carried forward and signing of website rebuild contract	Prior to 24 month timeline specified in <i>Resolution Agreement, OCR Reference No. 10164018</i> (see schedule note)	SBE, contractor

**Schedule note:** Due to the need to contract with an external entity to complete this action, SBE feels supplying a specific date of completion for this action would not take into consideration impacts outside of SBE’s control such as the existing workload of the contractor or other factors. SBE will incorporate a timeline into the contract that will result in the completion of work associated with these actions within the 24 month timeline specified in the *Resolution Agreement, OCR Reference No. 10164018*.

## Related Audit Findings

This action will result in the remediation of the following issues identified in the audit:

- Images
- Color
- Tables
- Headings and Document Structure
- Links and User Controls
- Frames

## Documents

**Issue:** Though not included in scope of audit, WaTech noted the presence of inaccessible documents on the SBE website.

**Remediation Strategy:** Identify and remediate accessibility issues in documents posted on SBE website.



## Actions and Schedule

Action	Start Date/Dependency	Planned Completion	Responsible Parties
<b>Complete inventory of documents on SBE website</b>	Dependent upon identification of content being carried forward.	8/1/2017	SBE
<b>Types and sources of accessibility issues in documents are identified</b>	Complete inventory of documents on SBE website	11/1/2017	SBE
<b>Prioritization plan established for remediation</b>	Inventory of documents and types of accessibility issues present have been identified	1/1/2018	SBE
<b>Remediation of accessibility issues complete</b>	Prioritization plan complete	Prior to 24 month timeline specified in <i>Resolution Agreement, OCR Reference No. 10164018</i> (see schedule note)	SBE

**Schedule note:** Due to the need to contract with an external entity to complete this action, SBE feels supplying a specific date of completion for this action would not take into consideration impacts outside of SBE's control such as the existing workload of the contractor or other factors. SBE will incorporate a timeline into the contract that will result in the completion of work associated with these actions within the 24 month timeline specified in the *Resolution Agreement, OCR Reference No. 10164018*.

## Website Accessibility Input

The board will seek input regarding the accessibility of its redesigned and rebuilt website from persons knowledgeable about website accessibility, including employees, parents, students, and members of the public with disabilities during the period it implements the corrective action plan.