



THE WASHINGTON STATE BOARD OF EDUCATION

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

Amara, Elephant Room
5907 Martin Luther King Jr. Way S
Seattle, WA 98118

August 16, 2017

SPECIAL BOARD MEETING AGENDA

- | | |
|------------------|--|
| 1:00 p.m. | Call to Order |
| 1:00-1:10 | Option One Basic Education Act Waiver Request
Mr. Parker Teed, Data Analyst |
| 1:10-1:40 | Statewide Accountability System under the Every Student Succeeds Act (ESSA)
Mr. Chris Reykdal, State Superintendent, OSPI
Dr. Michaela Miller, Deputy Superintendent, OSPI
Dr. Deb Came, Director of Student Information, OSPI |
| 1:40-2:15 | Board Discussion |
| 2:15-2:30 | Public Comment |
| 2:30-3:00 | Business Items (<i>Action Required</i>) <ol style="list-style-type: none">1. Approval of the Option One Basic Education Act Waiver Request from Orient School District2. Approval of Letter Regarding ESSA Plan Components Pursuant to Statutory Authority of the State Board of Education |
| 3:00 | Adjourn |

Members of the public may submit written comments to the Board at sbe@k12.wa.us.



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Directions

Location Information

Amara, Elephant Room

5907 Martin Luther King Jr. Way S

Seattle, WA 98188

(Between S. Orcas Street and S. Graham Street)

Parking is behind the building and there is a separate entrance.

Go down Martin Luther King Jr. Way S. Amara will be on the right, but to reach the parking lot, you'll need to pass the main entrance.

Take a right at Graham Street.

Take a right at 32nd. You'll be in a neighborhood.

Take a right on Juneau Street. You will see a Noji Gardens sign.

Pass the Dead End street sign and turn right into the parking lot. It'll have a chain-link fence around it and you'll see the Amara parking sign.



Kevin Laverty, Vice Chair • Ben Rarick, Executive Director

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

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BUSINESS ITEMS

August 16, 2017

Business Item	*Motion Language	Exhibit	Supporting Documents
1. Approval of the Option One Basic Education Act Waiver Request from Orient School District	Motion: Move to approve Orient School District's waiver request from the 180-day school year requirement for five school days for the 2017-18, 2018-19, and 2019-20 school years, for the reasons requested in its application to the Board.	No Exhibit	Waivers section of packet
2. Approval of Letter Regarding ESSA Plan Components Pursuant to Statutory Authority of the State Board of Education	Motion: Move to approve letter regarding ESSA plan components pursuant to statutory authority of the State Board of Education, as shown in Exhibit A.	Exhibit A, found in ESSA section of packet	ESSA section of packet

*Please note that these recommended motions are consistent with the direction proposed by staff in the materials provided with the Agenda, or alternatively as recommended language for a motion if the Board elects to take action on a specific business item. The motions are subject to modification at the election of any Board member. The Board may also elect not to proceed with a motion on an agenda item.



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Accountability Funding in Legislative Budget

For the August 16, 2017 Special Board Meeting regarding Washington's Revised Draft ESSA (Every Student Succeeds Act) Plan, as the Board gives further consideration to the elements of the Plan that relate to the Board's statutory responsibilities, staff would like to highlight new funding directly related to the Revised Draft ESSA Plan.

Persistently Failing Schools

The Legislature wishes to fully fund an accountability system. This encompasses sufficient funding for all the levels of school support, including RAD (Required Action Districts).

Section 513(14) of SSB 5883 provides funding to OSPI (Office of Superintendent of Public Instruction) to implement chapter 159, laws of 2013 (E2SSB 5329) during the 2017-2019 biennium as follows:

FY 2018: \$9,352,000

FY 2019: \$9,352,000
+ \$5,000,000*
\$14,352,000

*Contingent upon legislative approval of OSPI's plan for additional school accountability supports; OSPI must submit a plan to the legislature by January 15, 2018, outlining the additional school accountability supports that will be implemented as a result of the additional \$5,000,000.

In essence, the Legislature has allocated an additional \$5,000,000 which it will "release" if it – the Legislature – approves the state ESSA Plan.

Chronic Absenteeism

The 2017 Legislature is prioritizing chronic absenteeism, for the following reasons, per Section 901 of EHB 2242, the omnibus K-12 policy bill:

- Chronic absenteeism is a solvable problem.
- Relationship between chronic absenteeism and academic achievement, including graduation rates.
- Inclusion of chronic absenteeism in the state Draft ESSA plan (although, it is noteworthy from a political/procedural angle that this language existed in legislation early in the 2017 session, and the ESSA language was added at the end of session)

SSB 5883, Section 501(47), allocates \$600,000 to OSPI (\$150,000 in FYI 2018, \$450,000 in FY 2019) to *"develop and implement a statewide accountability system to address absenteeism and improve student graduation rates. This system must use data to engage schools and districts to identify successful strategies and systems that are based on federal and state accountability measures. Funding may also support the effort to provide assistance about successful strategies and systems to districts and schools that are underperforming in the targeted student subgroups."* Section 901 of EHB 2242 expands on the legislature's intent that *"some of the state funding provided to facilitate a statewide accountability system to improve student graduation rates by, among other things, providing assistance to school districts about successful strategies to address chronic student absenteeism."*

During the September retreat, staff will provide you comprehensive information regarding all new K-12 funding in the budget enacted by the Legislature and signed by the Governor.

If you have questions regarding this information, please contact Kaaren Heikes at Kaaren.heikes@k12.wa.us.

ESSA Element Described in Letter to Supt. Reykdal	Requested Documentation or Materials	Status to Date <i>Questions and Comments are Italicized</i>
The measure of chronic absenteeism should provide for the exclusion of certain school supervised activities.	<ul style="list-style-type: none"> • Copy of draft rule (WAC) change • Copy of draft changes for the CEDARS Guidance doc. 	<ul style="list-style-type: none"> • <i>The definition of absence is not included in the ESSA plan and the reference to WAC and RCW are also not included. Specifically, will out-of-school, school-related events (e.g. FFA or sports events) be considered an absence?</i>
The exclusion of science assessment data in this version of the Achievement Index should be made explicitly temporary.	<ul style="list-style-type: none"> • Explicit statement of “temporary removal” in the Draft ESSA plan pending further federal guidance. • Placeholder in new Index design in the ESSA plan 	<ul style="list-style-type: none"> • <i>(pg. 30-31) No statement about or placeholder showing the potential inclusion of science in the Index.</i>
The proposal to identify nearly half of the state’s schools as part of the school improvement process poses resource and policy challenges for the state that requires additional discussion.	<ul style="list-style-type: none"> • Description of the OSPI plan to support schools in the Draft ESSA plan • Transition plan to support Priority and Focus Schools. 	<ul style="list-style-type: none"> • <i>An Index simulation run by the SBE using the weighting scheme, measures, and school ID methodology described in the ESSA plan shows that 893 distinct schools would be identified for either Comprehensive or Targeted support.</i> • (pg. 53) the ESSA plan states that WA ‘plans to reevaluate the school ID process after three years, ensuring the data reflects the state’s priorities. • (pg. 58) Under ESSA, LEAs are responsible for supporting Targeted schools – the OSPI will provide new LEA technical assistance opportunities. • (pg. 57-77) description of how the OSPI will support and serve schools identified for Targeted and Comprehensive Support.
Your proposal relative to long-term goals (including goals for the English Learner progress measure) remains unclear to us relative to the original goals proposed in the November 2016 draft plan and the goals required to be set by the	<ul style="list-style-type: none"> • Partial description in Draft ESSA plan • Need to finalize the EL progress measure and include in a PPT for the SBE • Description of what happens when schools do not meet goals in plan 	<ul style="list-style-type: none"> • <i>(pg. 23-24) the minimum N for goal setting is not specified</i> • <i>Achievement goals are described in terms of proficiency. The ASW and SBE supported the addition of AGPs in this metric.</i> • <i>(pg. 24-26) tables do not specify grade spans. If ES and MS spans are included, do the measures include students meeting AGPs?</i> • <i>What happens in 2017 after the 10-year period concludes?</i> • <i>(pg. 26) What happens if a school/subgroup does not meet interim target or endpoint goal?</i>

Board under RCW 28A.305.130 (4).		<ul style="list-style-type: none"> • (pg. 29) What is the rationale for the English Learner long term goal not being associated with the ELP Index measure?
The number of tiers and names or number rating system associated with the tiers in the Index still needs resolution.	<ul style="list-style-type: none"> • Should be described in ESSA plan • Results of beta-testing that include the numbers and types of schools in each tier or label. 	<ul style="list-style-type: none"> • The ESSA plan describes schools identified for Targeted Support, Comprehensive Support, and Required Action. No other school identifications are described.
The types of schools identified by the proposed Index weights requires some analysis by the Board to understand the true impact of the new methodology. Understanding the proposed definition of ‘targeted school’ is critical to this discussion.	<ul style="list-style-type: none"> • Describe Targeted Schools in ESSA plan. Two types? (multiple low perf. groups) and some Challenged (single low perf. group) – need definitions in plan. • Business rule doc for identifying schools for Targeted and Comprehensive Support. 	<ul style="list-style-type: none"> • (pg. 47-51) definition of school IDs for <ul style="list-style-type: none"> ○ Targeted Support (one low performing group) ○ Additional Targeted Support (two or more low performing student groups) ○ Targeted Support – low ELP program performance • SBE staff was not provided with all of the data needed to answer the question about the types of schools identified for support or possible awards for high achieving schools.
The Board wishes to have a better understanding of how the Achievement Index will display and operate in the context of the Report Card, including how summative scores will be displayed on the front page.	<ul style="list-style-type: none"> • Mock-up of potential web displays • Commitment “on the record” as to the future SBE role in “look and feel” of the Index on the Report Card. 	<ul style="list-style-type: none"> • The OSPI has not provided mock-ups of potential web displays other than those in previous presentations to the SBE.
The Board wishes to receive results from beta-testing of Index models in advance of the August 2017 special board meeting.	<ul style="list-style-type: none"> • Updated data sets requested in writing • Documentation and preliminary business rules provided to the SBE on or before August 11th. 	<ul style="list-style-type: none"> • The OSPI provided most of the data requested and provided one Index simulation using the measures described in the Revised Draft ESSA plan, but utilizing a weighting scheme different from that described in the Revised Draft ESSA plan. • The OSPI has yet to provide documentation or business rules on the Index computations, graduation bonus, or school identifications.

ESSA Plan – Other Observations or Questions – These Notes

- Long Term Goals (23-26) – Achievement goals are described for high school only (90% proficient in 10 years). This is part of what was included in the Draft ESSA plan from a year ago. The goals for non-high schools that include the Pro + Met AGP as recommended by the ASW and supported by the SBE are not discussed.
- Long Term Goals (29) – ELP – increase in the percent of students transitioning by 1% per year for the next three years may not be considered long-term and may not be considered ambitious by federal peer reviewers.
- Graduation Bonus (33) – Graduation bonus is not described in Section 4v as stated in the text.
- English Learner Progress (34-35) measure differs from that which was discussed at the July SBE meeting – the Board has heard nothing about this change
- Index (41) the ESSA plan consistently refers to “combined multiple measures score” rather than the Index. Not sure why this is.
- The Revised Draft ESSA plan includes several passages of highlighted text that represents sections that have been changed or reflect a new decision. In some cases these sections will be updated (added to) pending SBE decisions. These highlights can be found on:
 - Page 29: Long-term goals for EL Progress
 - Page 33: Graduation Rate indicator and Graduation Bonus
 - Page 40-42: System of annual meaningful differentiation
 - Page 47: ID for Targeted Support
 - Page 150: Long-term and interim goals for the EL Progress measure in Appendix A



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State Board of Education Analysis of the Achievement Index Described in the ESSA Revised Draft Plan

The Office of the Superintendent of Public Instruction (OSPI) delivered a data file to the State Board of Education (SBE) in early August containing the measures included in the Revised Draft ESSA Plan the OSPI posted to its website on August 7 for public review. The SBE simulated the school Index ratings and school identifications following the methodologies described in the plan. The analyses were undertaken to answer questions from Board members that include the following.

1. What is the total number of schools that would be identified (as Targeted) under the ESSA Draft proposal?
2. What is the breakdown of the reason these schools are identified: school-wide low achievement vs. low subgroup performance?
3. What is the breakdown of these schools by number of subgroups identified, e.g. 1, 2, 3, 3 or more?
4. When school identification lists generated under the ESEA and ESSA methodologies are compared, how are the lists similar and how do the lists differ?
5. Is the new Index fair to all schools, or does the methodology result in hidden or subtle biases?

Summary of Findings

- The new Index methodology results in a substantial increase in the number of reportable student groups at schools and generates separate Index ratings for individual student groups that is more transparent and has not been made a part of the current Index.
- Schools identified for the highest levels of support (Comprehensive) would increase from approximately 230 under the old ESEA methodology (simplified) to 277 under the ESSA methodology, a 20 percent increase.
- There is a high rate of agreement between the ESSA and ESEA generated school lists identifying schools for Comprehensive Support.
- Of the nearly 587 schools identified for Targeted Support and Additional Targeted Support, 331 schools (56 percent) are identified on the basis of one low performing student group and 137 (23 percent) schools are identified on the basis of two low performing student groups. The remaining 119 schools (20 percent) are identified on the basis of three to seven low performing student groups
- The combination of school FRL rate, percentage of ELL students, and percentage of SWD students accounts for about 25 percent of the variance found in the Index rating, which is similar to the old Index methodology.

Analysis of the Findings

The OSPI provided the SBE with a data file simulating Index results using 2013-14, 2014-15, and 2015-16 data that would be used in an ESSA compatible Index.

- The file included the currently used continuously enrolled (CE) filter for proficiency and growth but not for the EL Progress measure. The ESSA requires a CE filter for the EL Progress measure, and this is now reflected in the Revised Draft ESSA plan. Changes to the Index ratings would be expected when the CE filter is applied. However, the EL Progress measure carries a weighting factor of only 0.05 which would be expected to change Index ratings by only a minor amount.
- The results presented here are based upon the weighting scheme (Table 1) broadly framed in a recommendation from the Accountability Systems Workgroup (ASW) and the Technical Advisory Committee (TAC) to the Superintendent. The weighting scheme depicted in Table 1 was included in the Revised Draft ESSA plan.
- The file included participation rates separately for ELA and math but the neither the analyses nor the identifications make adjustments for low participation rates.

Table 1: shows the weighting factor for each of the indicators used to compute Index ratings.

Groupings	Proficiency*	Growth	Graduation	EL Progress	SQSS
K-12 Schools	30.0%	25.0%	25.0%	5.0%	15.0%
Elementary and Middle Schools	30.0%	60.0%	0.0%	5.0%	5.0%
High Schools	30.0%	0.0%	50.0%	5.0%	15.0%

*Note: Measure is for ELA and math proficiency (excludes science). When indicators are absent or are not reportable, the weights of the other indicators are increased per the Revised Draft ESSA plan.

The structure of and elements not included in the data file complicated some of the analyses and made a few analyses impossible to carry out.

- The file included de-identified school codes, meaning these results could not be compared to the live Index results.
- The file did not include school type, meaning it is impossible to differentiate a brick and mortar school from a virtual school, a traditional high school from a re-engagement center, etc.
- The file did not include district identifiers, meaning it was impossible to determine the geographic setting (e.g. I-5 corridor) of the school or whether the school is situated in an urban, suburban, or rural setting.
- The file did not include the counts of students by student group or by school enrollment, so the connections between sample size and outcomes can only be generalized.

The new Index methodology aggregates the results for students at a school over three years and generates an Index rating for each subgroup separately instead of a Targeted Subgroup average. The

methodology increases the student count which improves the validity and reliability of the analysis and increases the number of reportable student groups at schools and across the state (Table 2). The new methodology provides a much more transparent comparison between subgroups on individual measures and summative performance.

Table 2: shows the number of schools with a reportable subgroup in the indicators required to generate an Index rating.

	New Index Rating* (Average)	Schools with and Index Rating		Percent Increase
		New Index	Old Index	
All Students	5.59	1992	1910	4
American Indian	3.03	119	52	129
Black	3.95	484	250	94
Hispanic	4.46	1445	1120	29
Pacific Islander	3.53	125	36	247
Asian	7.89	716	446	61
White	6.21	1870	1728	8
Two or More	6.01	971	526	85
Low Income (FRL)	4.28	1828	1683	7
English Learners (ELL)	3.17	838	538	56
Special Education (SWD)	2.84	1506	1000	51
*Note: the new methodology provides a more transparent comparison of subgroup performance by providing separate Index ratings for every reportable subgroup.				

Schools Identified for Comprehensive Support under the ESSA

The Every Student Succeeds Act (ESSA) requires the state to identify schools for Comprehensive Support based on two separate criteria;

1. All high schools graduating less than 67 percent of students as measured by the Four-Year Adjusted Cohort Graduation Rate (ACGR).
2. The Bottom 5% of Title I-served schools based on the system of meaningful differentiation derived from the indicators specified in the ESSA. State law also requires the state to identify all schools meeting the criteria, regardless of Title I status.

Schools identified for Comprehensive Support under the ESSA are generally comparable to the Priority schools under the ESEA NCLB, in terms of school turnaround requirements. Under the ESEA methodology, approximately 230 schools would be annually identified for Priority school support. If schools were to be identified for Comprehensive support under the ESSA and based on the current file, 277 schools would be identified (Table 3). So, the accountability shift required under the ESSA would result in at least a 20 percent increase in the number of schools identified for the high level of support.

Table 3: shows the manner in which and the number of schools identified for Comprehensive Support in the Index simulation.

	Identification	Description	Unique Schools
Comprehensive Support	Lowest Index Ratings	Bottom 5% of schools based on the Index rating.	78
	Low Graduation Rate	Any high school with a four-year graduation rate less than 67%.	178
	Lowest Index Ratings and Low Graduation Rate	School meets both of the criteria above.	21
Total*			277
*Note: total does not reflect 10 schools that were also identified for Low English Learner Program results.			

The 99 schools that would be identified for Comprehensive Support due to a low Index rating (78 + 21) span all school levels and are fairly representative of the statewide distribution of schools (Table 4).

Table 4: shows the percentage of schools identified for Comprehensive Support (low Index rating) to the percentage of schools with an Index rating, by school level.

School Level	Percentage of Total Identified Schools	Percentage of Schools Across the State
Elementary Schools	42	52
Middle Schools	24	18
High Schools	21	18
Combined Schools (not a high school)	5	4
Combined High Schools	7	8

There are well-documented relationships between educational outcome measures and student poverty (Free and Reduced Price Lunch (FRL) Program status), English language (EL) proficiency, and special education (SWD) program status. As such, it should come as no surprise that schools identified for Comprehensive Support on account of a low Index rating serve higher than average percentages of FRL, ELL, and SWD students (Table 5). In a general sense, the identified schools are those with poor educational outcomes and serving a large percentage of students facing the challenges of poverty, language barriers, and other health/disability issues. The pattern observed in this simulation that follows the new methodology is consistent with the previous school identifications.

Table 5: shows the number of schools (by school level) identified for Comprehensive Support with basic school characteristics.

	ID*	ES	MS	HS	Comb	Comb HS	Enroll	% FRL	% ELL	% SWD	Unique Schools
Comprehensive Support	Lowest Index Ratings	42	24		5	7	390	72.1	24.4	17.9	78
	Low Grad. Rate			116		56	132	49.2	3.2	12.2	178*
	Low Index and Low Grad.			11		10	220	60.0	10.1	15.5	21
<p>*Note: total reflects 6 schools with no grade span reported in the data file. School identification corresponds with the description in Table 2. ES = Elementary School, MS = Middle School, HS = High School, Comb = K-8 (for example), Comb HS = K-12 (for example).</p>											

Differences between ESEA and ESSA Lists of Identified Schools

Under the ESSA, Washington identified Priority schools separately on the basis of two criteria:

1. Title I-served high schools graduating less than 60 percent of students as measured by the Four-Year Adjusted Cohort Graduation Rate (ACGR).
2. Title I-served schools with an average ELA and math proficiency rate (combined average) less than 40 percent, although this value was later updated to reflect the transition to the Smarter Balanced assessment system.

When the ESEA identification methodology was broadly applied to the simulated data set, 101 schools were identified on the basis of low proficiency rates in ELA and math, and 129 additional schools were identified on the basis of a graduation rate below 60 percent, which differs significantly from the 67 percent threshold required under the ESSA (Table 6). The ESEA methodology would have identified a total of 230 schools based on either low proficiency rates and or low graduation rates. 201 of the 230 schools identified under the ESEA methodology were identified under the ESSA methodology, representing a match rate of 87.4 percent.

When the data are examined more closely by excluding the schools identified for low graduation rate, a more curious finding emerges. When the ESEA-identified low graduation rate schools are excluded, a match rate of only 32.7 percent is calculated. The low match rate can largely be explained by examining in detail the performance on the individual indicators by school level.

Of the 68 schools not matching,

- 19 do not generate an Index rating under the new methodology, so none of these 19 schools would be identified with a low Index rating. The old methodology relied solely upon school proficiency rate.
- Of the 49 remaining schools not matching,

- 42 are high schools and 38 were identified for Comprehensive Support because of a low graduation rate rather than a low Index rating
- Of the 42 high schools, 22 of those earned the Graduation Bonus of one or two points that bolstered the schools' Index ratings above the threshold cut point
- Of the 11 schools not identified under ESSA but would have been identified under the ESEA methodology,
 - The Index rating for 6 schools are bolstered by a Growth Index ≥ 3.50 . The high weight for the Growth indicator moved the Index rating above the threshold cut point.
 - The Index rating for four schools are bolstered by a Grad Index ≥ 4.00 . The high weight for the Graduation Rate indicator moved the Index rating above the threshold cut point.
 - For the remaining school, a Growth Index of 2.50 and moderate to strong performance on the ELP Index and SQSS Index generated an Index rating a little above the cut point. This school was identified for Additional Targeted Support.

Table 6: comparison of ESEA and ESSA lists of schools identified for Comprehensive Support.

	ESEA Methodology (Low Proficiency & Low Grad)		ESSA Methodology (Lowest Index Ratings & Low Grad)		
230 schools identified for Comprehensive Support under ESEA	129	High schools with a graduation rate of less than 60 percent	129	129 schools matched	
	101	Schools identified for a low proficiency rate regardless of whether the computation of an Index rating is made	33	33 schools matched	
			38	38 schools identified for Comprehensive Support (graduation rate < 67 percent)	
			19	19 schools cannot match (too few indicators to compute an Index rating.	
			11	11 schools not matched because of change in weights for growth and graduation indicators	
230	87% Match Rate (if Non-Index schools considered No Match)			200	
	95% Match Rate (if Non-Index schools considered a Match)			219	

At the end of the analysis, only 11 schools (less than 5 percent of the ESEA list) appear on the ESEA list for Comprehensive Support identification but are not identified under the ESSA, and this possibly the result of different weighting factors between the Old and new Index methodologies. One would not expect a 100 percent match given different identification methodologies and different measures. Over 95 percent of the ESEA identified schools are matched by the ESSA list or explained by other factors such as the Graduation Bonus. Without additional school identifiers, it is impossible to state with any degree of certainty, whether the handful of schools not identified should have been identified.

Schools Identified for Targeted Support under the ESSA

The ESSA requires the state to identify schools with consistently low performing subgroups for Targeted support. To that end the ASW recommended to the Superintendent a methodology to make such school identifications. The Revised Draft ESSA plan specifies the identification of three distinct types of schools identified for Targeted support.

- Targeted Support Low English Learner (EL) program
- Targeted Support – schools with one, consistently low performing, student group
- Additional Targeted Support – schools with two or more, consistently low performing, student groups

Schools identified for Targeted Support (Table 7) exhibit school demographic characteristics that would generally be considered typical. The schools identified for Additional Targeted Support serve slightly higher than average percentages of FRL, ELL, and SWD students, but the percentages would still be characterized as the high side of typical.

Table 7: shows the number of schools (by school level) identified for Targeted Support with basic school characteristics.

Targeted Support Identification	ES	MS	HS*	Comb	Comb HS	% FRL	% ELL	% SWD	Schools
Targeted (one low performing student group)	207	97		11	16	51.4	13.0	14.1	331
Additional Targeted (two or more low performing groups)	172	73		6	5	61.4	18.5	14.3	256
Targeted Low ELP	14	17	18	2	1	63.9	17.0	19.4	52
Total Unique Schools*									627
<p>*Note: schools identified for Comprehensive Support are not considered part of the Targeted Support identification process. The low performing student groups in high schools are captured through the Comprehensive Support identification process. 12 of the 52 schools identified for Targeted Low ELP were also identified for Targeted Support or Additional Targeted Support.</p>									

Approximately one-half of the schools identified for Additional Targeted Support (137 schools) were identified on the basis of two low performing student groups (Table 8). Schools with the greatest number of low performing student groups tend to serve higher percentages of students participating the FRL program and participating in bilingual education programs.

Table 8: shows the number of schools (by school level) identified for Additional Targeted Support with the number of low performing groups identified with basic school characteristics.

	Low Performing Groups	ES	MS	HS	Comb	Comb HS	% FRL	% ELL	% SWD	Schools
Additional Targeted Support	2 Groups	97	36			4	60.2	18.6	14.4	137
	3 Groups	35	18		3	1	60.4	15.7	14.9	57
	4 Groups	28	12		2		61.5	21.0	13.7	42
	5 Groups	10	4		1		71.7	21.7	13.6	15
	6 Groups	2	2				71.6	20.8	14.4	4
	7 Groups		1				74.2	11.9	13.1	1

Table 9: shows the frequency of identification of each student group as part of a school identified for Targeted Support or Additional Targeted Support. Each school may have more than one low performing group.

	Group	ES	MS	HS	Comb	Comb HS	% FRL	% ELL	% SWD	Total Schools
Targeted Support	Native American	9	12		1		60.5	10.7	15.8	22
	Pacific Islander	7	13				63.8	14.8	12.7	20
	Black	48	21		3	1	65.1	19.7	14.2	73
	Hispanic	71	24		3	4	60.8	18.2	14.3	102
	Asian									0
	White	5	1			1	73.2	23.3	13.9	8
	Two or More	11	9		1		71.4	17.6	15.5	21
	FRL	73	29		8	4	57.8	14.9	14.8	114
	ELL	131	44		3	1	60.7	22.7	13.4	179
	SWD	325	156		14	16	56.1	15.0	14.3	511

Identification of the Highest Performing Schools

As part of the Washington Achievement Awards, the highest five percent of school based on the Index rating are recognized as Exemplary High Performing Schools. A simulated identification was undertaken to examine the demographics at the highest performing schools. The simulation was designed to identify the top five percent of performers and the next ten percent of highest performers on the Index rating (Table 9). After establishing percentile cuts on the Index ratings,

- Schools with an Index rating ≥ 9.250 were identified as excellent schools
- Schools with an Index rating ≥ 8.200 and < 9.250 were identified as very good schools

Table 9: shows the number of schools by school level identified as the highest performers on the Index ratings with school characteristics.

	ID	ES	MS	HS	Comb	Comb HS	Enroll	% FRL	% ELL	% SWD	Schools
Highest Performing Schools*	Excellent	80	11	4	2	1	515	17.4	7.1	10.7	98
	Very Good	139	30	20	8	5	549	27.0	7.6	11.7	202
*Note: the highest performing schools are defined here as having the highest Index ratings.											

Schools that would be identified as the highest performing serve lower than typical percentages of students participating in the FRL program, receiving bilingual education services, and receiving special education services. Elementary schools form the bulk of the the identifications as they represent approximately 82 percent of the top performers and 69 percent of the next ten percent highest performers. The general pattern and characteristics of the highest performing schools in this new Index is similar to that found in the old Index.

Correlation to School Poverty Rate

An analysis was undertaken to examine the correlations between the summative Index ratings, the separate indicator Index ratings, and school poverty rate (Table 10). When all schools with an Index rating are collectively considered, the following conclusions are drawn.

- The correlation between the Proficiency Index and school FRL rate ($r = -0.640$) is negative and moderate to strong. This provides evidence that schools with higher FRL participation rates tend to perform lower on the Proficiency (Achievement) Index indicator.
- The correlation between the Growth Index and school FRL rate ($r = -0.212$) is negative and weak. Schools with higher FRL rates have a mild tendency to perform lower on the Growth Index indicator.
- The correlations between the Grad Index ($r = -0.347$) and ELP Index ($r = -0.370$) and school FRL rate are weak to moderate and negative. Schools with higher FRL rates tend to perform lower on the ELP and Graduation Rate indicators.

- The correlation between the SQSS indicator and the school FRL rate ($r = -0.548$) is negative and moderate to strong. This provides evidence that schools with higher FRL participation rates tend to perform lower on the SQSS Index indicator.

Table 10: shows the correlation coefficients for the Index rating values and school poverty rate.

	Percent FRL	PROF INDEX	GROWTH INDEX	ELP INDEX	GRAD INDEX	SQSS INDEX	NEW INDEX	EVER ID	V GOOD SCH
PROF INDEX	-.640								
GROWTH INDEX	-.212	.546							
ELP INDEX	-.370	.498	.413						
GRAD INDEX	-.347	.702	.123	.331					
SQSS INDEX	-.548	.562	.325	.362	.407				
NEW INDEX	-.591	.839	.624	.472	.909	.547			
EVER ID	.346	-.435	-.282	-.252	-.627	-.312	-.609		
V GOOD SCH	-.282	.422	.331	.259	.324	.300	.471	-.233	
EXCELLENT SCH	-.283	.351	.329	.252	.155	.281	.411	-.176	-.076

Note: all correlation coefficients are based on results for 1992 schools, except for the ELP INDEX measure that is based on 1030 schools and the GRAD INDEX measure that is based on 489 schools.

The combination of these indicators that have a negative, weak to strong correlations with school FRL rate collectively contribute to the moderately strong and negative correlation ($r = -0.591$) between the Index rating and school FRL rate. Approximately 35 percent of the variance found in the Index rating is explained by the school FRL rate. School characteristics (percentage of FRL students, Percentage of ELL students, and percentage of SWD students in combination) accounts for about 25 percent of the variance found in the Index rating, which is similar to the old Index methodology.

Questions the Board Might Consider or Discuss

1. Approximately 565 schools have a reportable graduation rate. How many schools should earn the Graduation Bonus and how should the Bonus be normative or criterion based?
2. Approximately 1050 schools have a reportable EL Progress measure. How many schools should be identified for Targeted Support Low EL Program?
3. The proficiency rates for many high schools are derived from low rates of participation, which could lead to a lower than expected Proficiency Index. Should school identifications made in the future take the low participation rates into account?

Contact Andrew Parr at andrew.parr@k12.wa.us if you have questions about this information.

Exhibit B

July 13, 2017

Dear Superintendent Reykdal:

Thank you for attending the July meeting of the Board in Spokane, and for collaborating on those aspects of the state's ESSA plan that impact on the State Board of Education's statutory responsibility for creating an accountability framework and an achievement index for Washington's schools.

With this letter, the Board intends to identify those areas of policy agreement that would be appropriate to reflect in the state's draft ESSA consolidated plan, and identify those areas where we believe additional work is necessary to come to a collaborative solution. Our intent would be to convene a special meeting of the Board on August 16th for this purpose.

The Board offers its support for the following elements of the Achievement Index for incorporation into the plan:

- Achievement Index indicators as follows:
 - English Language Arts and Math Proficiency
 - English Language Arts and Math Growth
 - Graduation Rate (4-Year, with credit for increasing extended graduation rates)
 - English Learner Progress
 - Chronic Absenteeism
 - Advanced Coursework (including dual credit in the first phase, and industry certifications in the second phase)
 - 9th graders on track (course completion/failure rates)
- As it relates to the definitions of these indicators and the associated business rules, the Board would require the following stipulations:
 - The measure of chronic absenteeism should provide for the exclusion of certain school supervised activities so as not to discourage enrichment activities that research tells us benefit students.
 - The exclusion of science assessment data in this version of the Achievement Index should be made explicitly temporary.
- As it relates to school identification and service, the Board supports:
 - The definition of 'comprehensive schools' that comprises the lowest 5% of schools on the summative score index rating, plus schools with graduation rates less than 67%.
 - The definition of 'targeted schools' based on low performing subgroups on the same summative index rating, and separately for the English Language Progress indicator.

The following items require additional discussion:

- The proposal to identify nearly half of the state's schools as part of the school improvement process poses resource and policy challenges for the state that requires additional discussion.

- Your proposal relative to long-term goals (including goals for the English Learner progress measure) remains unclear to us relative to the original goals proposed in the November 2016 draft plan and the goals required to be set by the Board under RCW 28A.305.130 (4).
- The number of tiers and names or number rating system associated with the tiers in the Index still needs resolution.
- The types of schools identified by the proposed Index weights requires some analysis by the Board to understand the true impact of the new methodology. Understanding the proposed definition of 'targeted school' is critical to this discussion as well.
- The Board wishes to have a better understanding of how the Achievement Index will display and operate in the context of the Report Card, including how summative scores will be displayed on the front page. The Board wishes to receive results from beta-testing of Index models in advance of the August 2017 special board meeting.

Our intent will be to reach consensus with you prior to the August 16th, allowing for adoption of an index at this meeting. Although we believe we have identified most of the important policy issues that remain to be resolved, we will be in communication if other issues arise in discussion among members.

On behalf of the Board,

Kevin Lavery, Acting Chair

ESSA Element in Letter to Supt. Reykdal	Requested Documentation or Materials	STATUS
The measure of chronic absenteeism should provide for the exclusion of certain school supervised activities.	<ul style="list-style-type: none"> ● Copy of draft rule (WAC) change ● Copy of draft changes for the CEDARS Guidance document 	<ul style="list-style-type: none"> ● Attached is the WAC language. ● The CEDARS absence collection will be refined for the 2018-19 school year to align with the WAC changes. All CEDARS changes need to be finalized by Dec. 2017. ● The indicators used under ESSA require 3-years of data (for the first calculation we will be using 2014-15, 2015-16, and 2016-17. Any changes made to CEDARS would be phased in to the indicator calculations. ● In parallel to the WAC and CEDARS changes, OSPI has been working with some districts to better understand their local absence data collection and how the WAC and statewide CEDARS changes may impact the chronic absence indicator. One district's comments are attached below.
The exclusion of science assessment data in this version of the Achievement Index should be made explicitly temporary.	<ul style="list-style-type: none"> ● Explicit statement of "temporary removal" in the Draft ESSA plan pending further federal guidance. ● Placeholder in new Index design in the ESSA plan 	<ul style="list-style-type: none"> ● We should add language saying we intend to include in 2021.
The proposal to identify nearly half of the state's schools as part of the school improvement process poses resource and policy challenges for the state that requires additional discussion.	<ul style="list-style-type: none"> ● Description of the OSPI plan to support schools in the Draft ESSA plan ● Transition plan to support Priority and Focus Schools. 	<ul style="list-style-type: none"> ● This work will be ongoing and OSPI welcomes an agenda item at an upcoming SBE meeting.
Your proposal relative to long-term goals (including goals for the English Learner progress measure) remains unclear to us relative to the original goals proposed in the November 2016 draft	<ul style="list-style-type: none"> ● Description in Draft ESSA plan 	<ul style="list-style-type: none"> ● Link to ESSA plan http://www.k12.wa.us/ESEA/ESSA/pubdocs/WashingtonESSARevisedConsolidatedPlan.pdf ● Long-term goals starts on page 23

<p>plan and the goals required to be set by the Board under RCW 28A.305.130 (4).</p>												
<p>The number of tiers and names or number rating system associated with the tiers in the Index still needs resolution.</p>	<ul style="list-style-type: none"> • Described in ESSA plan to meaningfully differentiate schools. • Results of beta-testing that include the numbers and types of schools in each tier or label. 	<ul style="list-style-type: none"> • We can include language from the draft Plan about the approach to meaningfully differentiating schools – the 1–10, and the multiple tiers of identification. That our ID categories are tied to support. • Other tier conversations (such as calling some schools exemplary, very good, etc.) could be considered by SBE in coming months. <table border="1" data-bbox="1052 435 1740 678"> <tr> <td>Comprehensive</td> <td>104</td> </tr> <tr> <td>Comprehensive, Graduation rate <67%</td> <td>111</td> </tr> <tr> <td>Additional Targeted (two+ subgroups below threshold)</td> <td>283</td> </tr> <tr> <td>Targeted (one subgroup below threshold)</td> <td>347</td> </tr> <tr> <td>Additional Targeted Category: English learner progress (lowest 5% of EL schools)</td> <td>49*</td> </tr> </table>	Comprehensive	104	Comprehensive, Graduation rate <67%	111	Additional Targeted (two+ subgroups below threshold)	283	Targeted (one subgroup below threshold)	347	Additional Targeted Category: English learner progress (lowest 5% of EL schools)	49*
Comprehensive	104											
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Additional Targeted Category: English learner progress (lowest 5% of EL schools)	49*											
<p>The types of schools identified by the proposed Index weights requires some analysis by the Board to understand the true impact of the new methodology. Understanding the proposed definition of ‘targeted school’ is critical to this discussion as well.</p>	<ul style="list-style-type: none"> • Describe Targeted Schools in ESSA plan. • Business rule documentation for identifying Targeted and Comprehensive schools. 	<ul style="list-style-type: none"> • Targeted, additional targeted, and EL targeted – but these descriptions may have already included when we paste in from above about tiers. • The process and approach for identifying schools is outlined as above and in the draft plan. There will be ongoing work and input by TAC and the ESSA core team to develop business rules as issues arise. There will be a transparent process and documentation. 										
<p>The Board wishes to have a better understanding of how the Achievement Index will display and operate in the context of the Report Card, including how summative scores will be displayed on the front page.</p>	<ul style="list-style-type: none"> • Mock-up of potential web displays • Commitment “on the record” as to the future SBE role in “look and feel” of the Index on the Report Card. 	<ul style="list-style-type: none"> • We can provide the same slides that were used at 6/20 board meeting- with the dashboard mock-up • A meeting is starting at OSPI around the school report card redesign with the Learning Policy Institute and Linda Darling-Hammond. • There will be a Report Card workgroup – SBE staff and/or board members can have representation on the workgroup. • There will also be multiple opportunities for stakeholder input on the design of Report Card (parent input, surveys, etc.). 										

		<ul style="list-style-type: none"> ● OSPI can commit to bringing drafts/wireframes to SBE meetings and at such time as they are available during the development process.
<p>The Board wishes to receive results from beta-testing of Index models in advance of the August 2017 special board meeting.</p>	<ul style="list-style-type: none"> ● Documentation and preliminary business rules provided to the SBE on or before August 11. 	<ul style="list-style-type: none"> ● We have been and are working on the analysis of the index simulation and will be ready to discuss at the special board meeting on August 16.

EXHIBIT A: INPUT FROM A DISTRICT REGARDING THE FEASIBILITY OF CHANGING THE ABSENCE DEFINITION TO EXCLUDE SOME SCHOOL-RELATED ABSENCES

“This is very difficult data to get at. We have over 40 absence codes in use (and not all of them used correctly). The absence code for School Activities is often used for Sports as well as academic reasons. Our attendance is coded for up to nine different periods, and then totaled to reach an absence total count, with each period receiving a specific percentage, not by counting how many students miss a half day or more of school.”

For chronically absent students, I used the figure of 18 or more absences. The data I used showed approximately 15% of our total population for school year 2016-17 were considered chronically absent by the current ESSA metric.

- I can tell you that school activities account for an average of 8.6% of absences for the chronically absent students, and an average of 14.3% of all students.
- School activities have no effect on elementary school attendance; only on middle and high school. School activities have a smaller impact on middle schools than high schools.
- Absences for suspensions/expulsions and state testing (if coded correctly) were not taken into account, so are included in the total. I tried to only exclude school activities.

EXHIBIT B: EL Progress Measure Definition and Description (copy from the draft Plan)

EXHIBIT C: LONG TERM GOALS

copy long-term goals language from draft Plan for:

- 1) Academic Achievement (proficiency)
- 2) Graduation rate
- 3) EL progress (1% per year)

Also include 2 tables (one for proficiency, one for grad) showing incremental progress needed (or some other illustration that subgroups will need larger/faster gains)

Four-Year Graduation Rate	Starting Point	Annual Improvement	Long-Term Goal
All Students	80%	1%	90% by 2027

Low-income students	70%	2%	90% by 2027
etc			

EXHIBIT D: Categories of Support and Numbers of Schools Identified

Comprehensive	104
Comprehensive, Graduation rate <67%	111
Additional Targeted (two+ subgroups below threshold)	283
Targeted (one subgroup below threshold)	347
Additional Targeted Category: English learner progress (lowest 5% of EL schools)	49*

Number of schools identified as Additional Targeted (two or more subgroups below the threshold) or Targeted (one subgroup):

Number of Subgroups	Number of Schools Identified (N=630)
1 (Targeted Support)	347
2 subgroups (Additional Targeted Support)	144
3 subgroups (Additional Targeted Support)	62
4 subgroups (Additional Targeted Support)	53
5 subgroups (Additional Targeted Support)	17
6 subgroups (Additional Targeted Support)	7

(add definitions of these categories (lift text from draft plan))

EXHIBIT E: Weights

Andrew Parr as provide analysis

EXHIBIT F: N-Size

Include language from Plan and the table showing more inclusiveness, showing this approach (20 combined 3 year) includes more than alternatives. See page 20 in the ESSA DRAFT plan.

EXHIBIT G: Dashboard Mock-up

See attached PowerPoint from the June 20 SBE special board meeting.

EXHIBIT H: Report Card Workgroup Recommendations

See attached recommendations from the ESSA Report Card Workgroup.

EXHIBIT I: Comparison to Priority / Focus School List

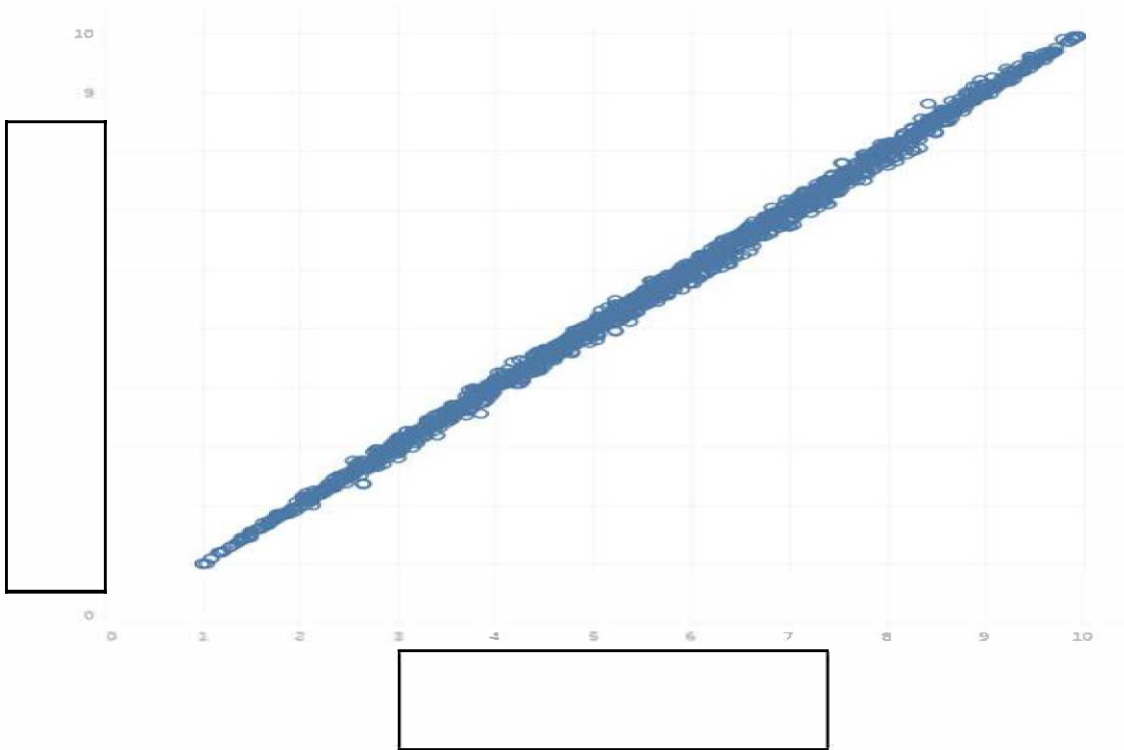
This information is included Andrew Parr's analysis.

EXHIBIT J: 3 comprehensive schools example

This information is included Andrew Parr's analysis.

EXHIBIT K: What is the impact on identification of schools when Science is not included as a measure?

Chart 1: Relationship between Multiple Measure Decile Score with and without Science



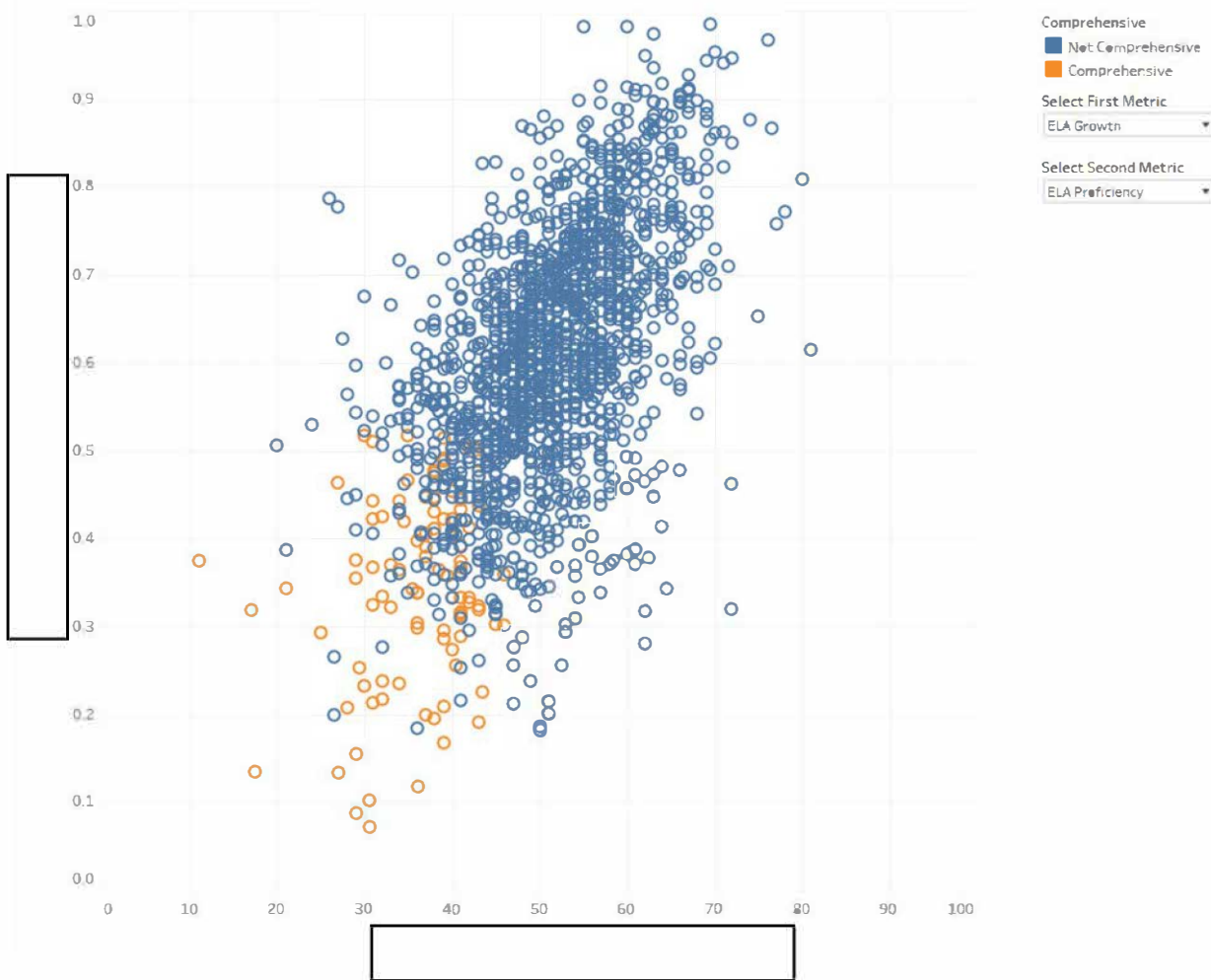
Conclusion: Very little difference in the schools decile score whether science is included or not (these two methods are highly correlated).

- Total of 5 schools change comprehensive support status (4 from not-comprehensive to comprehensive and 1 goes from comprehensive to not-comprehensive).
- The 4 schools that are identified for comprehensive support when science is removed have lower ELA and/or Math proficiency. When science was included it was responsible for moving them above the 5% cut.
- There are 51 additional subgroups in schools identified for targeted support when science is removed; and 6 subgroups that are no longer identified for targeted support when science is removed.

Note: After Washington transitions to the NGSS, science will be included in the accountability framework (after 2020 testing).

EXHIBIT L: Growth vs proficiency. Does the substantial weight given to growth mask low proficiency? Are schools with very low proficiency avoiding being identified because they do okay with growth?

Chart 2: Relationship between ELA Proficiency and ELA Growth



Conclusion: In general, schools that are low in ELA proficiency are low in ELA growth. *[We have this same information for Math proficiency and Math growth, but it tells a very similar story.]*

The next image provides decile scores for each of the measures for both the comprehensive and not comprehensive schools that were lowest performing in ELA proficiency – decile of ‘1’ in the first column.



Schools with Low Proficiency that are not identified for comprehensive support tend to have a higher index score in Math and (at least) one other measure. Growth alone is not enough to move a school with low proficiency out of comprehensive support.

Conclusion: Growth alone is not enough to move a school with low proficiency out of comprehensive support. For schools with the lowest proficiency, the ones that are not qualified for comprehensive support are generally higher in growth AND at least one other measure. In general, it is not solely growth that brings them above the comprehensive cut score.

The highest ELA proficiency level for a school identified for comprehensive support is 51.7% with 30% growth.
 The lowest ELA proficiency level among schools not identified for comprehensive support is 18.10%; with 50% growth.

Chapter 392-401 WAC
STATEWIDE DEFINITION OF ABSENCE, EXCUSED AND UNEXCUSED

NEW SECTION

WAC 392-401-005 Purpose. The purpose of this chapter is to provide a definition of absence to districts that supports accurate and consistent attendance data collection across the state. This effort will support the state and districts to address the challenge of chronic absenteeism, in an effort to improve learning outcomes and success in school for all students and to support the whole child.

NEW SECTION

WAC 392-401-010 Authority. The authority for this chapter is RCW 28A.300.046, which requires the superintendent of public instruction to adopt rules establishing a standard definition of student absence from school.

NEW SECTION

WAC 392-401-015 Definition of absent or absence. (1) "Absent" or "absence" means a student is:

(a) Not physically present on school grounds; and

(b) Not participating in instruction or instruction-related activities at an approved off-grounds location for at least fifty percent of the student's scheduled school day.

(2) Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC should be reported as excused absences, unless the student is receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC.

(3) A student who is marked tardy to class is not absent unless the student otherwise meets the criteria for absence provided in WAC 392-401-015(1).

NEW SECTION

WAC 392-401-020 Excused absences. The following are valid excuses for absences from school:

(1) Participation in a district or school approved activity, that is not instruction-related;

(2) Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental or optometry) for the student or person for who the student is legally responsible;

(3) Family emergency including, but not limited to, a death or illness in the family;

(4) Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;

(5) Court, judicial proceeding, or serving on a jury;

(6) Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;

(7) State-recognized search and rescue activities consistent with RCW 28A.225.055;

(8) Absence directly related to the student's homeless status;

(9) Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;

(10) Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC, unless the student is receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and

(11) Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity.

The school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.

NEW SECTION

WAC 392-401-030 Unexcused absences. Any absence from school is unexcused unless it meets one of the criteria provided in WAC 392-401-015.

ESSA Accountability Systems Workgroup / Technical Advisory Committee Update

STATE BOARD OF EDUCATION

SPECIAL MEETING - JUNE 20, 2017



Topics for today

- School Quality or Student Success measures
 - Comprehensive Support: Identifying the lowest-performing 5 percent
 - Targeted Support: Consistently underperforming subgroups
 - Integrating the English Learner Measure
 - Extended graduation rates (5, 6, 7 year graduation rates)
 - Long-Term Goals



Recap

Accountability

Academic Indicators

School Quality or Student Success

Elementary	Proficiency	Growth	English Learner Progress
Middle School	Proficiency	Growth	English Learner Progress
High School	Proficiency	Graduation Rate	English Learner Progress

- Chronic Absenteeism
- Chronic Absenteeism
- Chronic Absenteeism
- 9th Graders on Track
- Advanced Course-Taking (dual credit)



The Legislation Charge

“Fair, Consistent and Transparent”

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.
 - **RCW 28A.657.110**



School Quality or Student Success Measures - Process

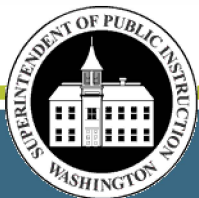
Analysis of Indicator Definitions: The TAC evaluated each indicator definition against five criteria using school-level data files and displays to inform the analysis.

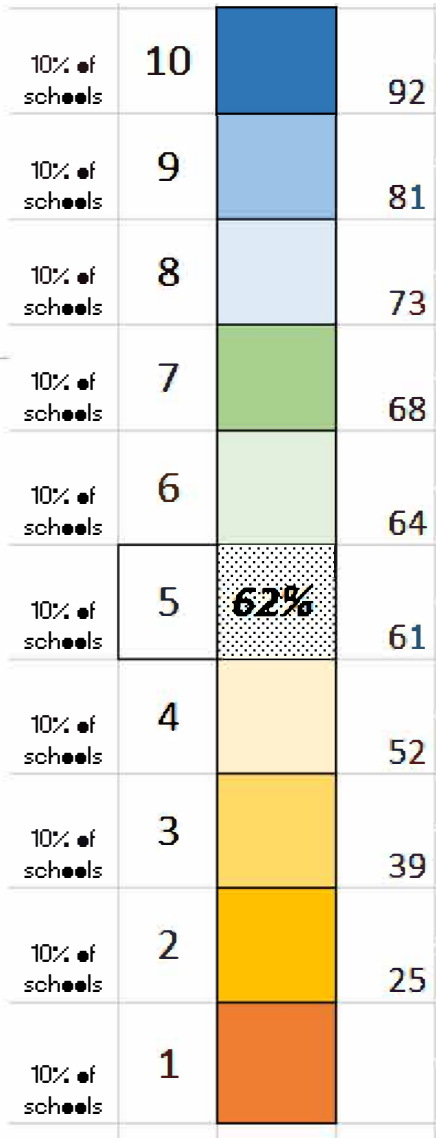
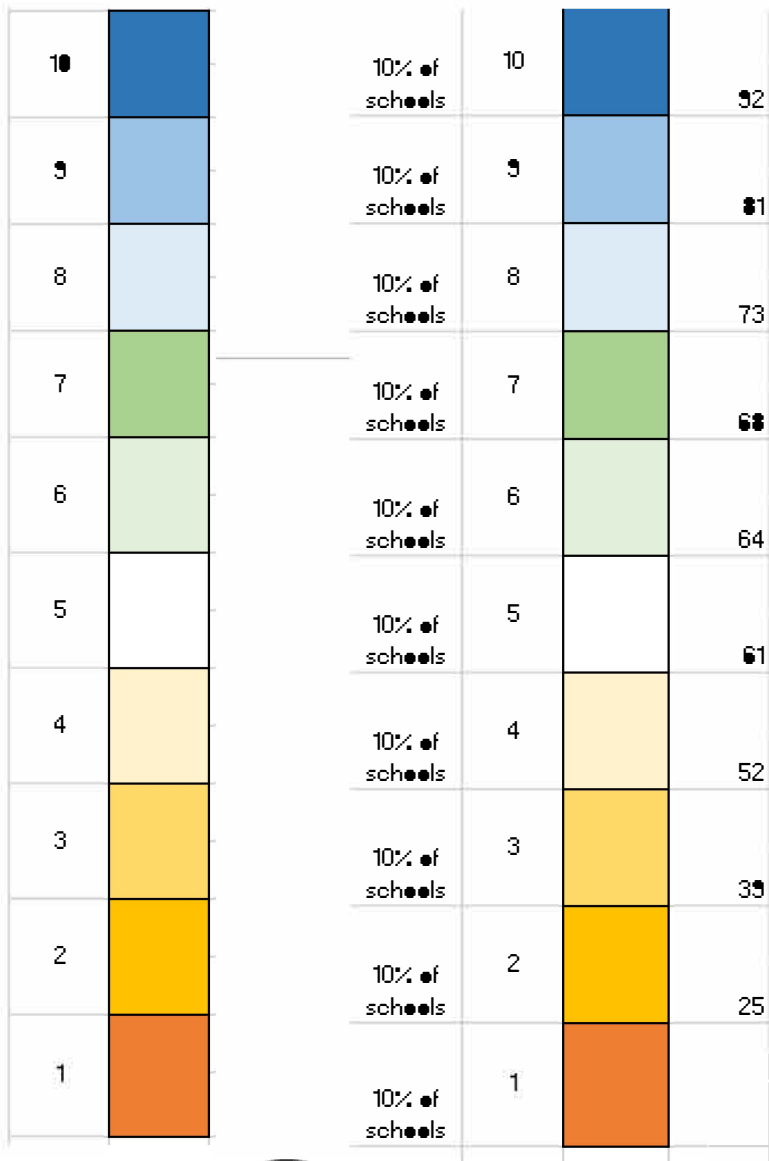
- 1) **Differentiation** – Does the indicator meaningfully differentiate school performance?
- 2) **Inclusion** – Does the indicator meaningfully include historically underserved populations?
- 3) **Data quality** – Is the indicator reliable, comparable, and statewide?
- 4) **Transparency** – Is the Indicator easy for all stakeholders to understand and translate?
- 5) **Objectivity** – Is the Indicator objective?

The TAC analyzed multiple measurement options for each indicator against these questions to inform the final indicator recommendations.



Comprehensive Support Framework



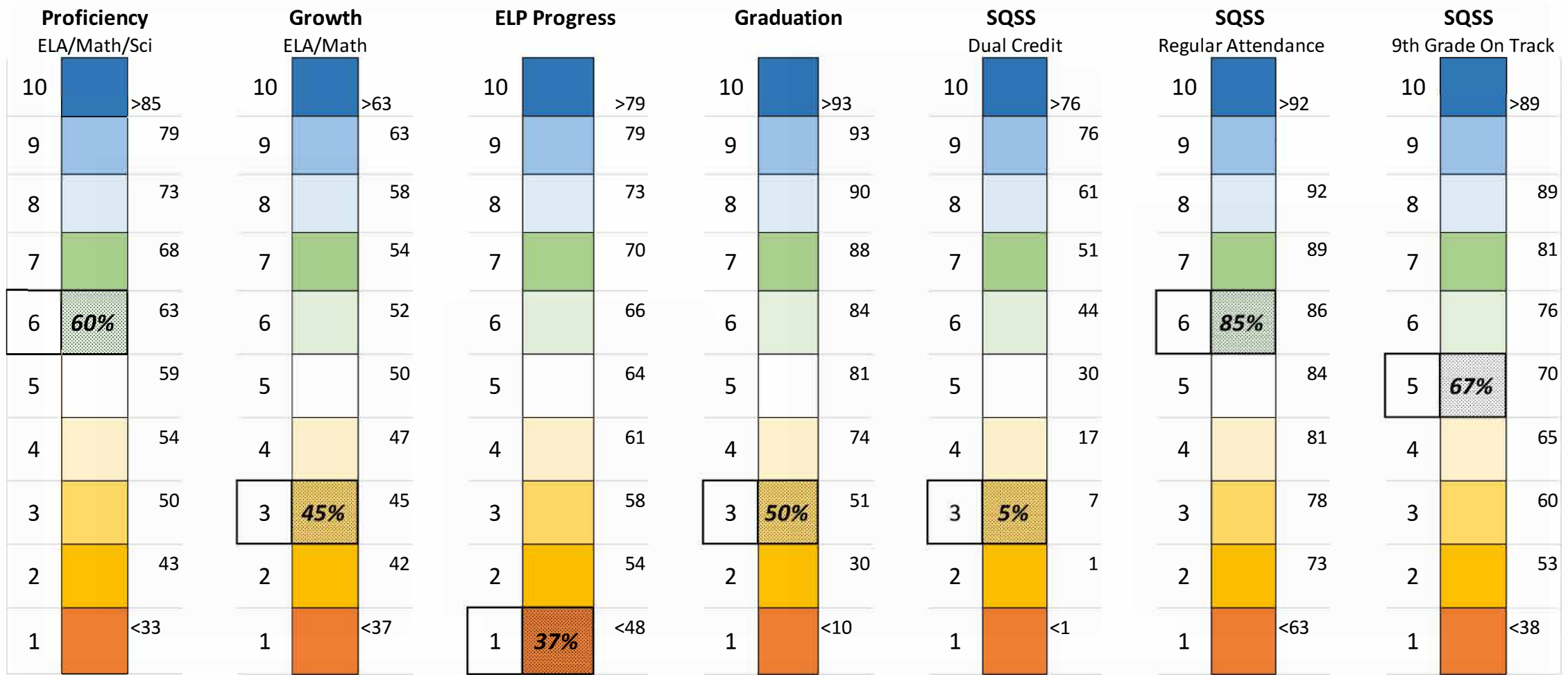


School performance by measure

- 1-10 scale, such that ~10% of schools in each— an even spread of schools from 1-10
- Cut points (thresholds) will be frozen for at least several years
- School’s performance on a measure translates to a box (decile)
- School can see how to move up, for each measure, over time



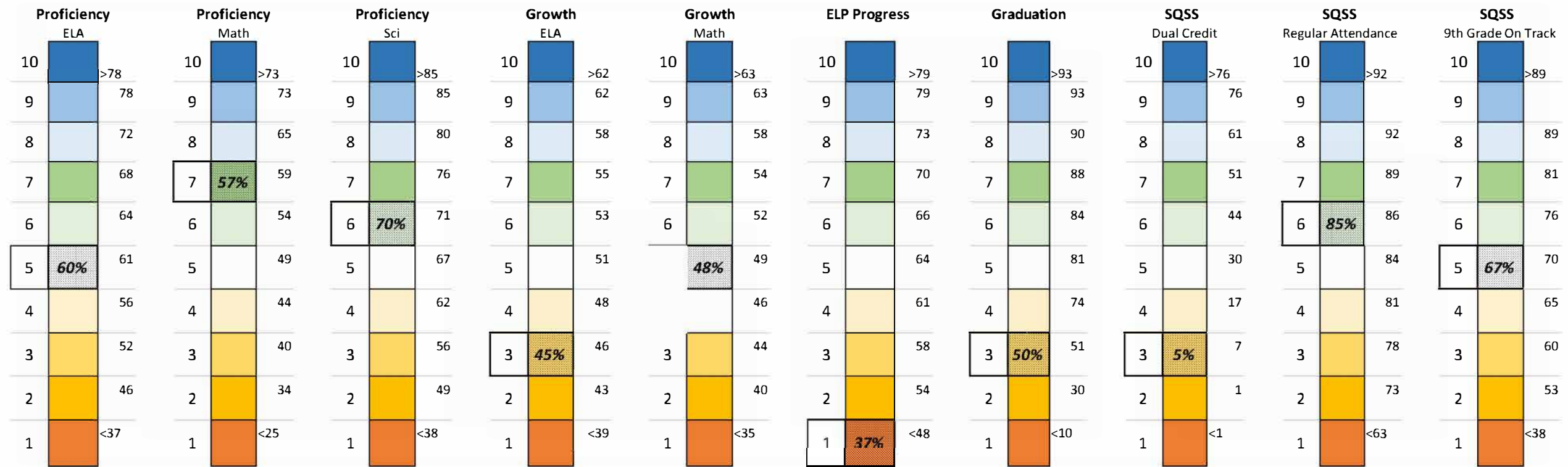
Multiple Measures Framework



This view allows schools to see measures where they face most challenges.



Multiple Measures –separated by content area

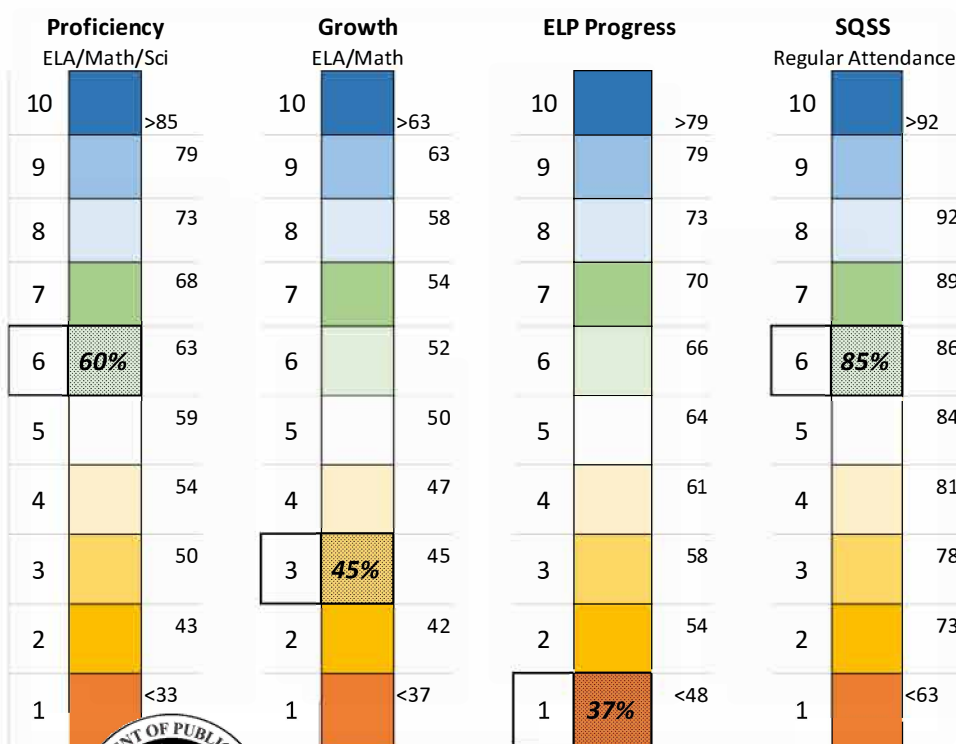


This view allows schools to see measures where they face most challenges.



Combined Multiple Measures & Lowest performing 5%

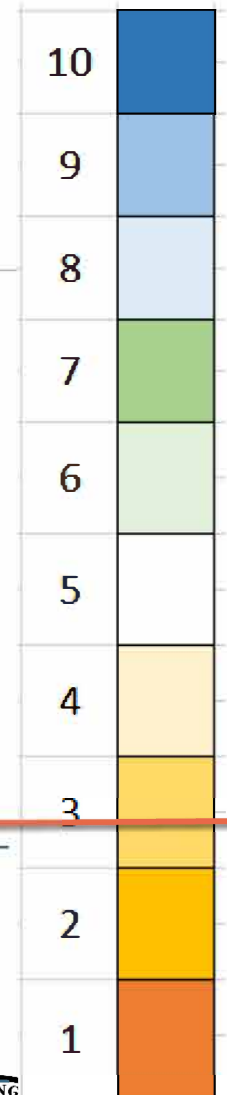
Combine Weighted to Priority



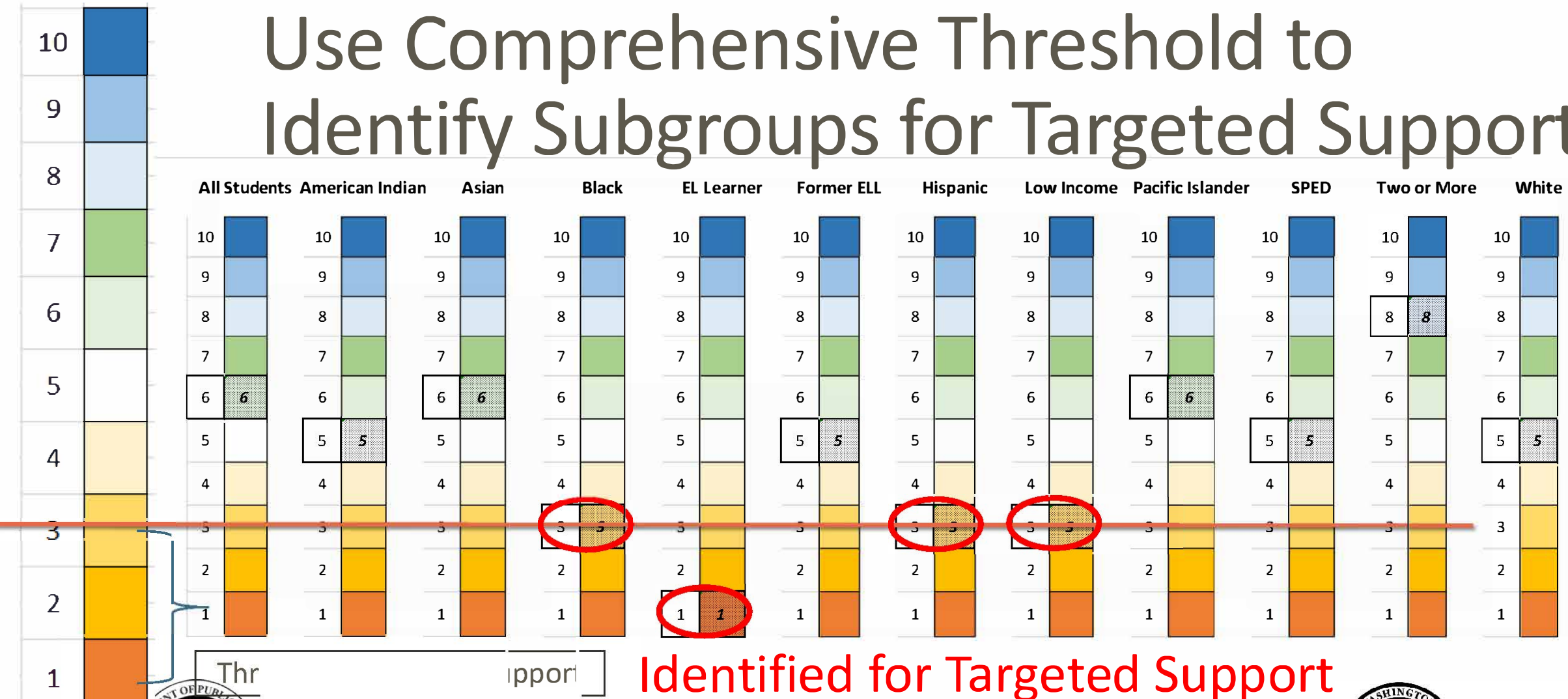
Set a threshold of Combined Multiple Measures to include the lowest performing 5%; these would be the Comprehensive Support Schools.

The same threshold would be used for subgroup identification for Targeted Support

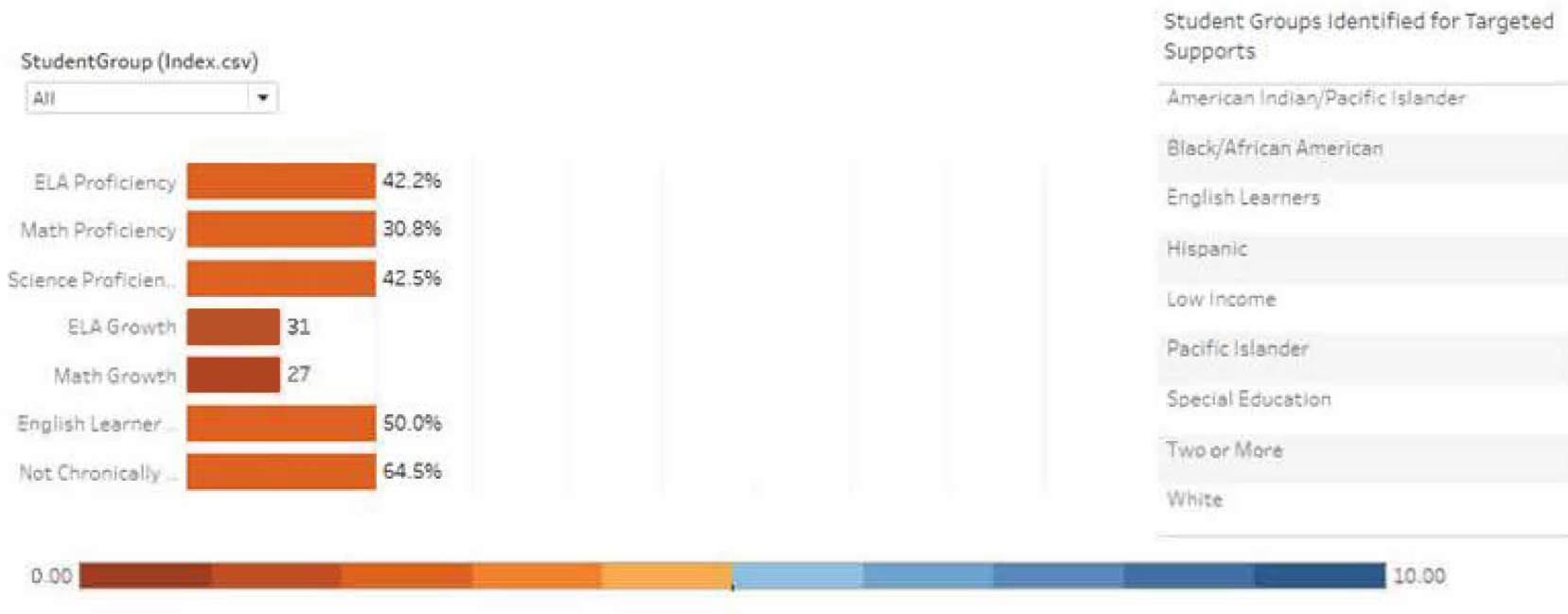
ID'ed for Comprehensive Support



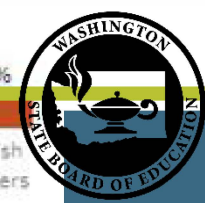
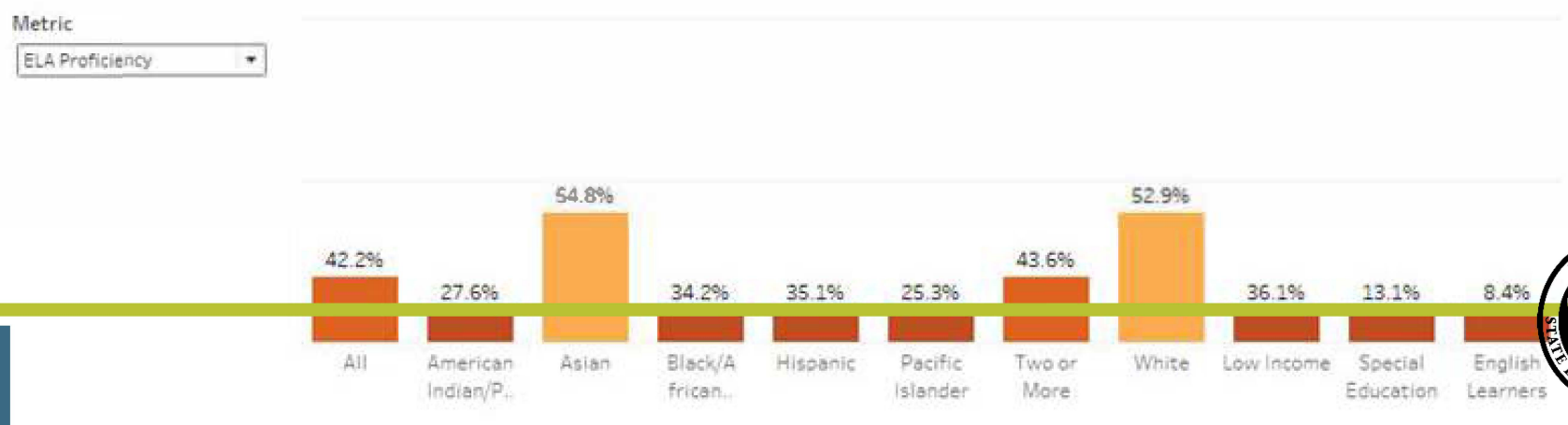
Use Comprehensive Threshold to Identify Subgroups for Targeted Support



Multiple Measures – Dashboard Mockup



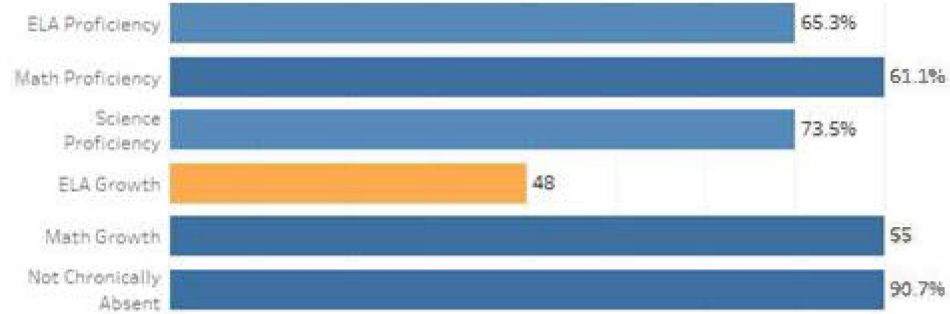
- Student Groups Identified for Targeted Supports
- American Indian/Pacific Islander
 - Black/African American
 - English Learners
 - Hispanic
 - Low Income
 - Pacific Islander
 - Special Education
 - Two or More
 - White



Multiple Measures – Dashboard Mockup

StudentGroup (Index.csv)

All

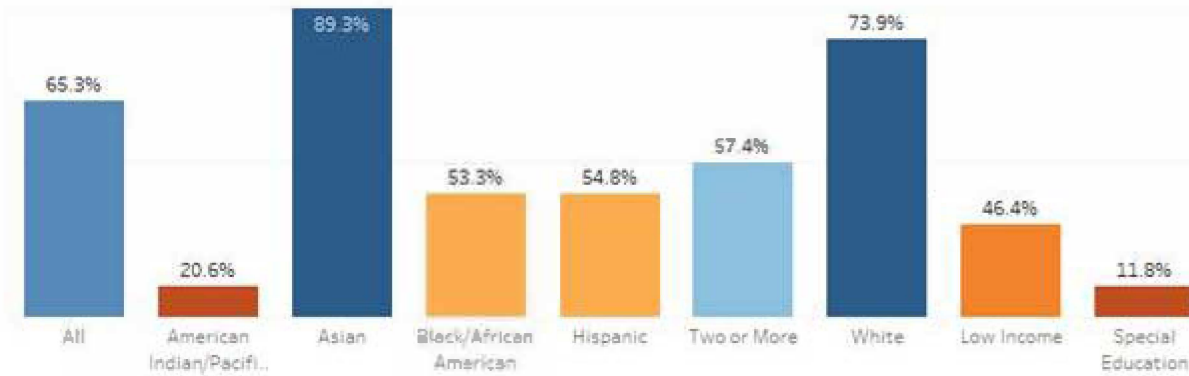


Supports

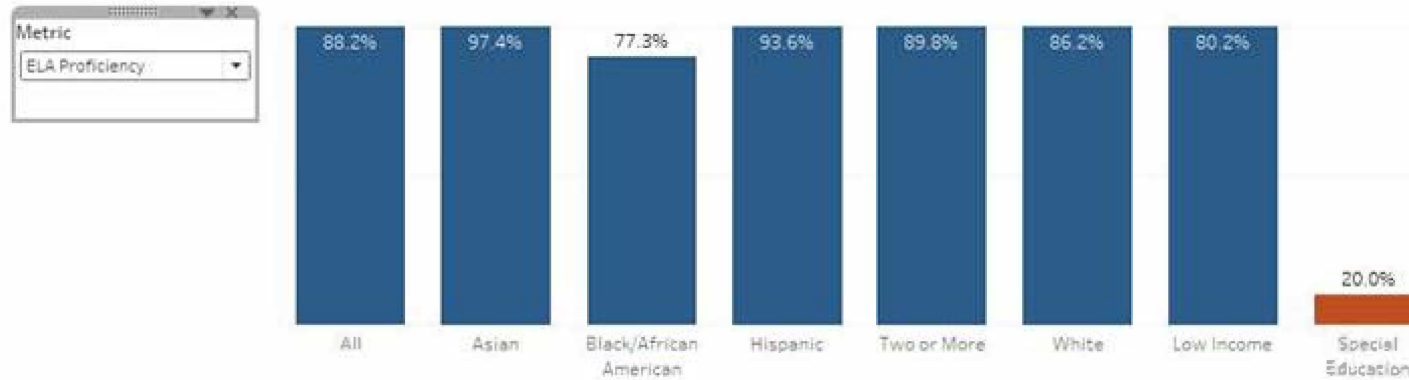
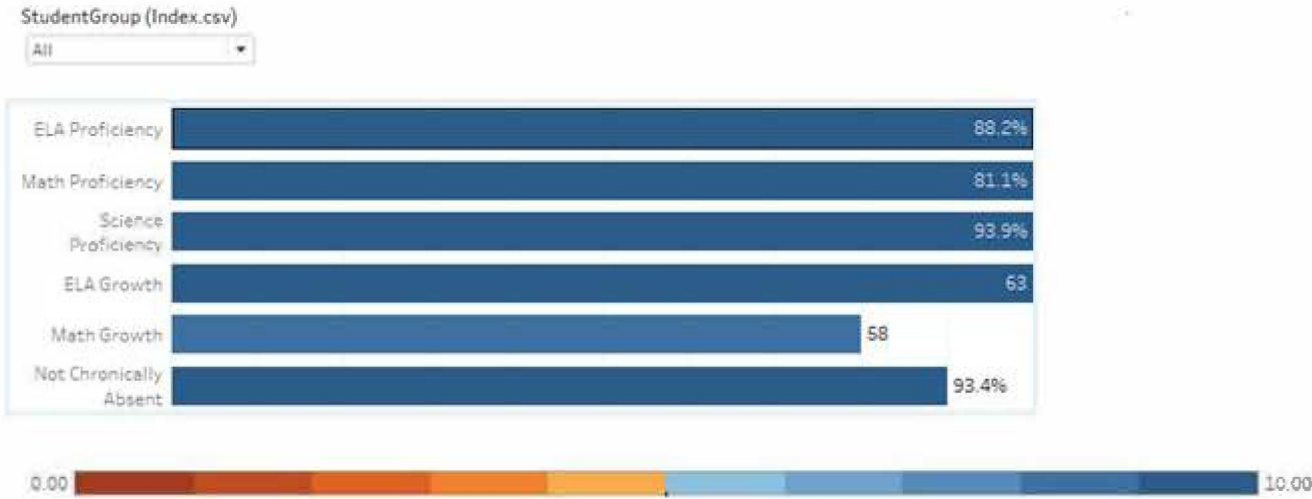
Special Education

Metric

ELA Proficiency



Multiple Measures – Dashboard Mockup



Extended Graduation Rate

ASW RECOMMENDED TO INCLUDE 5, 6, AND 7 YEAR GRAD RATES

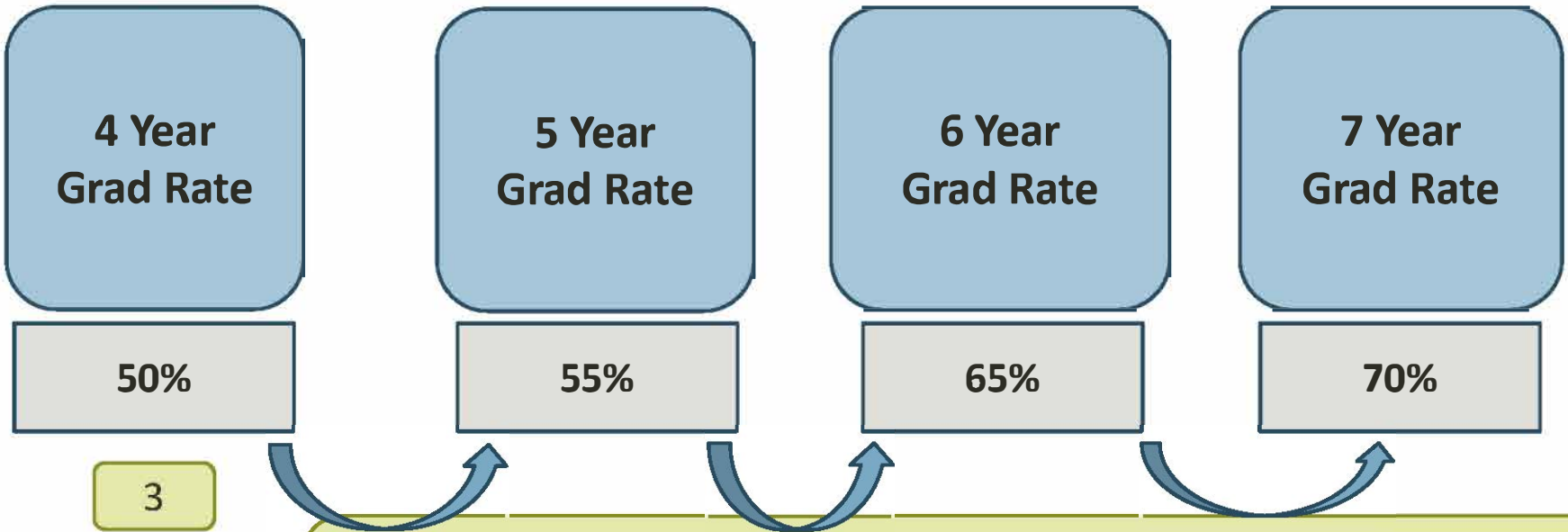


Class of 2015: 4-year rate and increase from 4- to 5- year graduation rate

Schools that start with lower 4-year rates see much larger increases from 4 to 5 year



Extended Grad Rate Options – Score Boost based on Increase from 4-year Rate



Base score would be based on the 4-Year Grad Rate. Look at percentages of students who are graduating in extended timeframe (5th, 6th, or 7th year). Schools that are graduating the most students (high end of the distribution) would be awarded 1 or 2 points, to be added to base score.

Graduation	
10	>93
9	93
8	90
7	88
6	84
5	81
4	74
3	51
2	30
1	<10

5



English Learner Proficiency Progress Measure



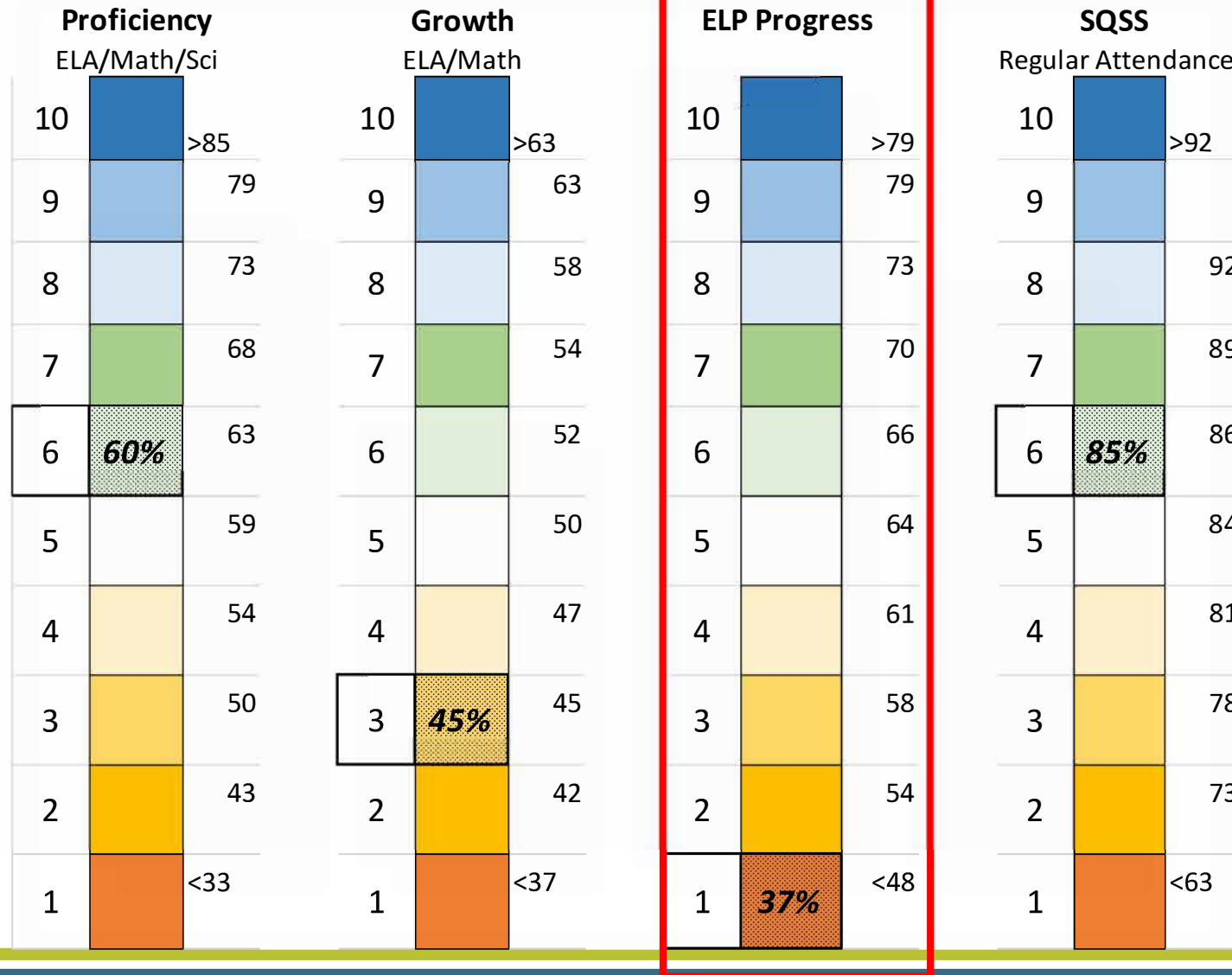
English Learner Progress Measure - Considerations

EL Progress is included in comprehensive support framework (along with proficiency, growth, grad, and SQSS)

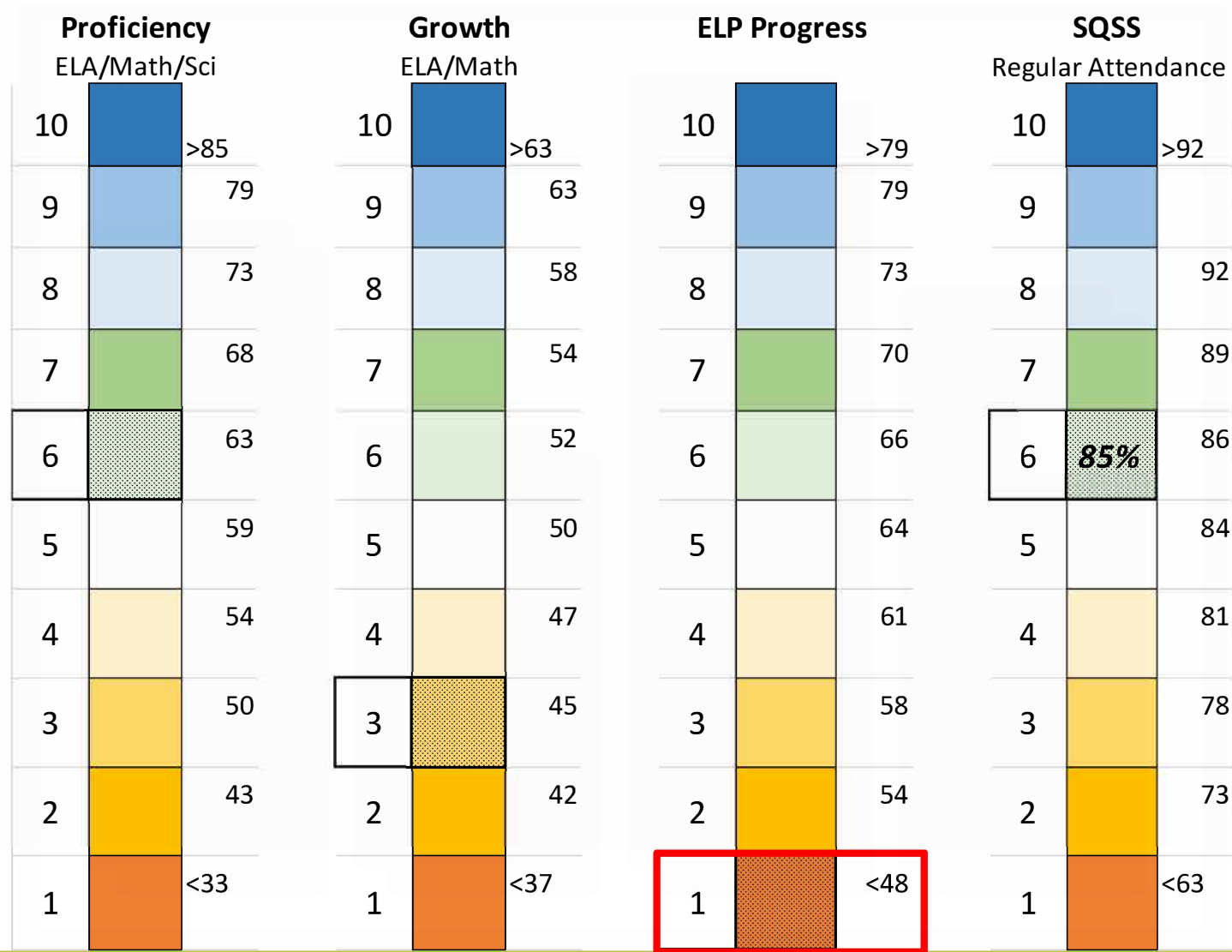
Consideration: **Use the EL indicator *as a stand alone measure to identify low-performing schools for targeted support.*** This would be a separate category of targeted support, in addition to consistently underperforming subgroups (in combined multiple measures).



Multiple Measures – Include in Comp Calc



Multiple Measures – ID Bottom 5% for Targeted



Identified for Targeted Support

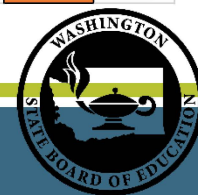
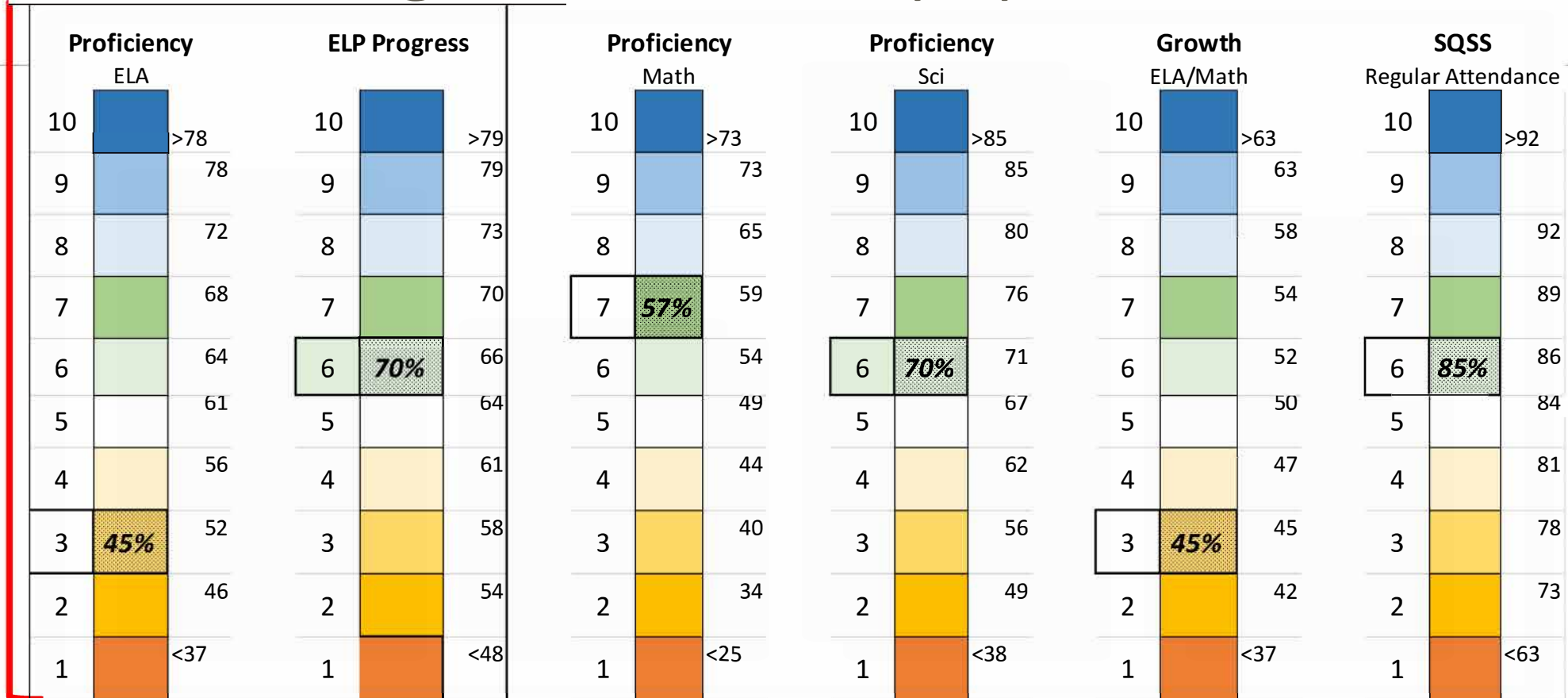
English Learner Progress Measure - Considerations

Consideration: Proportionally adjust the weights of ELA Proficiency and English Learner progress based on EL population size.

For schools with larger EL populations – more weight would be given to English Learner progress.



Option #2: Proportionally adjust ELA Proficiency and ELP Progress based on population size





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Title: BEA Waiver Request

As related to:

<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps.	<input 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 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: Should the Option One request presented for a waiver of the minimum 180-day school year requirement be approved, based upon the criteria for evaluation in WAC 180-18-040? Are there deficiencies in 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?

Relevant to business item:

- Approval of Option One waiver request from Orient School District.

Materials included in packet:

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

Synopsis: The Board has before it a request for Option One waiver under RCW 28A.305.140 of the BEA program requirement of a minimum 180-day school year.



THE WASHINGTON STATE BOARD OF EDUCATION

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

Policy Considerations

Should the Option One request presented for a waiver of the minimum 180-day school year requirement be approved, based upon the criteria for evaluation in WAC 180-18-040? Are there deficiencies in 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?

Summary

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

District	Number of Waiver Days Requested	Number of Years Requested	Purpose of Waiver	Student Instructional Days	Additional Work Days Without Students	New or Renewal	Were the required documents submitted and complete?
Orient	5	3	Professional Development	175	0	Renewal	Yes
What are the goals of this waiver? Academic improvement as measured by classroom-based assessments, goals/objectives on Individual Education Plans, scores on Measures of Academic Progress and i-Ready, statewide assessments, and recorded classroom observations.							
If a renewal, what progress on original goals has been made? District is so small that state assessment data are suppressed due to privacy rules. However, the district reported gains in local assessment results, stated it met its professional development goals, and was successful in a modernization effort of its lone school building.							



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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

Orient, a small district of about 80 students in Northeastern Washington, requests a renewal of its waiver of five days for the 2017-18, 2018-19, and 2019-20 school years. The district states that it will meet and exceed minimum instructional hours, reduce its number of half-days by five with receipt of this waiver, and 14 half-days will remain in its calendar. The district states that reducing the number of half days will improve attendance, prevent disruptions to learning, and allow for better training opportunities than can be provided on half-days. The district has zero additional work days without students.

The purpose of the waiver is professional development. The district will focus its waiver days on goal-setting to support its strategic plan, strengthening instructional strategies, improving data technology use, implementing Common Core State Standards and science clock hours, and on implementing the Teacher-Principal Evaluation Project.

The district provides a clear explanation and detail of how it will use its waiver days. In particular, the district will focus on “brain-based education” that is influenced by neuroscience.

The district aligns its use of waiver days to its strategic plan. The waiver plan was developed from feedback from staff, parents, volunteers, and community members. Each of the aforementioned groups is represented on the district's School Improvement Team (SIT) and the SIT has been integral to the development of the waiver request. The district states that it regularly communicates about its school improvement plan with the community in Orient School District.

In response to renewal questions, the district stated that it met the goals of its original waiver request over the past three years. The district notes that it met all of its professional development goals listed in the original application. The district completed a renovation project of its 107-year old school building that included upgrades to technology. The district states that its success on the waiver days was evident in measures of classroom-based assessments, progress towards goals on Individual Education Plans, Measures of Academic Progress and state assessment results, recorded classroom observations, and teacher/parent surveys. However, the district is so small that state assessment data are suppressed due to privacy rules, thus cannot be publicly reported.

Action

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

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



THE WASHINGTON STATE BOARD OF EDUCATION

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

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

Instructions:

Form and Schedule

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

Application Contents:

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

1. A proposed school calendar for each of the years for which the waiver is requested.
2. A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).
3. A resolution adopted and signed by the district board of directors requesting the waiver.

The resolution must identify:

- The basic education program requirement for which the waiver is requested.
- The school year(s) for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- Information on how the waiver will support improving student achievement.
- A statement attesting that if the waiver is granted, the district will meet the minimum instructional hour offerings for basic education in grades one through twelve per RCW 28A.150.220(2)(a).

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

Submission Process:

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

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

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

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

Old Capitol Building • 600 Washington St. SE • P.O. Box 47206 • Olympia, Washington 98504
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: sbe@k12.wa.us • www.sbe.wa.gov

ORIENT SCHOOL DISTRICT #065

RESOLUTION NUMBER 3/ 16-17

Waiver for grades K-8 from the Minimum Instructional 180-day School Year

A resolution of the Board of Directors of the Orient School District #065, Ferry County, Orient, Washington to request a waiver for grades K-8 from the minimum 180-day school year (WAC 180-18-040 and WAC 180-18-050) for the next three school years.

WHEREAS, the Orient School District is working with the Orient School Board of Directors to build Orient's Strategic Plan, strengthen instructional strategies, improve technology skills and systems, promote professional development, and implement an effective Teacher and Principal Evaluation system, all intended to improve student teaching and learning as detailed in the attached application; and

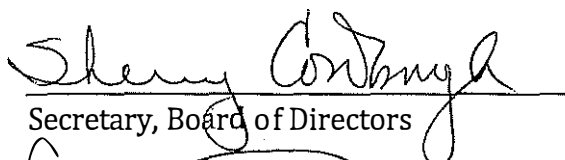
WHEREAS, the Orient School District #065 Board of Directors recognize that:

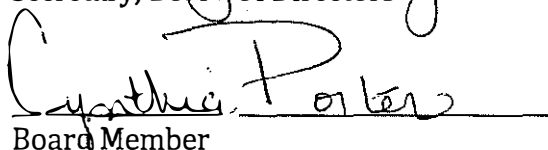
1. Planning time is needed for staff to implement the identified goals and to align Curriculum appropriately for instruction and assessment, and in calculating a 175-day school year, grades K-8 will have 23 hours beyond compliance;
2. Due to Orient's rural nature, substitute teachers are difficult to find, Attendance at Orient School is lower on partial days and the learning processes are disrupted;
3. Full days designated for planning and in-service training better facilitate Training opportunities for both certified and classified staff, and;

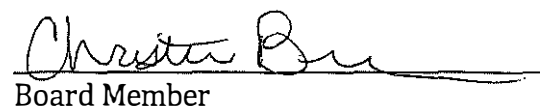
WHEREAS, the Washington State Board of Education has recognized the importance of, and has established waivers for the purpose of improving student achievement by enhancing the educational program for all students (WAC 180-18);

NOW THEREFORE, BE IT RESOLVED that the Orient School District board of Directors requests from the State Board of Education that the minimum 180-day school year be reduced to 175 days for school years 2017/2018, 2018/2019, and 2019/2020, subject to approval by the Orient School Board of Directors each year. This will create five full school days per year to be devoted to the purposes enumerated in the attached application. The dates for such planning will be determined by the Orient School District and approved by the Orient School board of Directors, and students in grades K-8 would not attend school on those days.

Signed and dated this 1st day of June, 2017.


Secretary, Board of Directors


Board Member


Board Member


Board Member

Board Member

Board Member

Part A: For all new and renewal applications:

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

School District Information

District	Orient
Superintendent	Sherry Cowbrough
County	Ferry
Phone	509-684-6873
Mailing Address	365 Main Street PMB #1419 Orient, WA 99160

Contact Person Information

Name	Chris Petterson
Title	District Secretary
Phone	509-684-6873
Email	chris.petterson@orient.k12.wa.us

Application type:

New Application or Renewal Application	Renewal
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Is the request for all schools in the district?

Yes or No	Yes
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If no, then which schools or grades is the request for?

How many days are requested to be waived, and for which school years?

Number of Days	5
School Years	2017-18, 2018-19, 2019-20

Will the waiver days result in a school calendar with fewer half-days?

Number of half-days reduced or avoided through the proposed waiver plan	5
Remaining number of half days in calendar	14

Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?

Yes or No	Yes
-----------	-----

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

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

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

The purpose of the waiver days for Orient School District over the next three years is to give our staff the needed time in concentrated blocks to accomplish universal student academic improvement through the achievement of the following goals:

- Continue strengthening Orient's Strategic Plan with goals that are specific and measurable to reflect our Constancy of Purpose and any changes in state and federal regulations;
- Strengthen instructional strategies to support brain based learning, differentiated instruction and individualized, responsive learning for students at all tiers;
- Improve technology skills and systems for developing and accessing assessment and student data across disciplines and grade levels and for instruction with a focus on differentiation;
- Promote professional development that is driven by our Constancy of Purpose, Common Core State Standards (CCSS), student achievement data and state and federal regulations including STEM science with required additional 15 clock hours by 2019;
- Construct and implement an effective Principal and Teacher Evaluation Frameworks (TPEP), insuring all certificated staff receive the required additional fifteen hours of training by Spring 2019.

This collaborative work is critical to the continued improvement in student achievement throughout the Orient School District. Of the options considered, 5 waiver days is preferred because if this collaborative work needs to be completed during the typical school day with students in attendance, substitute teachers would need to be hired. This is a financial burden as well as difficult to accomplish in our remote location with limited available teacher substitutes and, most importantly, it is disruptive to student learning. If we do this collaborative work during a weekly early release, we feel that students would lose twice the amount of instruction time and the collaboration has more chance of interruptions.

2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

The waiver supports the implementation of the district school improvement plan by providing for comprehensive teacher and staff training that is aligned to district and building goals. These goals include improving instructional practice district-wide by deepening understanding of the standards and providing time for staff to collaborate as a team to analyze data and uniformly develop instructional practice. The district's School Improvement Plan can be found online at: orientsd.org

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

Student performance school wide is examined at least 3 times a year. Specifically, to determine whether students are reaching grade level standards as well as individually making gains, we examine student performance on:

- **classroom-based assessments;**
- **goals and objectives on individual student learning plans and Individual Education Programs;**
- **End of the Year scores of Measures of Academic Progress (MAP) and i-Ready;**
- **Statewide assessments;**
- **Recorded classroom observations**

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

The following is a description of the positive mind growth aspect which will be incorporated into the 5 goals listed above:

Day one will consist of an overview how the brain learns. This includes: (a) Brain structures; (b) how the brain develops and (c) how the brain interprets, stores and retrieves information. The stronger an understanding an educator has of these facets of the learning model, the better equipped they will be to make choices among teaching strategies to be most effective. Effectiveness of this professional development opportunity will be measured as an increase of +3 points increase in the school's MAP results beyond expected results as reported by the NWEA.

Day two will center on relationship building students may have with themselves. This will consist of: (a) strategies on developing and emotional environment that is safe; (b) motivation and goals theory with classroom application strategies and (c) strategies for developing positive self-identity. The staff will work towards developing a framework for the school to wrap around concerning character development that is unique to this population of students.

Day three will focus on the relationship building skills students need between each other and the adults in their lives. This will include an understanding of: (a) group dynamics, including peer pressure and bullying; (b) social skills assessment strategies and development; (c) the process of emotional regulation in the brain and (d) and overview of how emotional disorders and management. The efficacy of day two and day three will be measured as a decrease in discipline referrals by 50%.

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

Student performance district wide is examined at least 3 times a year. Specifically, to determine whether students are reaching grade level standards as well as individually making gains, we examine student performance on:

- classroom-based assessments;
- goals and objectives on individual student learning plans and Individual Education Programs;
- end of the year scores of Measures of Academic Progress (MAP) and i-Ready;
- statewide assessments;
- recorded classroom observations

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

Orient School District is committed to a continuous improvement model. A majority of the activities are ongoing and will continue for the three school years. We will continue to build on the analysis of data from year to year to improve instruction as we strive to meet these goals. Keeping current with state assessments and the evaluation systems will also require continued professional development.

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

Activities planned as part of this waiver were determined as a result of feedback from staff, parents, volunteers and community as part of in-service activities, meetings and surveys compiled through the last waiver cycle. Community members, staff and parents are all represented on the School Improvement Team (SIT). The School Improvement Team meets monthly to review and revise our school programs as they relate to our school improvement plans. Suggestions and changes made by the SIT are presented to our superintendent and School Board for their perusal or approval. In addition, Orient updates our website and continues to send out monthly bulletins where notices and information are available regarding school improvement plans and meetings.

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

All certified and classified employees will be paid to attend waiver day orientation and training days at their regular pay scale. The district does not have a collective bargaining agreement with the certified staff.

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

Student instructional days (as requested in application)	175
Waiver days (as requested in application)	5
Additional teacher work days without students	0
Total	180

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

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1				
2				
3				
4				
5				
6				
7				
Check those that apply				

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

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

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

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

As proposed in 2014, Orient School District used its waiver days to promote a Professional Learning Community (PLC) to support professional development that was focused on improving student learning. Staff engaged in professional development on those days that included:

- **Brain-based learning;**
- **Awareness and alignment training of Common Core State Standards (CCSS);**
- **Principal Teacher Evaluation Project (TPEP);**
- **Technology-based learning;**
- **Differentiated instruction;**
- **Classroom-based and system-wide assessments;**
- **Academic vocabulary development.**

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

The goal of the waiver days throughout the past 3 years have been met. Staff participated in all of the above bulleted professional development areas. The Orient School District went through a modernization of the 107 year old school building. Included in the modernization was the installation of wireless, high speed internet and Smartboards in every classroom. Waiver days allowed great training opportunities, especially through new technology-based learning and web-based assessments. The district also went through major changes in administration and staff. Waiver days insured quality time with all staff participation making the transitions smooth and developing collaboration in all focus areas. The effect of this professional development on the improvement in student learning was evidenced by student achievement gains:

- **on classroom based assessments;**
- **toward goals and objectives on individual student learning plans and Individual Education Programs;**
- **on End of the Year scores of Measure of Progress (MAP) and Smarter Balance/ MSP statewide assessments;**
- **in recorded classroom observations;**
- **through teacher/ parent communications and surveys.**

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

Orient School District's focus of waiver days remains as proposed – to improve student learning. Moving forward with a core set of highly successful focus areas, our intent is to incorporate the practice of positive mind growth with all staff and students. One of our teachers recently completed studies at John Hopkins University with a certificate in "Mind, Brain and Teaching Neuro-Education". She will be leading as our professional development consultant.

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

Orient School District staff can consolidate its professional development and concentrate its collaboration to strengthen:

- **Best practices in instruction for all students with unified and better classroom Alignment of CCSS;**
 - **The evaluation of teacher effectiveness by selection of TPEP;**
 - **Assessment literacy to ensure responsive instruction and advanced use of technology;**
 - **Parent/ teacher partnerships.**
5. How were parents and the community informed on an ongoing basis about the use and impacts of the previous waiver? Provide evidence of support by administrators, teachers, other district staff, parents, and the community for renewal of the waiver.

Community members, Board of Directors, staff and parents are all represented on the School Improvement Team. The SIT meets monthly to review and revise our School Improvement Plan in an effort to improve student learning. Suggestions and changes made by the SIT are presented to our superintendent and School Board for their perusal or approval.

C. Last Steps:

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

Thank you for completing this application.

Orient Elementary | 2017-2018 CALENDAR

AUGUST '17						
S	M	T	W	Th	F	S
		1	2	3	4	

FEBRUARY '18						
S	M	T	W	Th	F	S
			1	2	3	
				/		

SEPTEMBER '17						
S	M	T	W	Th	F	S
					1	

MARCH '18						
S	M	T	W	Th	F	S
					2	
				/		

OCTOBER '17						
S	M	T	W	Th	F	S

APRIL '18						
S	M	T	W	Th	F	S
1	X	X	X	X	X	7

NOVEMBER '17						
S	M	T	W	Th	F	S
					/	

MAY '18						
S	M	T	W	Th	F	S

DECEMBER '17						
S	M	T	W	Th	F	S
					1	

JUNE '18						
S	M	T	W	Th	F	S
					1	

JANUARY '18						
S	M	T	W	Th	F	S
	X	2	3	4	5	6
				/		

JULY '18						
S	M	T	W	Th	F	S
1	2			5		7
	9			12		

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: Orient
Date: 8/16/2017

Days requested: 5
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: Orient

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

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

DRAFT

August 16, 2017

Dear Superintendent Reykdal:

In accordance to the responsibilities of the State Board of Education under RCW 28A.657.110 (2) and (4), with this letter the Board offers its support for inclusion of the revised elements of the Washington Achievement Index contained in the state's federal consolidated plan submission as presented at our August 16th meeting, and as required under the Every Student Succeeds Act.

We believe many of these changes have the potential to make a meaningful difference in the educational outcomes of all students in Washington State.

Additionally, we look forward to working with you to improve the state accountability system in Washington, even as the U.S. Department of Education evaluates whether the plan meets the minimum federal requirements. In our view, the way we serve and support schools should be constrained less and less by federal requirements, and shaped more by the needs of our unique state.

The Board has a number of remaining concerns and questions regarding the ESSA plan submission, which include the following:

- *(TBD at meeting)*
- *(TBD at meeting)*
- *(TBD at meeting)*

We look forward to working with you in the future to develop a model accountability system that other states can emulate.

On behalf of the Board,

Kevin Lavery, Acting Chair