



THE WASHINGTON STATE BOARD OF EDUCATION

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

May 1, 2015

Board Members:

I hope this packet finds you eager for the spring sunshine in Pasco! Enclosed is your packet for our meeting on May 13th and 14th at Educational Service District 123 in Pasco.

In addition to the Wednesday and Thursday meeting, you will note that we also have school visits and a community forum scheduled for Tuesday. I realize that not all of you can make those events, but for those that can, you will find all the information you need in the first section of the printed packet.

This meeting agenda includes a variety of topics. Linda Drake and relevant OSPI staff will review OSPI's submissions for the statewide CTE course equivalencies in math and science. Recall that these were a requirement under Senate Bill 6552 (2014). Those frameworks were not made available at the time of the printed packet, and so we will post them in the e-packet as they become available, probably early next week. We have coordinated a visit to Tri-Tech Skills Center on Thursday morning to see one of the course frameworks in action.

The Board will also enjoy a panel discussion about the state's Teacher Equity Plan required by the U.S. Department of Education. OSPI has asked for our input into the Plan they will be submitting. We have asked Saundra Hill, Superintendent of Pasco, to join us on this topic, and she will bring a teacher from the district as well. Officials within OSPI have been working on a definition of "excellent educator" and identifying root causes of and solutions to the problem of providing equitable access to all students, and all communities. There will be time for member discussion and collaboration on this important topic.

Some of you were able to join us for the Washington Achievement Awards ceremony in Spanaway Lake, which was a huge success. Andrew will share with you some of the data from those awards and walk you through some policy considerations for the Index in the next couple of years. Julia and Jack will update you on legislative activity impacting our priorities, with a particular focus on *McCleary* and our on-going efforts to discontinue Biology End-of-Course as a graduation requirement.

You will also be hearing two Data Spotlight presentations from Andrew Parr and Parker Teed: one focusing on the variety of challenges and outcomes experienced by students with disabilities in our state, and the other on our migrant student population. You also have a variety of basic education waivers to consider at this meeting.

And of course, we will celebrate Mara Childs' last meeting with us. We will have a time to recognize her during the meeting, followed by a Wednesday dinner gathering as well. Mara and Madeleine will also be able to share with us how their high school and beyond plan presentation to the EOGOAC went.

I look forward to seeing you in Pasco!

Sincerely,

Ben Rarick

Isabel Muñoz-Colón, Chair • Ben Rarick, Executive Director

*Dr. Deborah Wilds • Kevin Laverty • Madaleine Osmun • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Janis Avery • Jeff Estes
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A high-quality education system that prepares all students for college, career, and life.

Educational Service District 123, Blue Mountain Room
3918 W. Court Street
Pasco, WA 99301

May 13-14, 2015
AGENDA

Local school site visits for members are planned for Tuesday, May 12 beginning at 11:45 a.m. The tour will include visits to Franklin STEM Elementary School, Stevens Middle School, Frost Elementary and Pasco High School. No official business of the board will be discussed and no action will be taken during the tour.

Wednesday, May 13

8:00-8:15 a.m.

Call to Order

- Pledge of Allegiance
- Announcements
- Welcome from Bruce Hawkins, Superintendent, Educational Service District 123

Agenda Overview

Consent Agenda

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

- Approval of Minutes from the March 11-12, 2015 Meeting (**Action Item**)

8:15-9:15

Strategic Plan Dashboard

Discussion of the Results of the Diverse Communities Roundtable

Ms. Stefanie Randolph, Communications Manager

9:15-10:00

Educational Data Spotlight

Dr. Andrew Parr, Senior Policy Analyst

Mr. Parker Teed, Operations and Data Coordinator

10:00-11:00

Budget Review and Legislative Update

Mr. Jack Archer, Director of Basic Education Oversight

Ms. Julia Suliman, Senior Research Analyst

11:00-11:45	CTE Course Equivalencies Ms. Linda Drake, Research Director Dr. Kristine Chadwick, Consultant, Education Policy Improvement Center Ms. Kathleen Lopp, Assistant Superintendent, OSPI Ms. Betty Klattenhoff, Career and Technical Education Director, OSPI
11:45-12:00 p.m.	Public Comment
12:00-1:00	Lunch <ul style="list-style-type: none"> • Recognition of Ms. Mara Childs
1:00-1:15	Amendment of Rules on Designation of Required Action Districts – Public Hearing Ms. Linda Drake, Research Director Mr. T.J. Kelly, Director, Financial Apportionment, OSPI
1:15-2:45	State Teacher Equity Plan Ms. Julia Suliman, Senior Research Analyst Ms. Saundra Hill, Superintendent, Pasco School District Invited Teacher, Pasco School District Ms. Maria Flores, Director of Title II, Part A & Special Programs, OSPI
2:45-3:00	Break
3:00-3:45	24-Credit Graduation Requirement Implementation Update Ms. Linda Drake, Research Director
3:45-4:15	Option One and Option Two Waiver Requests Mr. Jack Archer, Director of Basic Education Oversight
4:15-5:00	Board Discussion
5:00	Adjourn

Thursday, May 14

Note: Members and staff will meet at the student café inside the Tri-Tech Skills Center for a pre-briefing to the site visit. Directions are in the school site visit portion of the packet.

8:00-10:00 a.m.	Kennewick Tri-Tech Skills Center Site Visit
10:00-10:15	Travel Time
10:15-10:45	Student Presentation Ms. Mara Childs, Student Board Member

10:45-11:30

Executive Director Update

Mr. Ben Rarick, Executive Director, and Staff

- Required Action District Update
- Required Action District Emergency Rules
- Private School Rules
- WA-AIM Cut Score Process
- Achievement Index Update
- Charter Schools Update
- ESEA Reauthorization Update
- Change of Date from August 25, 2015 to August 5, 2015 Special Board Meeting

11:30-12:00 p.m.

Board Discussion on Basic Education Act Waivers

12:00-12:15

Public Comment

12:15-1:00

Lunch

1:00-2:00

Board Discussion

2:00-3:30

Business Items

1. Approval of Designation of Soap Lake School District to Remain in Required Action District Level I Status
2. Approval of Release of Morton School District, Renton School District and Onalaska School District from Required Action Status
3. Approval of CTE Course Equivalencies
4. Approval of Option One Basic Education Act Waiver Requests From Tacoma Public Schools and Kelso School District
5. Approval of Temporary Waivers of 24-Credit Graduation Requirements
6. Approval of Option Two Basic Education Act Waiver Request From Paterson School District
7. Adoption of Amendments to WAC 180-14-010, Changing Timeline for Designation of Required Action Districts
8. Approval of Emergency Rules to Change the Timeline for Approval of Required Action Plans
9. Approval of Private Schools for 2015-2016
10. Approval of CR-102 to Amend WAC Chapter 180-90, Private Schools
11. Approval of WAC Repeals recommended by SBE Rules Review
12. Approval of Date and Location Change for the 2015 Board Retreat to July 7-9, 2015 in Seattle
13. Approval of Date Change for the Special Board Meeting from August 25, 2015 to August 5, 2015
14. Approval of Process for Setting the Cut Score on WA-AIM Assessment

3:30

Adjourn



THE WASHINGTON STATE BOARD OF EDUCATION

"Every student receives a high-quality education that prepares for career, college, and life."

Pacific Lutheran University, Chris Knutzen Hall
12180 Park Ave S, Tacoma, WA 98447

March 11-12, 2015

Minutes

Wednesday, March 11

Members Attending: Chair Isabel Muñoz-Colón, Ms. Janis Avery, Mr. Bob Hughes, Ms. Connie Fletcher, Ms. Mara Childs, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Holly Koon, Mr. Kevin Laverty, Ms. Cindy McMullen J.D., Mr. Randy Dorn, Ms. Deborah Wilds, Ms. Judy Jennings, Dr. Daniel Plung, Mr. Jeff Estes, and Ms. Madaleine Osmun (16)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Linda Drake, Mr. Parker Teed, Ms. Julia Suliman, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Stefanie Randolph and Ms. Denise Ross (9)

Call to Order

The meeting was called to order at 8:13 a.m. by Chair Muñoz-Colón.

The Chair introduced Pacific Lutheran University President, Dr. Thomas Krise, who shared the University's focus on global education and helping students discern their vocation.

The Chair administered the oath of office for Ms. Janis Avery.

Member Estes shared information on the e-newsletter distributed by the Leadership and Assistance for Science Education Reform (LASER) that reaches education leaders all over the state. Board and staff may want to be connected with the newsletter as a way of sharing updated science graduation requirements and policy work.

Mr. Rarick provided an overview of recent changes to the agenda, which included revisions to the Legislative Update and Business Items portions of the agenda.

Consent Agenda

Motion made to approve the consent agenda.

Motion seconded.

Motion carried.

Motion made to approve the Minutes for the January 7-8, 2015 Board Meeting.

Motion seconded.

Motion carried.

Strategic Plan Dashboard

Ms. Stefanie Randolph, Communications Manager

Ms. Randolph presented an update on the Dashboard, which is based on the newly adopted Strategic Plan. Highlights from the Executive Summary included the release of the first data spotlight on gap reductions and SBE legislative open house that took place in February.

Ms. Randolph presented updated pages of the SBE web site, which included the strategic plan, membership, and the addition of notification updates.

Staff held a Community Forum and Diverse Communities Roundtable event on March 10 at Pacific Lutheran University and valuable feedback was received from those that attended.

Career and Technical Course Equivalencies

Ms. Linda Drake, Research Director

Ms. Betty Klattenhoff, Career and Technical Education Director, OSPI

Ms. Anne Gallagher, Mathematics Teaching & Learning Director, OSPI

Ms. Kathleen Lopp, Assistant Superintendent, OSPI

Dr. Kristine Chadwick, Consultant, Educational Policy Improvement Center

Ms. Drake requested members review the process of developing Career and Technical Education (CTE) equivalency course framework in preparation for taking action on approving them at the May meeting. Senate Bill 6552 increased the opportunities for students to access course equivalencies by mandating that each district offer at least one math or science equivalency from an approved list of course that meet high school graduation requirements. The law does not interfere with locally developed course equivalencies that districts may have in place already, but it does streamline the process by ‘pre-approving’ course frameworks that would normally be developed locally and then be sent to OSPI for review and approval.

Dr. Kristine Chadwick from the Educational Policy Improvement Center (EPIC) has been working with OSPI in creating course equivalency frameworks for courses in both math and science. In developing the framework, OSPI conducted a series of reviews with educators from across the state. The first round of reviews was conducted by CTE instructors who used an online tool to evaluate the units taught within the courses based on using a commonly used course framework. The instructors were tasked with the following:

- Looking at the common core standards, next generation science standards, 21st century skills, industry standards
- Determine whether or not those standards were relevant to the courses.

In reviewing the findings of the data, the majority of the courses reviewed by the instructors were found to have addressed science and math standards.

The second review was a technical group for a more extensive review. The technical group was formed of two CTE instructors, two math or science experts and one EPIC facilitator. The group was tasked with the following:

- Reviewing the first round findings and increase the rigor by adding standards
- Identify or draft at least one performance assessment aligned to the standard
- Review the draft course equivalency framework

In reviewing the findings of the data, the group found challenges in finding appropriate standards to be course equivalent. Another round of work sessions led by OSPI will take place to review these remaining courses.

OSPI is moving toward finalizing the framework to align academic course titles, amount of credits, 21st century skills, performance tasks and unit descriptions.

After the framework is approved, it will be provided to districts and used for instructor professional development. Student performance in the content areas of math and science will be reviewed to validate equivalency.

Exploration of Assessment Alternatives for Graduation

Ms. Linda Drake, Research Director

Dr. Doug Kernutt, Consultant

Dr. Kernutt and Ms. Drake met with various education stakeholders to collect additional information on assessment options. Dr. Kernutt found that precision exams were relatively new and used by most districts, but were not necessarily of comparable rigor to the state assessments since the design, content and purpose of the exams are so different from the state assessments. ACT WorkKeys focus on the application in a workplace setting and the few districts utilizing it found it useful, but was also a costly model. CTE Programs of Study varied greatly between districts, and do not require a certain number of credits or course type or necessarily cover the same content as assessed by the Smarter Balanced Assessment Consortium (SBAC).

Stakeholders expressed agreement that it was difficult to evaluate CTE options for the ‘comparable rigor’ required by statute for state assessment alternatives. They expressed that the current Career and College Ready standard is focused on readiness for college, but does not adequately address readiness for careers. District size will continue to impact students’ access to alternatives.

Dr. Kernutt recommended further research in how College and Career Ready concepts impact students and further discussion needed for the concept of academic preparation for college as it relates to academic preparation for a career.

Members expressed the importance of having data and validation studies on CTE equivalency courses. Transition courses with the same equivalent rigor to our current assessment to the SBAC is needed. Members discussed what the appropriate definition of rigor could be and if the concept is for college readiness only.

Elementary and Secondary Education Act (ESEA) Reauthorization

Mr. Jack Archer, Director of Basic Education Oversight

Ms. Gayle Pauley, Assistant Superintendent, OSPI

Mr. Alan Burke, Executive Director, WSSDA

Ms. Erin Jones, AVID District Director, Tacoma Public Schools

Mr. Archer provided an overview of the federal Elementary and Secondary Education Act (ESEA) Act, including the original goal, reauthorization as the No Child Left Behind Act (NCLB), and the loss of Washington state’s waiver in 2012. Mr. Archer reported the current status of the House bill on ESEA reauthorization by Representative Kline, H.R. 5, and Senator Murray’s negotiation with Sen. Alexander on a bipartisan Senate bill.

Ms. Pauley reported the following major comparisons of the House Bill and proposed Senate Bill as it's currently written:

- The House bill proposes testing to occur annually in grades 3-8 and once in high school. The Senate Bill proposes the same, but an addition option to select a grade span.
- Both the House bill and the draft Senate bills by Sen. Alexander are proposing to remove the one percent cap for testing severely disabled students.
- The House Bill proposes waiving English language learners (ELL) from being included in accountability outcomes for three years.
- The Adequate Yearly Progress (AYP) requirement is proposed to be removed in both the House and Senate Bill.
- The House and draft Senate bills both still mention public school choice for parent options.
- Both the House and Senate Bills would allow the state to implement its own accountability system. Disaggregating data for all subgroups and providing a report card of district and school performance would still be required.
- Students would be required to take annual state assessments under both bills.
- There would no longer be a requirement to seek approval of a specific accountability system from the U.S. Department of Education under either bill.
- States would have the flexibility to set their own professional credentials and criteria in proficiency for teachers support by Title I funds under both bills.
- H.R. 5, and the draft Senate Bill each provide for Title 1 portability, the authority for Title 1 dollars to follow a student to a public school of choice.
- Under H.R. 5, the Title III section of the bill for ELL students was removed and moved to Title 1.
- H.R. 5 would bring significant changes in how Title I funds would be distributed among states and districts.

Mr. Burke shared WSSDA's outreach efforts with members of Congress regarding ESEA reauthorization. He said both the House and Senate are faced with several challenges in order to proceed with their bills, and that it is possible President Obama could veto the bill if areas of concern to him are still included. Mr. Burke said that issues with reauthorization include early learning funding, Highly Qualified teachers, charter schools and teacher evaluation, but that the issues that will impact Washington schools the most will be annual testing, portability of Title funds, and state-based accountability.

Ms. Jones shared her recent engagements with U.S. Senators in Washington D.C. about the importance of providing more resources for a Pre-16 model, creating meaningful and useful data from state testing, and funding for innovation.

A member voiced concern that there is too much focus on the testing issue in the reauthorization bills and very little emphasis on the original goal of ESEA, which is to support low-income students.

Public Comment

Ms. Liesl Santkuyl, Stand for Children

Ms. Santkuyl applauded Board members for their commitment to the 24-credit diploma and high standards for kids. It's difficult to keep those standards high when the pressure is to get kids to graduation. She wants her children to be able to compete in the current work environment. Prior to education, Ms. Santkuyl was in public health work. She said you must take basic math and science through all four years of high school years in order to compete in the medical field. Many graduating students Ms. Santkuyl has mentored needed to take remedial classes, and the cost to the families and students is significant. It's not acceptable for kids to graduate and have to take remedial classes.

Ms. Kim Irene Gimm, Stand for Children

Ms. Gimm thanked the Board for hosting the Diverse Communities Roundtable on March 10 and providing people the opportunity to engage with staff and members. She is very passionate about teacher preparation and is concerned that teachers are graduating from teaching programs without the skills needed. Ms. Gimm asked the board to consider what can be done differently to create effective cultures in schools that are welcoming and how can we improve teacher preparation and recruitment.

Mr. Will Jenkins, Sr., Stand for Children

Mr. Jenkins is concerned that the most current data on the OSPI web site is for the 2010-2012 school year. He believes it would be difficult to make effective decisions regarding education without more current data. Mr. Jenkins is also concerned about disproportionate discipline, and said that Tacoma has a high rate of minorities in grades 6-11 being expelled. He believes we cannot reach all kids reaching graduation until disproportionate discipline is addressed.

Ms. Rebecca Padilla, Stand for Children

Ms. Padilla is concerned for the school climate in Tacoma Public Schools. She feels her son has been bullied, threatened and assaulted repeatedly at his school and there is a lack of social and safety skills at the schools. She asked the Board to consider the social and emotional component in education as part of the Board's work.

Ms. Dana Oride, Stand for Children

Ms. Oride believes we need to maintain high standards for writing skills. Students entering college and the workforce don't have the skills needed. She is thrilled that students in her children's schools are able to visit specialists, that classroom teachers have the opportunity to plan as a grade level team, and teachers get consistent planning time daily. She would like to see more funding available for specialists in order to provide student initiated activities in smaller class sizes.

Ms. Gabriela Villagomez-Morales, Stand for Children

Ms. Villagomez-Morales was an English language learner while attending elementary school and struggled with transition from high school to college and the workforce. She feels students aren't receiving sufficient post-secondary preparation and teachers need professional development opportunities to help students prepare for beyond high school.

Rule Amendments and Repeals – Public Hearing

Mr. Jack Archer, Director of Basic Education Oversight

Mr. T.J. Kelly, Director of School Appointment and Financial Services, OSPI - video conference

A public hearing was held on the following proposed rules for repeal:

- WAC 180-51-001 Education Reform Vision
- WAC 180-16-225 Waiver – Substantial Lack of Classroom Space
- WAC 180-44 Teachers' Responsibilities

Mr. Archer provided a brief summary of the rules. Mr. Kelly reported there is no fiscal impact statement to school districts for the proposed repeals. An opportunity for public testimony was provided. No testimony was submitted.

Members voiced concern that repealing WAC 180-16-225 (Waiver – Substantial lack of classroom space) may impact districts that have lost a bond and are seeking options.

Members were asked to take action to adopt the proposed repeals on Thursday during business items.

Achievement Index Update

Dr. Andrew Parr, Senior Policy Analyst

Dr. Parr recommended the 2014 English Language Acquisition Award be based on a two- or three-year average of Washington English Language Proficiency Assessment (WELPA) data. This methodology enhancement will make the award criteria consistent with other Washington Achievement Awards and ensure that the award recipients have demonstrated marked improvement over time. To qualify for the award, a school must meet the following criteria:

- Have at least 20 reportable and matched cases for each year on the WELPA
- The school met Title III AMAO 1 for each assessment year
- The school met Title III AMAO 2 for each assessment year
- The school is in the top five percent of school based on the median point gain on the WELPA (two- or three-year average) by
 - Program size (small program = 20 to 99 matched records and large programs ≥ 100 matched records)
 - School level (elementary, middle, high school, or combined school).

Approximately 42 schools are expected to qualify for the English Language Acquisition Award.

In addition to enhancing the English Language Acquisition Award, Dr. Parr investigated the Special Recognition –Gap Reduction Award with the understanding that the award may require changes on account of the new SBAC assessment. The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) provided feedback to enhance the 2014 award and SBE staff conducted two trial analyses using student proficiency as the basis. The only substantive difference was that Trial 1 compared the gap reductions between the Targeted Subgroup and the All Students group for each school, while Trial 2 compared the gap reductions between individual student groups (White-Black, White-Hispanic, and NotFRL-FRL for example). Trial 2 was favored by the EOGOAC and the SBE staff as the methodology compares mutually exclusive groups and is less likely to mask the underperformance of a group of students.

The 2014 Special Recognition - Gap Reduction Award would be based on the following proposed criteria:

- The measure will be the gap reduction over three assessment years based on reading and math (combined) proficiency.
- The school must have reportable subgroup data for reading and math for each of the three years being analyzed.
- The proficiency rates for both groups must not decline in any of the three years.
- The total gap reduction for the three years of data must be equal to or greater than 10 percentage points.
- The school may not be a newly identified Priority or Focus School.

Members discussed the following:

- Too many exclusions may be in place in how schools are recognized for reducing gaps, which may result in failing to recognize many schools making significant improvements.
- What qualification and criteria would be for receiving multiple gap reduction awards points.
- The impact of school demographics and distribution of subgroup to the data results.

Staff plan to incorporate Board feedback and direction into a revised model in collaboration with the Equal Opportunity Gap Oversight and Accountability Committee.

Dr. Parr reported that SBAC assessments will require changes to the Index and that the Board may want to consider new proficiency, growth and indicator weightings for high school ratings under the Washington Achievement Index. Changing the indicator weightings may more closely conform to stakeholder values and be approved for federal accountability with the United States Department of Education. Dr. Parr proposed that the Proficiency and Career and College Ready (CCR) Indicators be weighted more heavily than the Growth indicator and that the graduation measure be equal to or greater than the proficiency measures. The proposed indicator weighting changes for high schools are:

- Increasing Proficiency from 33.3 percent to 35 percent (equally weighted for Reading/ELA, Math and Science)
- Decreasing Growth from 33.3 to 20 percent (equally weighted for Reading and Math)
- Increasing CCR from 33.3 percent to 45 percent (40 percent weighting for Graduation and 5 percent for Dual Credit Participation)

The proposed changes will reflect the value of favoring proficiency over growth in high school, reduce the reliance on a three-year Student Growth Percentile calculation, and makes graduation at least as important as proficiency.

Members expressed concern about reducing growth in the indicator weighting, because reflecting the acceleration of growth was the Board's original purpose when revising the Index.

Members were asked to consider taking action on approving the new Indicator weightings under the Washington Achievement Index on Thursday during business items.

Required Action Districts Update

Ms. Linda Drake, Research Director

Mr. Andy Kelly, Assistant Superintendent, OSPI

Ms. Drake informed the Board of the requirements concerning the release of districts from required action status upon completion of an implemented three year action plan. The following Required Action Cohort 1 Districts have implemented a required action plan for three years:

- Lakeridge Elementary School, Renton School District
- Morton Junior-Senior High School, Morton School District
- Onalaska Middle School, Onalaska School District
- Soap Lake Middle and High School, Soap Lake School District

OSPI recommends a district be released from RAD status based on their achievement gaps, state assessment improvements and if the district has any school on the Persistently Lowest Achieving schools list. Upon verification that the requirements for release have been met, the SBE shall release districts. At the time of Ms. Drake's presentation, OSPI had not yet finalized the Persistently Lowest Achieving List. Therefore the SBE lacked the data necessary to verify the requirements for release. Designation of release of RAD status will occur at the May SBE meeting.

If the board decides not to release the districts, members may designate them to remain in RAD I status or assign them to RAD II status. The Board must submit findings to the Education Accountability System Oversight Committee to provide an opportunity for review and comment.

- If a district is re-designated to Level I, the district must submit a new or revised required action plan to the Board for approval.

- If designated to Level II, the district will have a needs assessment and review within 90 days and a Level II required action plan based on the needs assessment.

In addition, Ms. Drake recommends members consider modifying rules on the deadline for designating Required Action Districts. Districts are recommended by OSPI in January of each year; however, data necessary for making a recommendation are typically unavailable until February. Staff recommend that designation to take place by the end of March of each year.

Mr. Kelly presented OSPI’s recommendation to release districts Morton, Onalaska and Renton from Required Action District status and for Soap Lake School District to continue in Required Action District Level I status. Mr. Kelly reported that (although not publicly released) OSPI has identified Priority Schools for the 2015-2016 school year, and that although the original school that cause the district to be designated for Required Action has exited the Priority Schools list, another school within the district has now been identified as a Priority School. By law, a district cannot be released from Required Action status if any school within the district is identified as a Priority School.

Members requested the following:

- Provide student achievement data for Soap Lake Elementary before the Board takes action on releasing Soap Lake School District from RAD status.
- Consider sharing success factors of the RAD Cohort 1 districts across the state with other districts
- Continue to monitor the Cohort 1 districts on how their gains are continuing to increase

Option One and Option Two Education Act Waivers

Mr. Jack Archer, Director of Basic Education Oversight

SBE received Option One applications from Newport School District, Shoreline School District and South Bend School District. The term “Option One” differentiates from the “Option Two” waiver available to a limited number of small districts for purposes of economy and efficiency.

Newport School District requested a waiver of five days for the 2015-16, 2016-17 and 2017-18 school years. This was a new request, but the district had previously had a waiver of five days for the 2011-12, 2012-13 and 2013-14 school years. Newport stated that the purpose of the proposed waiver plan is to continue to improve student academic success through improved instructional practices.

Shoreline School District requested a waiver of five days for each of the next three school years. Shoreline originally submitted this request for consideration at the Board’s meeting on January 7-8. The Board tabled the motion for approval pending receipt of additional information requested from the district. The purpose of the Shoreline request, as for the one-year request in May 2014, was for professional development of teachers on Common Core State Standards and Next Generation Science Standards. The objectives are to reduce the achievement gap while increasing academic growth and proficiency of all students in meeting the new standards.

South Bend School District requested waiver of three days for each of the three years. The request was for renewal of the waiver of three days granted in March 2012. The purpose of the waiver plan was to provide complete days during the school year for teachers to collaborate and obtain professional development targeted at increasing student achievement and student learning opportunities.

Mr. Archer explained that the purpose of Option Two waivers is to enable adoption of a flexible school calendar, typically resulting in a four-day school week with longer school days. The statute limits eligibility for the waiver to no more than five districts at any time, two for districts with student populations of less than 150, and three for districts with between 150 and 500. Waivers may be granted for up to three years.

Bickleton School District requested renewal of its Option Two waiver of 30 days for school years 2015-16 and 2016-17 (or as long as allowed by current law). The bell schedule provided by the district indicates that most school days run to 3:45 p.m. The proposed school calendar indicates that 14 of the 30 Fridays on which students would not be attending would be used for professional development of staff. Three others (two in August and one in May) are teacher in-service days.

Members were asked to take action on approving the Option One and Option Two waiver applications on Thursday during business items.

Credit-Based Graduation Waiver

Mr. Jack Archer, Director of Basic Education Oversight

SBE received a credit-based graduation waiver application from Highline School District for Big Picture School. The Board adopted a rule in 2000 with the purpose of providing school districts and high schools a waiver option from credit-based graduation requirements to support performance-based education. The waiver must include specific standards for increased learning that the district or school plans to achieve, how the district or school plans to achieve the higher standards, and how it plans to determine whether the standards are met. A school or district seeking renewal of a waiver under this section must inform the Board about the activities and programs implemented under the waiver and whether higher standards are being achieved.

Highline School District seeks continuation of its waiver from credit-based graduation requirements for Big Picture School for an additional four years, or through 2018-19. Big Picture School states that since the waiver's initial approval in 2008, enrollment has grown from 120 students to nearly 200, that seventh and eighth grades have been added, that high school students have been connected to internships in numerous professional organizations, that test scores have improved in all subjects, that graduating seniors have earned offers of admission to scores of colleges and universities, and that the school is earning a state and national reputation as an innovative learning center.

Members were asked to take action on approving the credit-based graduation waiver application on Thursday during business items.

Board Discussion

Required Action District

Members were concerned about taking action at this meeting to approve the four Cohort 1 districts for exiting RAD status without having confirmation that none of the districts have schools on the persistently low achieving list. OSPI is expected to have the data available to make a confirmation by March 31 and members discussed possibly hosting a special board meeting in April. Members discussed the time-sensitive nature for taking action soon because of the long process required by districts if the Board decided to deny releasing them from RAD status.

Member Plung requested that a letter be sent to all four districts acknowledging their gain in student achievement and encouraging them in continuing in their improvement efforts.

Achievement Awards and Index

Members discussed modifying the percentages of each indicator for the Achievement Index when factoring in dual credit. Staff stated that the federal government is approving ESEA waiver applications most consistently when the graduation rate is weighted as the heaviest indicator at the secondary level in the Achievement Index. Members were concerned that the percentage used for the Growth indicator would be significantly reduced to include the dual credit indicator, and could impact several districts.

Gap Reduction Award

Members were concerned that the criteria for the award may exclude schools that made gap closure progress, because of existing gaps in other subgroups. Members also voiced concern that the criteria may not accommodate various district sizes and regions that have more diverse subgroups. Member Maxie was concerned the ten percent reduction may not be the most appropriate value for the criteria being proposed. Mr. Rarick and Dr. Parr indicated they'll propose other criteria to members on Thursday that could be used to identify schools for the award.

ESEA Letter

Members discussed the following modifications to the letter to the Congressional delegation on the reauthorization of the Elementary and Secondary Education Act:

- Strengthening language to support the research and development of an improved testing system.
- Keeping the message of the letter consistent with other stakeholders' positions on reauthorization.
- The Board's position on the federal government's role in state assessments.

Minutes

Thursday, March 12

Members Attending: Chair Isabel Muñoz-Colón, Ms. Janis Avery, Dr. Daniel Plung, Mr. Bob Hughes, Ms. Connie Fletcher, Ms. Mara Childs, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Holly Koon, Mr. Kevin Laverty, Ms. Cindy McMullen J.D., Mr. Randy Dorn, Ms. Deborah Wilds, Ms. Judy Jennings, Mr. Jeff Estes, and Ms. Madaleine Osmun (16)

Staff Attending: Mr. Jack Archer, Ms. Linda Drake, Mr. Parker Teed, Ms. Julia Suliman, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Stefanie Randolph, and Ms. Denise Ross (8)
8:05 a.m.-3:40 p.m.

Staff Attending: Mr. Ben Rarick (1)
11:00 a.m.-3:40 p.m.

Mr. Ben Rarick was in attendance from 11 a.m. to 3:40 p.m. Mr. Archer was Acting Executive Director from 8:05 a.m. until 11 a.m. when Mr. Rarick was in attendance.

Call to Order

The meeting was called to order at 8:05 a.m. by Chair Muñoz-Colón.

Student Presentation

Ms. Mara Childs, Student Board Member
Ms. Madaleine Osmun, Student Board Member

Member Childs and Osmun updated the Board on their academic and extracurricular activities. They presented on original research done in their districts on the High School and Beyond plan and the role of life skills lessons in the education system. They focused on student interests and experiences by holding focus groups at Shorecrest High School in Shoreline School District and Mt. Spokane High School in Spokane School District. They presented two videos of instructors who offered a teacher perspective on the High School and Beyond plan

They reported on the following major conclusions of their research:

- Schools do a good job of doing college-oriented things.
- Schools are beginning to branch out.
- Narrow focus on college is detrimental to some – loses their attention.
- Kids want to be better rounded in their skills; most parents do not teach these things.
- Practical skills are more important than rote memorization.
- Hands-on experiences beat a textbook any day.

Legislative Update & Discussion

Mr. Ben Rarick, Executive Director

Ms. Julia Suliman, Senior Research Analyst

Ms. Suliman summarized the status of bills related to the Board’s legislative priorities. She provided a diagram showing where the bills were in the legislative process at the time of the meeting and discussed other bills of interest to the Board.

Education Data Spotlight: Advanced Course-Taking Trends

Dr. Andrew Parr, Senior Policy Analyst

Ms. Barbara Dittrich, Program Supervisor, OSPI

Mr. Parker Teed, Operations & Data Coordinator

Dr. Parr presented on recently released graduation and dropout rate data from the 2013-2014 school year. The data showed improvements from the Class of 2013 to the Class of 2014. The data also showed major, positive differences in between the four-year on-time and the five-year extended adjusted cohort graduation rate for Students with Disabilities and English Language Learners. However, when the graduation rate changes are viewed over five cycles of graduating classes, some student groups experienced considerable decreases in their four-year on-time graduation rate.

Dr. Parr summarized the use of the Preliminary Scholastic Aptitude Test (PSAT) to determine Advanced Placement (AP) Potential, a predictive measure of whether a student will be successful on the AP tests. The results showed that many students were deemed ready to complete AP tests but small percentages of students pass the AP tests. In short, AP Potential indicates that more kids are ready for AP coursework and tests than are currently taking AP courses or tests.

Ms. Dittrich presented on AP exam- and course-taking trends that showed disproportionate representation of White and Asian students compared to other student groups. She presented on the AP program in Washington and how it has expanded in recent years due to state and federal work. The following are state efforts to attain more equity and access:

- Advanced Placement Incentive Program 2000-2009
 - Four federal grants administered by OSPI with the goal to increase AP participation
- Advanced Placement Test Fee Program – on going since 1999
 - OSPI federal grant to reduce exam fees for low-income students
- College Readiness Initiative – 2008 to present

- OSPI private grant from College Spark Washington to help low-income students prepare for and succeed in college
- Advancement Via Individual Determination (AVID) and Navigation 101

Mr. Teed presented an analysis of course-taking data that showed significant gaps between student groups in higher-level math and science courses. These data showed large gaps between the Asian student group and all other student groups. He summarized the potential barriers to advanced course-taking and potential ways to lower the barriers so that all student groups are proportionately represented in higher-level courses.

Board Discussion on Basic Education Act Waivers

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Archer summarized the waiver requests before the Board. There were three Option 1 waiver requests, one Option 2 waiver request for the purpose of economy and efficiency from Bickleton School District, one credit-based graduation requirement waiver for Big Picture School in Highline School District, and 23 requests for temporary waiver of the 24-credit graduation requirements. Members offered an opportunity for district staff to respond to questions about the waiver requests.

Option 1 Waiver for Newport School District

A member stated that Newport compared the All-Students group to the Low-Income student group even though the All-Students group is inclusive of the Low-Income student group. She requested that, in the future, Low-Income student data be compared to Non-Low-Income student data.

Option 1 Waiver for Shoreline School District

Members asked clarifying questions about the waiver application. Ms. Marla Miller, Deputy Superintendent of Shoreline School District, and Ms. Teri Poff, Director of Teaching and Learning at Shoreline School District, responded to questions.

Option 1 Waiver for South Bend School District

The Board did not have any clarifying questions for South Bend School District. Mr. Jon Tienhaara, Superintendent of South Bend School District, and Ms. Kresta Boddington, Principal of South Bend Chauncey Davis Elementary School, were present.

Option 2 Waiver for Bickleton School District

Members asked clarifying questions about the waiver application. Mr. Ric Palmer, Superintendent of Bickleton School District, responded to questions.

Credit-Based Waiver for Big Picture High School in Highline School District

Members asked clarifying questions about the waiver application. Mr. Loren Demoroutis, Principal of Big Picture High School in Highline School District, responded to questions.

Public Comment

Ms. Stacy Gillett, Governor’s Office of Education Ombuds

Ms. Gillett said that the Office of the Education Ombuds helps students to resolve conflicts in their public schools. She cited data about the number of students they serve and the number of situations

they help to resolve. She stated that she is here to testify on outcomes for special needs students. She stated that the issues they deal with range from compliance with federal policies to exclusionary discipline and the use of restraints. She voiced concern that the promise of the federal law was never realized because of problems with the implementation of a federal law on supports for Special Education students. She noted that outcomes for special education students are not good in Washington. She urged the Board to consider further work to improve accountability for the Special Education program in the state accountability system.

Mr. Mike Jacobs, President of Shoreline School Board

Mr. Jacobs stated that he realizes the waiver is not a panacea for solving problems. He linked programs Shoreline is implementing to the goals stated in the waiver application. He noted the use of the Danielson Framework. He said that the Shoreline School Board believes that giving staff the opportunity for professional development and planning will increase the performance for each student group and all students.

Mr. Owen Rocks, Student

Mr. Rocks said that autism is often considered a disability. He went through terrible problems with the public school system. He noted issues with teachers, lack of intervention, and bullying from other students. The bullying issue was handled without any punishment for the bully and he was physically abused in the school. He felt like committing suicide at points. The teachers in the district need time to deal with issues like this. He said that the whole system has stayed in the 1960s, 70s, or 80s in these regards. He said that all kids are entitled to an education that meets their needs. But, that isn't really the situation in schools. He said that a little bit of support would make all of the difference in a student's life. They don't do much for people like me who need this help. He learned his social issues from scratch. He urged the Board to improve the situation for students with autism.

Ms. Annie Rocks, Parent of a Student

Ms. Rocks addressed issues of serving students with autism. She stated that she is a military spouse and that her children have been enrolled in multiple schools. Of her three children, one has autism. When children with autism receive the support they need, they are able to grow to a level of success. She stated the ambitious goals of her children. She stated that support is necessary for students to realize their goals. There is inadequate training for teachers and educators. She had to pull her son out of school at points and homeschool him. One time, a teacher approached her, shook her hand, and stated that she made the right decision by pulling him out of the public education classroom that he was in. She said that it isn't a problem with the people teaching but it is a big problem at the system or state level. Students with disabilities can succeed but that they aren't being educated by the system in a way that meets their needs.

Ms. Lynne Tucker, Various Special Education Parent Teacher Student Associations

Ms. Tucker said that she has a child with autism who dropped out of the public education system. She came to testify to raise awareness of special education issues. She provided written testimony that included data on poor outcomes for special education students. She stated that the Special Education Advisory Committee isn't following its bylaws and practices. She said it is viewed by many as a defunct group that looks at compliance rather than outcomes. Her child entered college in tenth grade and was able to thrive. There are ways to educate special education students so that they do thrive. She stated that, for the recommended reforms in the Report to the Legislature on the Indicators of Educational System Health, no special education group was contacted. She said that a group is needed to move forward with improving special education. She encouraged the State Board of Education to convene a committee or group. She stated that she would appreciate it if the board considered her recommendation and reviewed the data that she provided.

Rebecca Miner, Superintendent, Shoreline School District

Ms. Miner stated that in Shoreline they place emphasis on student outcomes. As part of that effort to improve student outcomes, they have embarked on a new study to improve equity. She said that they are aligning professional development with their school improvement plan, improve outcomes for student groups. She said that Shoreline was named one district with high AP participation rates. The students still receive the required number of hours during the school year. The waiver would also allow Shoreline to provide professional development so that the teachers can improve student outcomes.

Ms. Marla Miller, Deputy Superintendent, Shoreline School District

Ms. Miller cited programs that Shoreline School District has bolstered to improve student outcomes. She stated that time is necessary to review data to improve instruction and serve student groups. She said that the district now has students with lower performance entering kindergarten than they had in the past. Shoreline did not have the funds to buy a curriculum so it has taken a lot of time to develop its own. The time granted by the waiver allows the students to achieve success and graduate. The teachers have longer days with the students, and students are not losing instructional time due to the waiver.

Ms. Teri Poff, Director of Teaching and Learning, Shoreline School District

Ms. Poff said, in response to a question, that parts of the waiver request do speak to the intentionality of the strategies to improve outcomes for each student group. They are requesting the waiver in response to changes in student demographics over the years. The professional development allows teachers to gain the skills needed to serve those student groups. It is important that the professional development allow them to master the Common Core standards so that all kids reach proficiency. She stated that they are examining student growth and looking at the targeted subgroups within their classes. She stated that they have specific activities to look at instructional strategies that engage a variety of student learners with a variety of student needs. They are focusing their strategies on improving student growth. They are using resources to improve instruction for English Language Learners. They are increasing their AVID program to serve student groups who are traditionally disadvantaged.

Mr. Ray Vefik, Auburn school board

Mr. Vefik said that Auburn school district has high levels of achievement, English Language Learners, and students on Free or Reduced Price Lunch. He cited statistics on demographics and good student performance. He noted that they have received a number of awards. He said that their school board believes that the new assessments are providing a weak foundation for the accountability system. He offered the following five concerns:

1. He said that it is a psychometric misstep to use the assessment for the graduation threshold score;
2. Holding students accountable for learning the Common Core when they have not been instructed in it throughout their education is not a good decision;
3. Too much testing compromises instructional time, facilities, and other resources;
4. High standards without high support leads to frustration and morale issues; and
5. The technology of the Smarter Balanced assessment does not work efficiently and effectively.

Board Discussion

Board members discussed motions and documents in preparation for the business items section of the meeting. In particular, members discussed the achievement award categories and the letter to the congressional delegation on ESEA reauthorization.

Business Items

Motion made by Member Lavery to approve the Newport School District's waiver request from 180-day school year requirement for five days, for each of the 2015-2016, 2016-2017, and 2017-2018 school years, for the reasons requested in its application to the Board.

Motion seconded.

Motion carried.

Motion made by Member Jennings to approve Shoreline School District's waiver request from the 180-day school year requirement for five days, for each of the 2015-2016, 2016-2017, and 2017-2018 school years, for the reasons requested in its application to the Board.

Motion seconded.

Motion carried.

Motion made by Member Lavery to approve the South Bend School District's waiver request from 180-day school year requirement for three days, for each of the 2015-2016, 2016-2017, and 2017-2018 school years, for the reasons requested in its application to the Board.

Motion seconded.

Motion carried.

Motion made by Member McMullen to approve Bickleton School District's waiver request from the 180-day school year requirement for the purpose of economy and efficiency for thirty days, for each of the 2015-2016 and 2016-2017 school years, for the reasons requested in its application to the Board.

Motion seconded.

Motion carried.

Motion made by Member Maxie to approve continuation of Highline School District's waiver from credit-based graduation requirements for Big Picture School for an additional four years for the reasons requested in its application to the Board.

Motion seconded.

Motion carried.

Motion made by Member McMullen to direct the Executive Director to draft an appropriate letter to the Education Accountability System Oversight Committee with regard to our proposed actions on the Required Action Districts.

Motion seconded.

Motion carried.

Motion made by Member Wilds to approve the new criteria for the English Language Acquisition Award and the new criteria for the Special Recognition – Gap Reduction Award as set forth in Exhibit D.

Motion seconded.

During discussion, Member Maxie requested that the English Language Acquisition Award and the new criteria for the Special Recognition – Gap Reduction Award criteria be moved as separate motions.

Staff were directed to split the exhibit into separate exhibits with the new criteria for the English Language Acquisition Award as Exhibit D and the Special Recognition – Gap Reduction Award as Exhibit I.

Motion made by Member Fletcher to approve the new criteria for the English Language Acquisition Award as set forth in Exhibit D.

Motion seconded.

During discussion, Member Maier and Member Plung requested that the Board have a mechanism for sharing best practices of Achievement Award recipients. The Chair stated that the Board will commit to having a discussion of the process for sharing best practices of Achievement Award recipients.

Motion carried.

Motion made by Member Fletcher to approve the new criteria for the Special Recognition – Gap Reduction Award as set forth in Exhibit I.

Motion seconded.

Motion carried. Member Maxie voted no.

Motion made by Member Fletcher to approve the filing of a CR-102 amending WAC 180-17-010 to modify the date by which Required Action Districts are approved as set forth in Exhibit E.

Motion seconded.

Motion carried.

Motion made by Member Wilds to approve calling a special meeting on August 25, 2015 for the purpose of setting the Graduation Threshold Score for the Smarter Balanced Assessment, and to direct staff to issue the required notices specifying the time and place for the special meeting.

Motion seconded.

Motion carried.

Motion made by Member Lavery to approve the process for setting the graduation threshold score as recommended by Office of the Superintendent of Public Instruction based on the State Board of Education position statement adopted January 8th, 2015, as set forth in Exhibit F.

Motion seconded.

Motion carried. Member Avery abstained.

Motion made by Member Lavery to approve temporary waivers from implementing the High School Graduation Requirements of WAC 180-51-068 for Blaine Blaine School District, Central Kitsap School District, Edmonds School District, Highline Public Schools, Kiona-Benton City School District, Lynden School District, Mead School District, North Thurston Public Schools, Pasco School District, Richland School District, Sedro-Woolley School District, Shoreline School District, South Bend School District, Sultan School District, Tahoma School District, Toutle Lake School District, North Kitsap School District, Kalama School District, Marysville School District, Ellensburg School District, Prosser School District, Chehalis School District, and Central Valley School District as set forth in Exhibit G for the number of years and reasons requested in their applications to the Board.

Motion seconded.

Motion carried.

Motion made by Member Jennings to approve the letter to the Congressional delegation on the reauthorization of the Elementary and Secondary Education Act as set forth in Exhibit C.

Motion seconded.

Motion carried.

The meeting was adjourned at 3:40 p.m. by Chair Muñoz-Colón.



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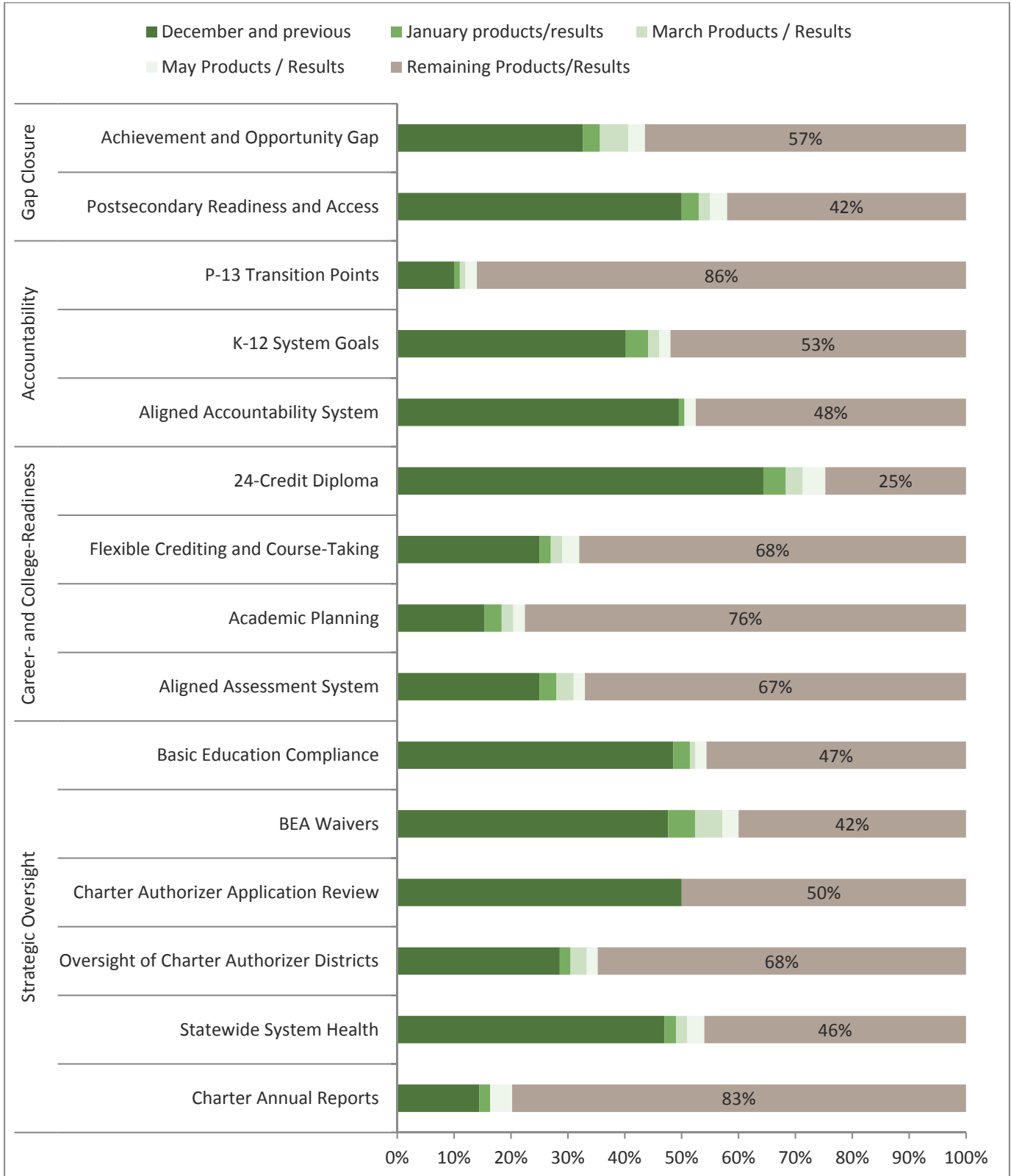
Title:	Strategic Plan Dashboard	
As Related To:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	How might the Board incorporate feedback from community outreach meetings into policy decisions?	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>Board members will review current work related to the 2015-2018 Strategic Plan. The materials for this agenda item include:</p> <ul style="list-style-type: none"> • Progress chart for the strategic plan March to present • Dashboard executive summary highlighting board work on the strategic plan goals • March 2015 Diverse Communities Outreach Roundtable summary document 	



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Strategic Plan Progress Dashboard (March 2015 - May 2015)



Strategic Plan Two-Month Executive Summary (March & April 2015)

Goal	Recent Work
Develop and support policies to close the achievement and opportunity gaps.	<ul style="list-style-type: none"> • Researched achievement gaps for students with disabilities • Legislative advocacy related to achievement and opportunity gaps • Worked with OSPI on achievement gap closure award • Developed new Community Forum program for Pasco
	<p>Outreach</p> <ul style="list-style-type: none"> · Presented at AWSP Board Meeting · Student representatives presented at EOGOAC Meeting · Diverse Communities Outreach Roundtable
Develop comprehensive accountability, recognition, and supports for students, schools and districts	<ul style="list-style-type: none"> • Worked with OSPI to release Achievement Awards and conduct ceremony • Legislative advocacy related to accountability and supports • Finalized index data for public release • Finalized contract for Achievement Index • Updated 5491 website
	<p>Outreach</p> <ul style="list-style-type: none"> · Presented at Expanded Learning Opportunities Council Meeting · Attended NASBE forum · Emailed Seattle Times re: AI and awards for reading and math growth and poverty
Ensure that every student has the opportunity to meet career- and college-ready standards	<ul style="list-style-type: none"> • Legislative advocacy related to Career and College Readiness, including high school and beyond plan • Worked with OSPI to update FAQs • Worked with stakeholders on implementation of 24-credit requirements • CTE course equivalency • Ready Washington Coalition
	<p>Outreach</p> <ul style="list-style-type: none"> · Attended Health Science Leadership Forum · School visits: Kids at Hope, Bridgeport, South Shore, etc. · Ready Washington Media Roundtable · Strategies 360 outreach panel
Provide effective oversight of the K-12 system	<ul style="list-style-type: none"> • Legislative advocacy related to SBE 2015 Legislative Priorities • Review and revise proposed private school rule changes • Released <i>McCleary</i> timeline on blog • Met with NACSA on oversight of district authorizers of charter schools • Received and reviewed Option one and Option two waiver applications • Monitored and advocated on federal legislation to reauthorize the Elementary and Secondary Education Act.
	<p>Outreach</p> <ul style="list-style-type: none"> · Letter re: Biology EOC · Legislative Priorities website · Private Schools Rules Committee meetings · Met with Washington State Charter Schools Commission executive director · WSSDA regional meetings



Summary of the Diverse Communities Roundtable Discussion

Description of the Diverse Communities Roundtable Event

On March 10, 2015, the State Board of Education invited leaders of community organizations, education advocacy groups, and district staff who represented diverse communities to join board members and staff for a Diverse Communities Roundtable. The goal of the meeting was to engage communities that have traditionally been underserved, listen to their feedback on education policy, and begin to build stronger relationships to engage diverse communities in future development of SBE policy work. The meeting was attended by nearly 40 participants, six staff members, and six board members. The meeting was held at Pacific Lutheran University in Tacoma.

Participants expressed appreciation at the opportunity to discuss important topics with board members and staff. Participants expressed concern that the system has been entrusted with their kids and has failed them; they said that the state needs to act. They cautioned that meaningful action to correct inequity would need to come out of this sort of meeting for it to be a true success.

This document summarizes feedback from the participants of the meeting, so the Board may use the feedback to improve policy.

Executive Summary

The following recommendations or concerns were offered by most attendees:

- Improve parental engagement within schools.
- Create a welcoming environment for students and parents in schools.
- Recruit and retain educators who are racially, culturally, and linguistically representative of the students.
- Engage community in policy-making process; create feedback loop in community; harness the power of community organizations.
- Incorporate suggestions for improving outreach to diverse communities.

The following recommendations or concerns were offered by some attendees:

- Have high expectations for kids; have a growth mindset instead of a deficit mindset.
- More instructional time helps close gaps.
- The principal is the key; leadership sets the culture in a school building.
- Reform discipline practices to reduce disproportionality
- Bolster early learning; reading early in life is important.
- Reforms need resources.
- State policy keeps changing; the definition of success keeps changing.
- Have a state plan that provides a system of overall coordination, P-16 transitions, and is not siloed.
- Support teachers with professional development and good pay.
- Strengthen and expand cultural competence and cultural representation.
- Improve the use of data and the accountability system.

- Concern that teachers' unions are getting in the way.
- Concern with early identification of students for Special Education Services.
- Concern with exit exams and Common Core.

List of Participants

Participants at the Diverse Communities Roundtable included representatives of the following organizations:

- Commission on African American Affairs
- National Association for the Advancement of Colored People (NAACP), Tacoma
- Educational Opportunity Gap Oversight and Accountability Committee
- Senator John McCoy's Office
- Muckleshoot Indian Tribe
- University of Puget Sound
- Boys and Girls' Club of King County
- Equity in Education
- Commission on Hispanic Affairs
- Stand for Children
- League of Education Voters
- Black Education Strategy Roundtable
- Tacoma Public Schools
- Tacoma School Board
- Kids at Hope Tacoma
- Bellevue Special Needs Parent-Teacher Association
- Commission on Asian and Pacific Islander Affairs
- Tacoma Housing Authority

Methodology

This document was prepared using the following three sources of feedback:

- Notes taken during large group discussion involving the entire room.
- Notes taken during small group discussions. A board and staff member took notes at each table.
- Feedback forms that approximately 25 percent of participants filled out in response to these guiding questions:
 - What is your organization's connection to education in Washington?
 - What challenges to the education system do you observe?
 - What are your recommendations to the Board?
 - What recommendations do you have for the Board to strengthen outreach to diverse communities?

The summary of feedback was created using a method of analyzing qualitative data meant to reduce the author's opinion or bias in the writing. This method is believed to produce a document more closely representing participant feedback. This method of qualitative analysis is commonly used in social sciences such as anthropology or sociology when the author intends to accurately represent or understand people without including the bias of the author's culture or background.

1. All of the feedback forms and notes are transcribed into a Word document. Some data are lost due to illegible handwriting.
2. The document is coded, a process of highlighting repeated comments to come up with major categories or themes of feedback.
3. Each comment within a theme is organized under that theme so the author can determine approximately how many participants shared the same opinion or voiced the same concern. Cryptic or miscellaneous feedback is removed if the meaning or relevance is unclear.
4. The author writes a summary of each theme and includes analysis of whether it was a common theme that was agreed upon or if participants had conflicting opinions. When useful, direct quotes from feedback forms or discussion are included in the summary.
5. The draft summary was sent to the Board's staff, the executive committee, and the board members who were present. After their review, the document was shared with the entire Board, invited participants of the roundtable discussion, and the public. The final document will be included in the board packet that is sent to the entire board in preparation for the May 2015 board meeting.

Recommendations or Concerns Offered by Most Attendees

Improve Parental Engagement within Schools

Participants voiced concern that there is a lack of parental involvement. Some participants stated that parents are seen as threats or adversaries by educators. Some responses broadened the engagement topic to student, family, and community engagement. Participants offered the following ideas for improving engagement:

- Go to where the parents are in order to effectively engage them. Don't wait for them to come to you; go to them.
- Talk to every student about opportunities like Advanced Placement and college.
- The message of the growth mindset is important when engaging students and families.
- Bolster engagement at the start and end of the year.
- Improve engagement with immigrant communities that do not necessarily understand the education system in the United States.
- Relying solely on appointments decreases engagement. Create more open opportunities to get involved.
- Parents also need to be educated on the students' options, requirements, and ways to teach or learn.
- Find ways to make instructional leaders feel less threatened by family, thus removing the barrier of educator resistance to parental engagement.
- The student should be placed at the top of the pyramid of conversation.

The following are direct quotes of participants:

- "The parents need to be educated right along with the children. They need the support too."
- "The lack of an organization-wide approach to solving learning problems. Involving parents and students with solving the problems does not seem to be welcome."
- "Expand our definition of parent involvement – meet parents where they are and walk with them down the continuum from no involvement to involvement to engagement at their pace!"
- "Lack of relationship-building as a core value."

- “In my study of the education system, lack of parental involvement has been used and used again. But throughout history, their communities have relied on the education system to educate the kids. The system and the people in the system were entrusted to do the right thing for the kids. There has been a huge gap. There is a huge immigrant community that does not understand the system. There are many people who know the system but still don’t get involved. The challenges for this community are higher. They have multiple jobs and may not have time to get involved. The people who have responsibility, how are they being held accountable to educate all of the kids? Not just the easy ones who look good and not just the squeaky wheels. If we are waiting on a certain level of parental engagement, how do we start implementing system change right now?”

Create a Welcoming Environment for Students and Parents in Schools

Participants said an environment needs to be created to welcome students and parents to the school. This conversation focused on how to open up a historically closed system of education that is not welcoming to all parents and kids.

The following are suggestions for ways to create a welcoming environment:

- Display artwork or language that is supportive of diverse cultures or, at the very least, is representative of the school’s student population.
- Teach cultural knowledge from multiple cultures.
- Improve school culture and climate so students and parents of diverse groups do not feel disenfranchised and unwelcome.
- Find ways to make kids who are poor, have poor hygiene, or are otherwise disenfranchised feel like they are still valuable people in the education system.
- Proactive attempts to create a welcoming environment go a long way.
- Host dinners or other social events to bring the students and parents into the school to interact with staff.
- Upon entry to the school, the parents should be welcomed instead of being treated as uninvited intruders.
- Create an atmosphere that inspires students to have meaningful moments or experiences during their education.

The following are direct quotes of participants:

- “The environment needs to be welcoming. Pictures on the wall and languages on the wall should represent all races. In Mount Tahoma, you don’t see many faces who are Latino yet many of the students are Latino.”
- “You walk into a school, you see many European posters. There were not many elements of the culture. There wasn’t much to connect with.”
- “Kids feel left out if they are poor or if they have poor hygiene. The students are treated differently when their parents don’t volunteer at school.”
- “At the least, you have to be welcoming to parents when they walk in the door. Parents need to feel welcome. My experiences have been unwelcoming when entering the school.”
- “Public education is a historically closed system, especially to communities of color.”

Recruit and Retain Educators who are Racially, Culturally, and Linguistically Representative of the Students

Participants stated that educators need to be more representative of the students whom they serve. Many participants clarified that all staff at all levels including leadership, not just teachers, should be more representative of the students. They also noted the importance of not just having the right demographics of teachers, but also having well-trained teachers.

The following are ideas that were offered for diversifying the staff:

- Volunteers can improve diversity, not just paid staff.
- Make sure that you have staff who speak the language of the students and families.
- Offer additional compensation for teachers serving groups of students with extra needs.
- Hiring practices need to be improved at the district level.
- Some white people neither understand the constraints from the legacy of slavery nor understand how to share the power that they hold.
- The chief diversity officers should be white so that other white staff see someone of their own racial background voicing the importance of a diverse workforce and leading the understanding of diversity.
- Students need to see professionals from the community that represent diverse groups.

The following are direct quotes from participants:

- “Teachers are mostly white and that isn’t representative of the kids in the system. There are a lot of factors, but one policy that could address this is office staff who are required to be reflective of the demographics of the school. If there is a school with mostly Hispanic students, they need Spanish speaking staff. There needs to be people of the same demographics to help the students. Even if they aren’t staff, just having volunteers is good. Education is a story of a closed system, how do you invite people in so that it can become an opened system. When students are showing up high and with no place to live then there are troubles for a teacher. Then, they are starting to play the role of raising kids.”
- “First of all, hire them. Second, they need to be well prepared, not just representing their race.”
- “Need more educators of color – hiring practices are concentrated at the district level.”
- “Educators – recruiting, hiring, supporting, training, retraining.”
- “Hiring teachers and public education staff (at all levels) reflective of community that is being served.”

Engage Community in Policy-Making Process; Create Feedback Loop in Community; Harness Power of Community Organizations

By engaging the community in the policy-making process, education policies become more relevant; goals can be agreed upon and championed by members of the community. Several participants encouraged a community-wide approach to system improvement.

The following are ideas for a community-wide approach to policy-making and the improvement of education:

- Engage community organizations, including faith-based organizations, for after school events and role modeling. This will create a sense of community and service

- Use the concept of collective impact to promote schools working with communities to agree upon goals and evaluate progress towards those goals. This involves talking to the communities that are impacted and asking the community what success looks like. Multiple participants noted the Tacoma model of engaging the community in looking at collective impact.
- Find champions within the community to engage with.
- Bring the policy process closer to end users like teachers. Take a grassroots approach.
- Communicate the relevance of education policy to communities to encourage feedback.
- When taking a community-wide approach, be mindful that not all parents speak English or were educated in the American system.
- Community organizations like the NAACP need to address their intergenerational gaps by recruiting fresh members.

The following are direct quotes from participants:

- “Develop a community-wide approach to student learning. Include that some parents are not English speaking or educated in the American systems.”
- “Recruit community organizations and members to provide support to families lacking confidence to work with the system to help students to get through the system.”
- “Partner with community organizations on their meeting schedules.”

[Incorporate Suggestions for Improving Outreach to Diverse Communities](#)

Participants responded positively to the Board holding the Diverse Communities Roundtable. However, they cautioned that the outcome would be disappointing and the engagement would break down if the state does not do the necessary work to improve the education system. Simply put, don’t just talk with us, do something about it! That being said, participants encouraged further engagement.

Participants offered the following strategies for improving outreach:

- Extend invitations and openness to more people and groups. Invite not only advocates, but also people who work within the system. Take a grassroots approach to focus on youth, family, and leaders.
- Use a similar feedback form as the one provided to Diverse Communities Roundtable participants to gather feedback from the community. Train community members to engage their fellow community members to fill out the form so that more feedback could be gathered.
- Partner with diverse communities to determine what success looks like.
- After decisions are made, stakeholders will come out of the woodwork; engage them.
- Communicate policy with a “what’s in it for me” context to stimulate engagement.
- Combine a listening session with the roundtable.
- Observe schools undercover.
- Go to community organization meetings. Participants stressed the importance of going to them where they are on their schedule, not waiting for them to engage you.

The following are direct quotes from participants:

- “Consider equity import framework – personal connect – go to the community help in policy development process – racial equity lens @ state level.”
- “Take the show on the road – host convenings in many communities to train the trainer so that feedback can be collected within our community and fed back to you – lots of missing voices – Asian Pacific Islander, Native American.”

- “Nobody listens to us - our voices – when we take time off of work or whatever... but no change. Very frustrating!”
- “SBE is inaccessible. No momentum to effectuate real change.”

Recommendations or Concerns Offered by Some Attendees

Have High Expectations for Kids; Have a Growth Mindset instead of a Deficit Mindset

In most cases, participants urged high expectations for all kids and holding a growth mindset over a deficit mindset. However, one participant said that the state should back off of high expectations.

The following are direct quotes from feedback forms:

- “Lack of belief in students’ ability to be successful”
- “Deficient mindset/focus on child’s potential – need to be asset”
- “Disposition towards love and compassion; mantra
 - Show love; reinforce gifted; gifted talent
 - Don’t put kids down
 - Affirmation
 - High expectations”
- “Provide every student with a rigorous academic program.”
- “High expectations to close the achievement gap”
- “Lighten up on high expectations – reading by five – focus on exploration”
- “Self-actualization – self-efficacy – hope is vitally successful”

More Instructional Time Helps Close Gaps

Several participants voiced support for increasing instructional time as a way to close achievement gaps. While most of these comments were about extending the school year, one participant noted that requirements in state policy can adversely impact the teacher’s time with a student.

The following is a direct quote from a participant:

- “Students need excellent teachers, more time in instruction, more supports to help the students. It needs to be a whole system to support them. If that means they continue through summer, then it needs to happen. If they need that extra time, then we need to do that.”

The Principal is the Key; Leadership Sets the Culture in a School Building

Participants stressed the importance of school leadership in setting the organizational culture within a school. In regards to sustainability of improvement efforts, participants noted that culture doesn’t remain the same after a leader leaves and districts transfer good leaders around when they are in short supply. A participant noted the importance of principal accountability.

The following are direct quotes from participants:

- “The culture in the building impacts the result. Research shows that the culture set in place by the leader impacts the entire school. When schools are lacking good leaders, they move the good leaders around.”
- “Having good leaders and teachers sharing their practices matters a lot.”
- “The culture doesn’t remain after the good leader leaves.”

Reform Discipline Practices to Reduce Disproportionality

Participants expressed concern at the disproportionality of discipline rate among student groups. Participants urged reform of disciplinary practices or resources to get students back into school and support programs.

The following are direct quotes from participants:

- “Disproportionate discipline – reforms for large districts – help with policy reform.”
- “Disproportionality in suspension of minority students and special education – resource to get back into school, support, and resources that will help them with knowledge of Juvenile Rehabilitation Administration programs”

Bolster Early Learning; Reading Early in Life is Important

Many participants supported strengthened and expanded early learning. They offered the following suggestions for implementation:

- Strengthen the focus on reading early in life; focus on language acquisition.
- Include early education as part of Basic Education.
- Ensure seamless transitions between early learning and K-12.
- Learning to read is important because the ability to read leads to further learning.

Reforms Need Resources

An ambitious plan must be matched by the means to achieve its goals. Participants noted that there have been excellent reports commissioned in 2008 on closing the achievement gap for each major student group and, if implemented, would successfully close achievement gaps. However, they stated that those reforms will never be realized without the will and resources to improve. One participant voiced concern that extra resources will still lead to the same outcomes.

The following are direct quotes:

- “A contract is a policy basically. What can you do with your community to ensure that there are good, constructive things to do? Reading those reports that suggest reforms is good, but there needs to be resources for support. The Board setting higher standards has been a good thing, but how many more students will fail to graduate with higher standards. Perhaps there needs to be more funding for that support.”
- “High expectations with resources (\$) to help support the catch up – not more teachers”
- “Put money into closing the achievement gap
 - Early learning
 - Excellent teachers
 - More instructional time for students
 - More resources for students and parents
 - A culture that encourages student engagement and parent investment”
- “Even with \$2 billion, outcomes will be the same”

State Policy Keeps Changing; Definition of Success Keeps Changing

Participants voiced concern that constant change in state policy generates the following problems:

- Confusing for parents and teachers.
- Pulling administrators in many directions.

- Premature tinkering with policy.
- Choosing the newest policy fix.
- Trend-driven activity that drives in different directions. For example, preparing for Common Core and preparing to eliminate it.

Have a State Plan that Provides a System of Overall Coordination, P-16 Transitions, and is not Siloed

Participants urged that the state have a plan that provides overall coordination, smooth transitions between grade bands, and encourages communication between early learning, K-12, and postsecondary organizations. Some participants criticized the state for a lack of political will, being guided by politics, and lack of follow-through.

The following are direct quotes:

- “I am also trustee of EWU. This is a huge problem between K-12 and higher education. They don’t talk with each other but they depend on each other.”
- “P-16 - connect the system”

Support Teachers with Professional Development and Good Pay

Participants were supportive of professional development and good pay for teachers. One participant noted that additional pay is warranted for working with students who are challenging and benefit from extra support.

Strengthen and Expand Cultural Competence and Cultural Representation

Participants noted the importance of cultural competence. The comments had a focus on either cultural competency training or integrating multiple cultures into instruction.

The following points were made about cultural competence:

- Encourage students to explore their heritage. Share history with the next generation to engender a sense of community, belonging, and purpose. One participant described a powerful experience of visiting Ellis Island with her mom who immigrated and had not returned to the Statue of Liberty.
- Silence from Native American students does not mean that they are not learning.
- Cross-cultural competence will reduce negative assumptions about our children and reverse low expectations.
- There are a lack of cultural resources within schools and outside of schools.
- Cultural competency and bias training should be at all levels of staff training.
- Use “American Denial” as a tool for assessing perspective.
- Design specific multicultural curriculum. For instance, a course that teaches native symbols for art.
- Recognize how students learn and support their styles of learning.

Improve the Use of Data and the Accountability System

Participants offered a variety of suggestions on how to improve the use of data and the accountability system. The following are direct quotes:

- “Education is about experience, policy is made off of data.”
- “Find ways to hold school boards accountable for educating all kids.”

- “Strategic Plan to move from multi-year data to adjust.”
- “More user-friendly data system – more current data, particularly even if it’s preliminary.”
- “Develop a state system having data feedback.”
- “Charter schools are really accountable.”
- “State policy making (data driven) must be tied to the anecdotal. Get stories to go with the data.”
- “Multiple measures of accountability =
 - Family input
 - Student impact
 - Qualitative data
 - Feedback”

Concern that Teachers’ Unions are Getting in the Way

At least three participants voiced concern that teachers’ unions were getting in the way. Their concerns included details related to contract negotiations inhibiting progress towards an open school environment, a need for streamlining due to many unions, and leaders spending time on human resource management instead of instructional leadership.

The following are direct quotes:

- “Schools should be made more open. There are things that should be made a bit easier so that the situation can become more open. It [from the conversation, ‘it’ refers to specifications on a 48-hour notice to visit a student classroom] is in the teacher contract. The contract negotiation process is an obstacle. There are things that the school and the community need to do so that an open environment can be created.”
- “School districts have too many unions – some continuum of consideration for streamlining.”
- “School districts have too many unions. Too many work schedules – leaders have to be human resource managers, not instructional leaders.”

Concern with Early Identification of Students for Special Education Services

Multiple participants voiced concern that students are being identified for Special Education Services too early in their education, before they have had a chance to learn. These participants supported identification in third grade or after but not in kindergarten. One participant had a contradictory point that some students are allowed to fail for years before being assessed for Special Education Services.

The following are direct quotes from participants:

- “One of the challenges is that some kids who go into kindergarten are identified as needing special education. I find this very disturbing in kindergarten. No referral to special education should be made before third grade. Some students of color have their own cultural background and language. They should not be identified so early before they have a chance to learn.”
- “Students are identified in Kindergarten for special education. Students should not be referred to special education during the first three years of their education.”

Concern with Exit Exams and Common Core

During discussion, a couple of participants voiced support for delinking exit exams from graduation requirements and getting rid of Common Core. One participant stated that a self-directed set of learning standards should be chosen instead of Common Core. However, many participants urged the

importance of having high expectations for all kids and accountability, as covered in a different part of this summary document, without explicitly mentioning exit exams or Common Core as a means to hold high expectations for all kids.

If you have any questions about this document, please email Parker Teed, Operations and Data Coordinator, at parker.teed@k12.wa.us or if you have questions about SBE outreach and communications, please contact Stefanie Randolph, Communications Manager, at stefanie.randolph@k12.wa.us



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title: Education Data Spotlight – Students with a Disability

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

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

- Policy Considerations / Key Questions:**
- Key Questions:
- How is the population of students with a disability in Washington changing with respect to disability type and overall population?
 - How does the academic performance of students with a disability differ by disability category and status?
 - How is the reporting on students with a disability complicated by the interaction between other student characteristics?

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

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

Synopsis:

Students with a disability (SWD) are aggregated into a single group regardless of disability type, which makes it unclear to the school staff which subset of students require particular supports. While the overall population of SWDs increased modestly over the previous five years, the number and percentages of each disability type is changing, and this is important because educational outcomes differ by disability category.

Focus Schools identified on the basis of low performance of the SWD group are clustered in central Washington and the Puget Sound regions. The educational performance appears to be partly associated with poverty levels and partly associated with other student characteristics such as mobility, homelessness, foster care status, and migrant status. To ensure the most accurate high-stakes school identifications, an accountability system should seek ways in which to conduct deeper disaggregations of group data.



STUDENTS WITH A DISABILITY AND ACCOUNTABILITY

Policy Considerations

Under Goal 1 of the 2015-2018 Strategic Plan for the State Board of Education, 1.A.1. states that the Board shall “Analyze achievement and opportunity gaps through deeper disaggregation of student demographic data.” The Board will learn how the students with a disability assessment data that is typically lumped into a single SWD student group can be disaggregated more deeply for the purpose of better identifying achievement and opportunity gaps.

Summary

In summary:

- In Washington, the number of students with a disability (SWD) increased by approximately 7500 over the last five years but the percentage of SWD of the total student population has remained relatively constant.
- Students with a specific learning disability are the most numerous but students with autism are the fastest growing group.
- Qualitative survey data show that educators have high expectations for students with a disability and perceive them as being successful in the classroom but nearly 70 percent are three or more grade levels behind.
- Performance gaps based on disability status as measured by the most recent NAEP reading and math administrations are large and widening.
- Academic performance differs by disability type:
 - Students with orthopedic, visual, and other health impairment are the highest performing of the students with a disability.
 - Students with traumatic brain injury, multiple disabilities, and intellectual disabilities are the lowest performing of the students with a disability.
- Academic performance of the students with a disability group is loosely tied to geographic region and regional poverty status.
 - Higher performing SWD student groups are more likely to be located in the Puget Sound region as compared to other parts of the state.
 - Lower performing SWD student groups are more likely to be located in the central and south central part of the state.
- The performance levels of SWD student groups are related to disability status but are also in some manner associated with other student characteristics such as poverty status, mobility, homelessness, migrant status, and foster care status.

Discussion

The reauthorized Individuals with Disabilities Education Act of 2004 (IDEA) is the law ensuring educational and other services to children with disabilities throughout the nation (learn more here <http://idea.ed.gov/>). Through IDEA, the U.S. Department of Education (USED) defines and recognizes 14 disability categories that are briefly defined at the end of this memo. To meet USED reporting requirements, the OSPI disaggregates and reports on this group of students by disability category, age, race/ethnicity, school level, gender, English Language Learner (ELL) status, and classroom placement. The USED requires this deep disaggregation (in part) to ensure that every student receives the specialized instruction described in each student's Individualized Educational Plan (IEP). If the IEP is well designed and implemented with fidelity, students with a disability would be expected to demonstrate educational outcomes in a manner commensurate with non-disabled students.

The USED does not require the disaggregation of assessment and graduation data for students with a disability beyond the broad category of Students with a Disability (SWD). In other words, all of the educational outcome data for students with a disability are aggregated to the SWD student group without regard to any other criteria. The National Center for Learning Disabilities (learn more here <http://www.nclld.org/>) contends that combining the performance of several student subgroups (as is done here) does nothing to help schools identify how to go about targeting instruction to the students who comprise the group.

To aggregate all SWDs into a single student group would be comparable to placing all non-White into a student group and examining group performance. In the latter instance, the low performance of one student group would be expected to be masked by the higher performance of another group. The overall performance of the non-White student group might be lower than the performance of the White student group but it would be unclear to the school staff which subset of students require targeted supports. The same would hold true where all SWDs are placed into a single student group and compared from one school to another, as it may not be totally fair to compare the performance of SWD students from different schools because the make-up (based on disability types and other student information) of the SWD group at one school may be dramatically different from the SWD student group at the other school.

Distribution of Students with a Disability

As shown in Table 1, the increase of 7621 students with a disability (SWD) in the five-year period from 2009-10 to 2013-14 represents a 5.8 percent increase in the number of SWD students in Washington public schools. While the number and percentage of students with a disability fluctuate mildly from one year to the next, the measures are relatively steady over time.

Table 1: Shows the number and percentage of students with a disability in Washington public schools over the previous five years.

	2009-10	2010-11	2011-12	2012-13	2013-14
Number of SWD students in public schools*	131,980	136,014	138,001	136,099	139,601
Percentage of SWD students in public schools*	12.8	13.1	13.3	13.0	13.2

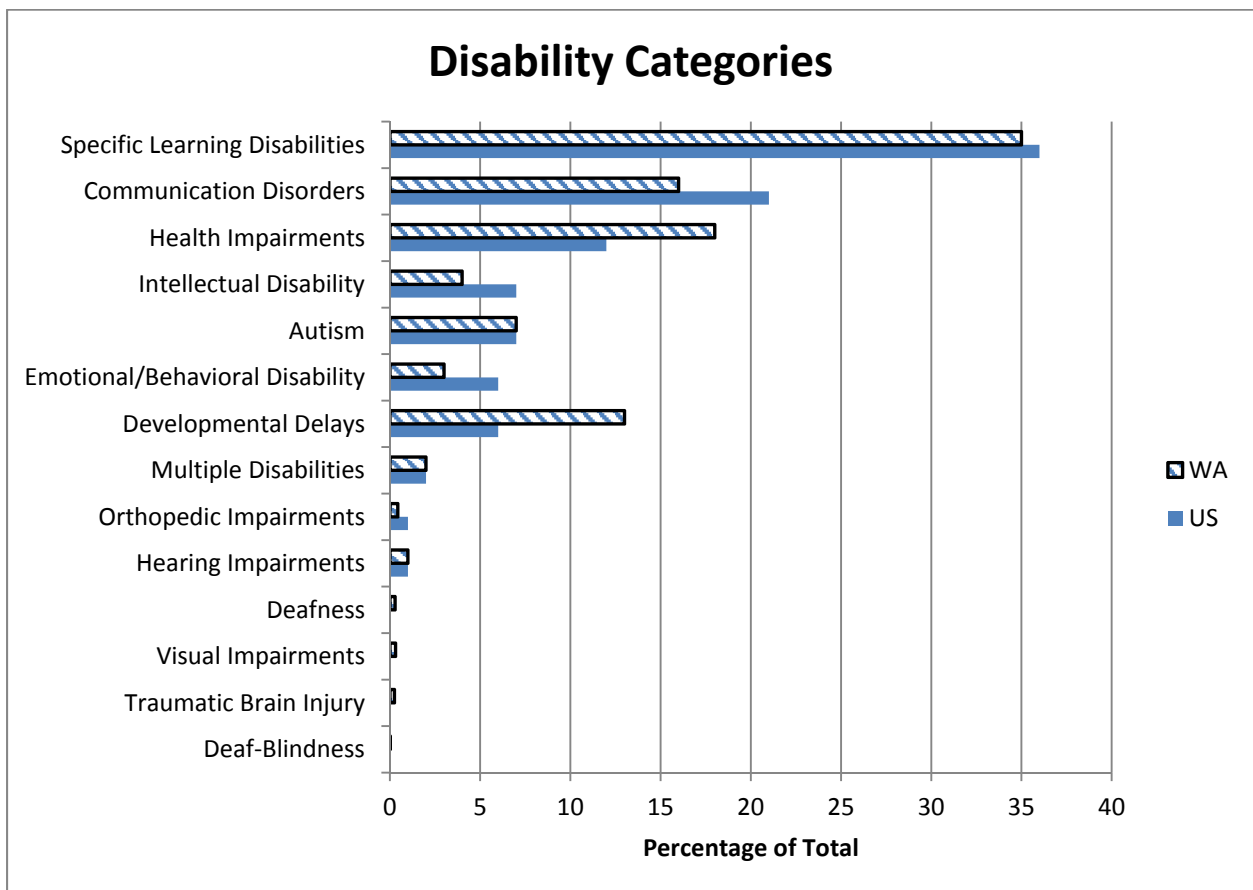
*Note: data from <http://reportcard.ospi.k12.wa.us>.

The number and percentage of students by IDEA disability category (Chart 1) are quite variable. The chart shows that the number and percentage of students with a specific learning disability are far greater than other disability category. Students identified for special education services due to communication disorders, health impairments, or developmental delays are the next most numerous.

The distribution of the SWD student group by disability type is similar to that for the United States, but differences for the communication disorders, health impairments, and developmental delay categories are noteworthy.

Students with autism comprise approximately seven percent of the overall SWD population but make up the fastest growing disability category in Washington, where the group increased in size by 27 percent in just four years (Table 2). The number of students with health impairments and visual impairments are on the rise while the numbers of students for several of the categories are decreasing. In summary, students with a specific learning disability are by far the most numerous but students with autism comprise the fastest growing disability category.

Chart 1: Shows the distribution of students with a disability by disability category for Washington and the United States.



Students with disabilities are not evenly distributed across Washington. In the 2013-14 school year, students with a disability comprised approximately 13.2 percent of the public school population. Some districts have fewer than 3.0 percent SWDs in the district while a couple of other districts report more than 30 percent SWDs. The 16 school districts highlighted in Figure 1 report a district SWD participation rate greater than 20 percent, but when suppression rules are applied to the Index, 109 districts do not have a school with a reportable and assessed SWD population.

Table 2: Shows the number of students and percent change by disability category in Washington public schools over the previous four years.

Disability Category	2010-11	2011-12	2012-13	2013-14	Percent Change
Developmental Delays	7375	7408	7533	7807	5.9
Emotional/Behavioral Disability	4693	4505	4546	4505	-4.0
Orthopedic Impairments	491	473	425	415	-15.5
Health Impairments	22,356	22,919	23,339	23,759	6.3
Specific Learning Disabilities	44,772	44,949	45,088	45,334	1.3
Intellectual Disability	4600	4659	4703	4748	3.2
Multiple Disabilities	2619	2614	2606	2646	1.0
Deafness	358	341	317	291	-18.7
Hearing Impairments	806	800	794	790	-2.0
Visual Impairments	337	346	358	380	12.8
Deaf-Blindness	24	26	17	16	-33.3
Communication Disorders	17,146	16,816	16,678	16,412	-4.3
Autism	7795	8593	9266	9931	27.4
Traumatic Brain Injury	331	309	286	301	-9.1

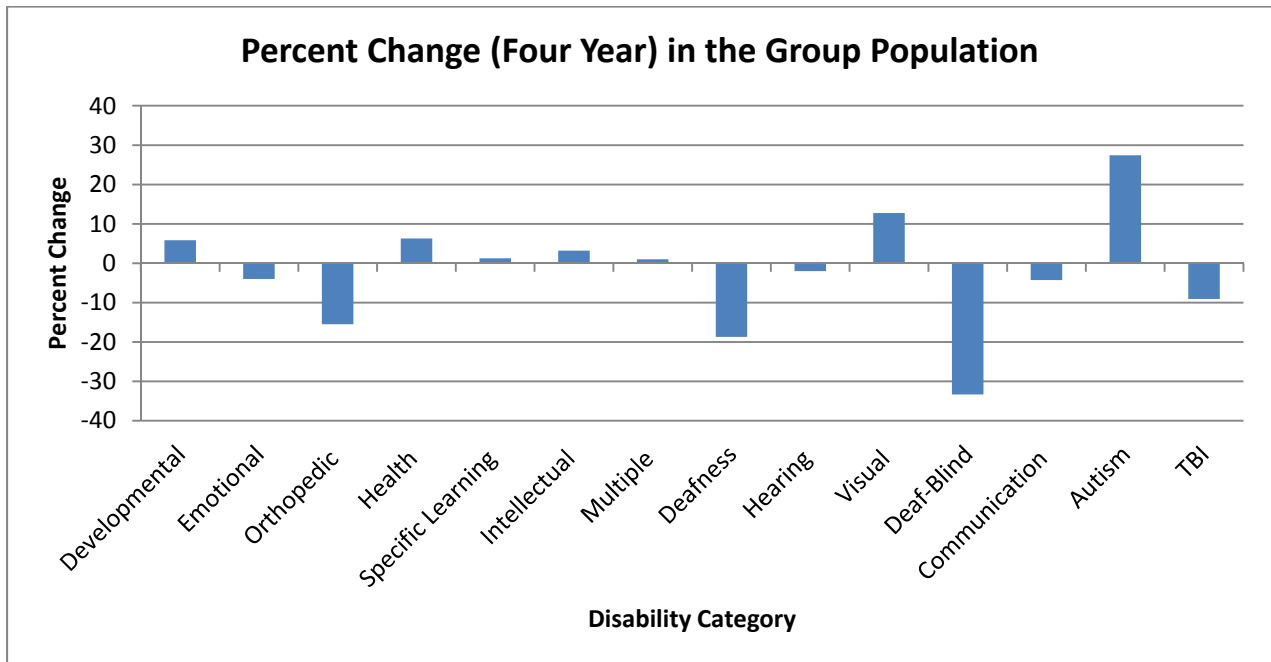
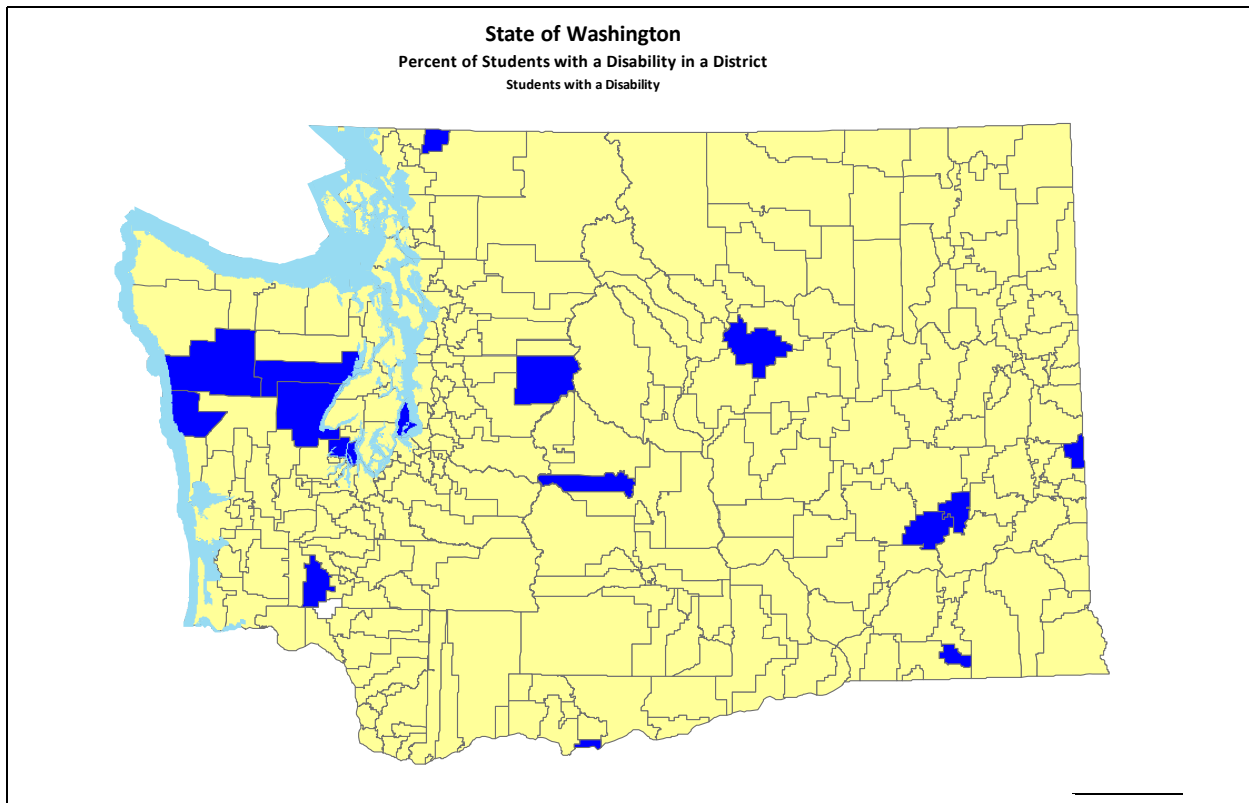


Figure 1: Shows the school districts serving a high percentage (greater than 20 percent) of students with a disability.



Academic Performance of Students with a Disability

Through the National Longitudinal Transition Study-2 (NLTS-2) funded by the USED, researchers collected educational data on a national sample of students participating in special education (learn more here <http://www.nlts2.org/>). One of the studies (found at http://www.nlts2.org/reports/2003_11/nlts2_report_2003_11_ch4.pdf) examined the academic performance of secondary students with disabilities framed in course grades, teachers' perceptions about how well students with disabilities keep up with classmates, and performance on standardized reading and math assessments.

Through survey data, the NLTS-2 reports that students with a disability receive course grades of a C or higher at a rate of 91.6 percent for middle and high school general academic classes (Table 3). The survey also showed that over 97 percent of educators had the expectation that students with a disability keep up in academic classes and the perception that nearly three-fourths of students with a disability were keeping up in the academic classes. After collectively considering the three pieces of data, the reader would conclude that most students with disabilities are earning average or higher grades and are mostly keeping up with their non-disabled peers. However, when standardized assessments are analyzed, approximately 87.4 percent of students with a disability are one or more years below grade level in reading and math and two-thirds of all the students were three or more grade levels behind. The standardized test scores shows that students with disabilities are an average of 3.6 years behind expected performance for their grade level in reading and math.

The study reports a weak to moderate and positive correlation (Pearson R = 0.340) between the educators' perception and grades. In other words, the more the educator perceives the student as

keeping up in the class the student is awarded higher grades. On the other hand, a Pearson R = 0.005 is reported for the relationship between grades for academic courses and performance on standardized assessments. This means that there is virtually no relationship between grades and test results. The latter result should not come as a surprise, as students' IEPs often include some form of grading accommodations.

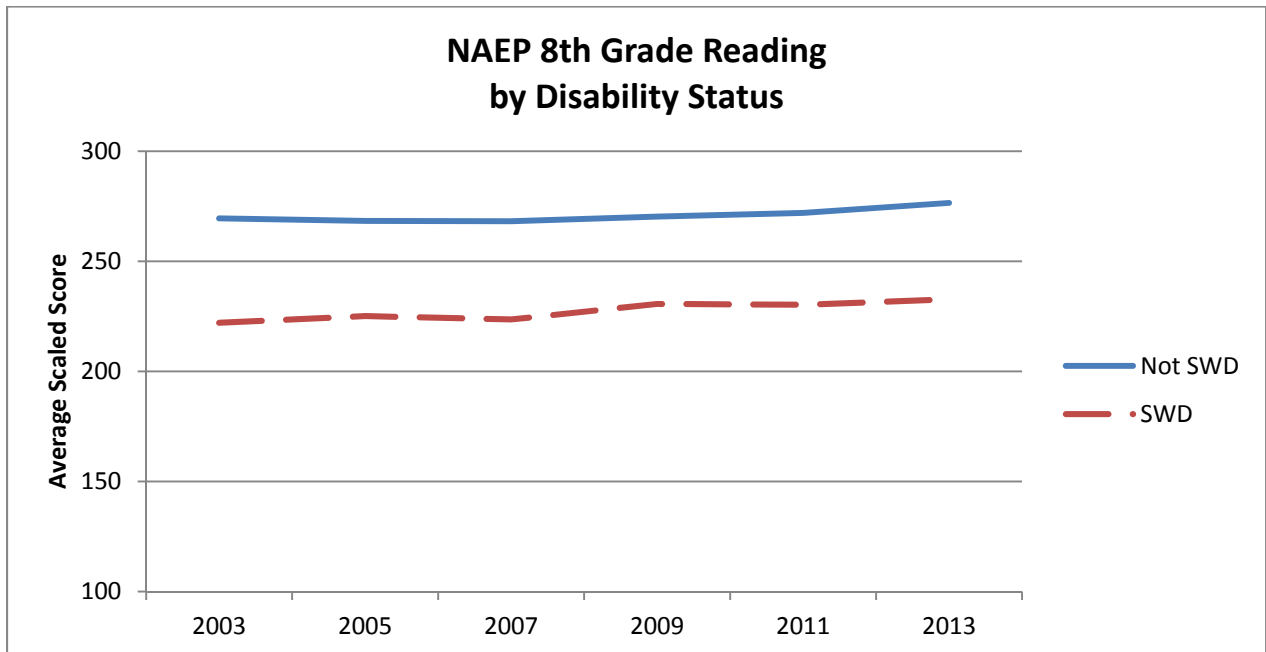
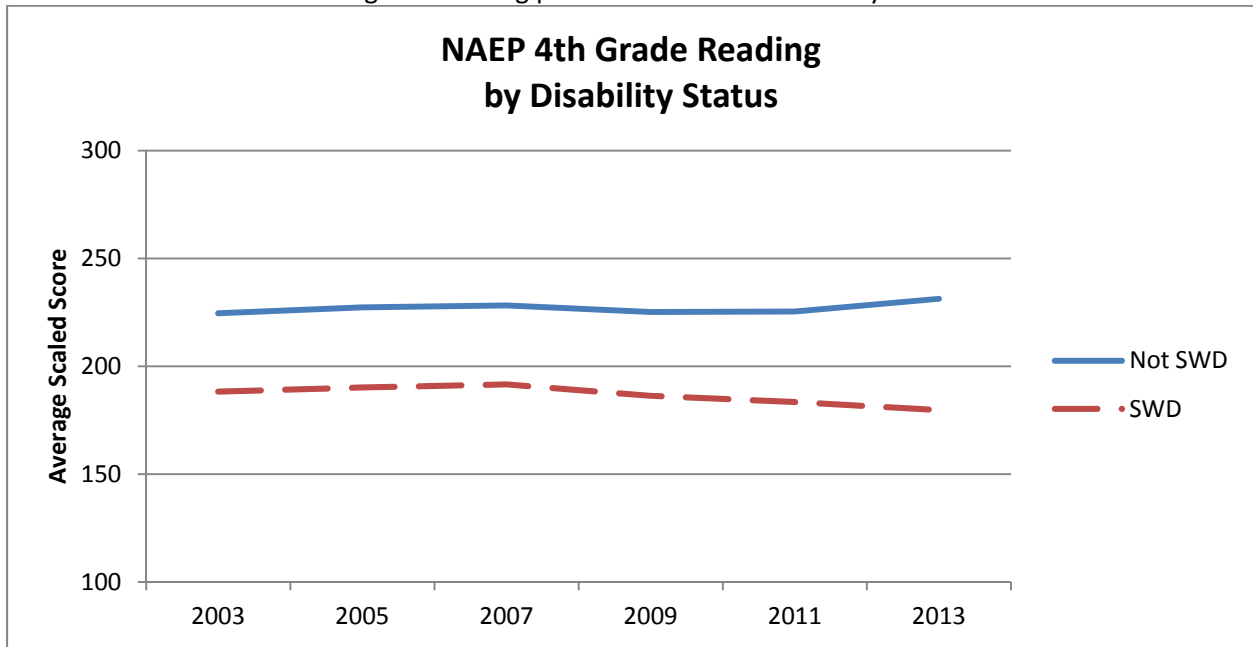
Table 3: Performance and educators' perception data from the NLTS-2.

Academic Measure	Percentage
Students whose grades are mostly:	
As and Bs	30.2
Cs	61.4
Ds and Fs	8.4
Educators' Expectations and Perceptions	
Students are expected to keep up in general education academic classes	97.4
Students who do keep up in general education academic classes	74.4
Students actual performance	
Less than one grade level behind	12.6
1 to 2.9 grade levels behind	20.8
3 to 4.9 grade levels behind	40.5
More than 5 grade levels behind	26.2

By definition, students with a disability are affected with a condition that adversely affects their educational outcomes. As a direct result of the condition or impairment, the educational outcomes of students with a disability would be expected to be lower than those for students without a disability or impairment. The lower performance of students with a disability is evident in the NAEP assessment data shown in Chart 2. See that for both the 4th and 8th grade reading, the Washington students with a disability (SWD) group scores approximately 35 to 52 scaled score points lower than the not students with a disability (Not SWD) group. Although not shown here, the same trends and performance gap are evident for the NAEP math assessment data.

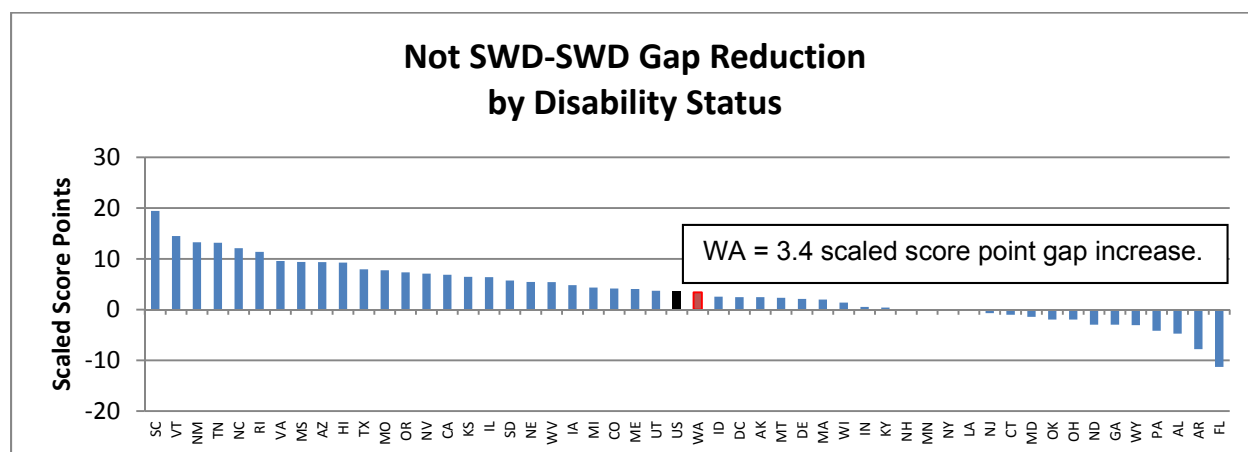
The NAEP 4th and 8th grade reading and math assessment data from the 2003 and 2013 administrations were analyzed to determine whether the performance gap is narrowing. The NAEP State Comparison online tool found at <http://nces.ed.gov/nationsreportcard/statecomparisons/> computes the average scaled score differences for a NAEP assessment between two administrations for the groups being compared; in this case, students with a disability and students not with a disability. The gap differences for each of the four NAEP assessments were computed separately, averaged, and summarized in Chart 3. In this analysis a positive value means that the average scaled score difference (performance gap) showed an increase in 2013 as compared to 2003, so in this case a negative value means the gap was reduced over time.

Chart 2: Shows the 4th and 8th grade reading performance on the NAEP by SWD status.



After the Not SWD-SWD gaps for each of the four NAEP assessments are computed and averaged, the data show that the Not SWD-SWD performance gap increased 3.4 scaled score points which is similar to the U.S. average performance gap increase of 3.6 scaled score points. This analysis indicates that the performance gaps for Washington students are large and widened from 2003 to 2013. An increasing performance or opportunity gap was evident for approximately two-thirds of the states.

Chart 3: Shows how the Washington Not SWD-SWD performance gap reduction compares to the reductions of the other states.



The performance gap shown from the NAEP assessment results is also evident in the Washington statewide assessment data. The 2013-14 assessment data (Table 4) from the 2014 Achievement Index show the combined reading and math proficiency rates for student groups with and without a disability. The data show that (as a group) students with a disability perform at a rate of 45 to 50 percentage points lower than students without a disability, regardless of school level.

Table 4: Reading and math (combined) proficiency rates by school level and by SWD status.

School Level	Students with a Disability			Not Students with a Disability		
	% Proficient Reading and Math Combined			% Proficient Reading and Math Combined		
	Low	High	Median	Low	High	Median
Elementary Schools*	0.0	100.0	31.0	0.0	97.9	75.6
Middle Schools*	1.9	66.9	21.0	33.3	97.5	71.3
High Schools*	6.0	73.0	33.6	57.2	99.4	89.0

*Note: table is based on 2013-14 assessment data from 812 elementary schools, 315 middle schools, and 156 high schools as reported in the 2014 Achievement Index.

Tables 3 and 4 provide evidence that students with a disability (as a group) perform far below grade level and far below their non-disabled peers. However, it is important to note that not all students with disabilities perform below grade level and some schools with substantial numbers of students with disabilities show very high proficiency rates from the students with a disability group. Table 5 shows the reading and math proficiency rates for selected schools with high performing SWD student groups based on 2014 state assessment data.

Other analyses from the NLTS-2 provide evidence that academic performance differs in reading (Chart 4) and math (Chart 4) by disability type. For reading, approximately 25 percent of students with a disability classified as orthopedic, emotional, visual, or other health impairment were near or above grade level. These four groups are the highest performing in reading, while students identified in the deaf/blind, traumatic brain injury, multiple disabilities, and intellectual disability groups are the lowest performing.

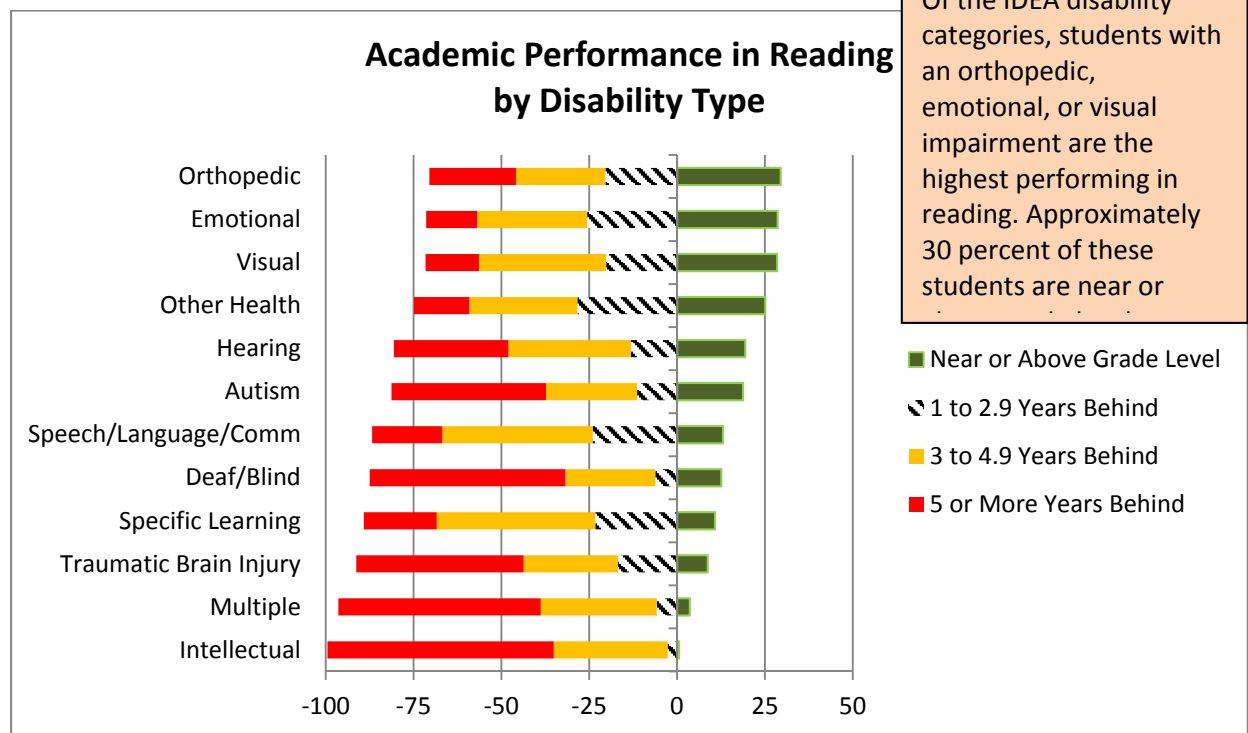
Table 5: Shows the schools with the highest performing SWD student group as derived from the 2014 Achievement Index.

District	School	% FRL	SWD N	Percent Proficient for SWD Group			
				2014 Reading	2014 Math	2014 R & M*	3-Year R & M*
SEATTLE PS	JOHN HAY ES	16	31	84	68	76	74
SEATTLE PS	THURGOOD MARSHALL ES	30	44	86	84	85	73
SEATTLE PS	WEDGWOOD ES	11	23	78	96	87	85
BAINBRIDGE IS SD	CAPT. CHARLES WILKES	7	22	77	82	80	75
ISSAQUAH SD	DISCOVERY ES	2	30	90	60	75	62
LAKE WASHINGTON	ROSA PARKS ELS	2	23	83	74	78	64
SEATTLE PS	APP AT LINCOLN	2	26	100	100	100	

*Note: R & M means reading and math (combined) proficiency rates.

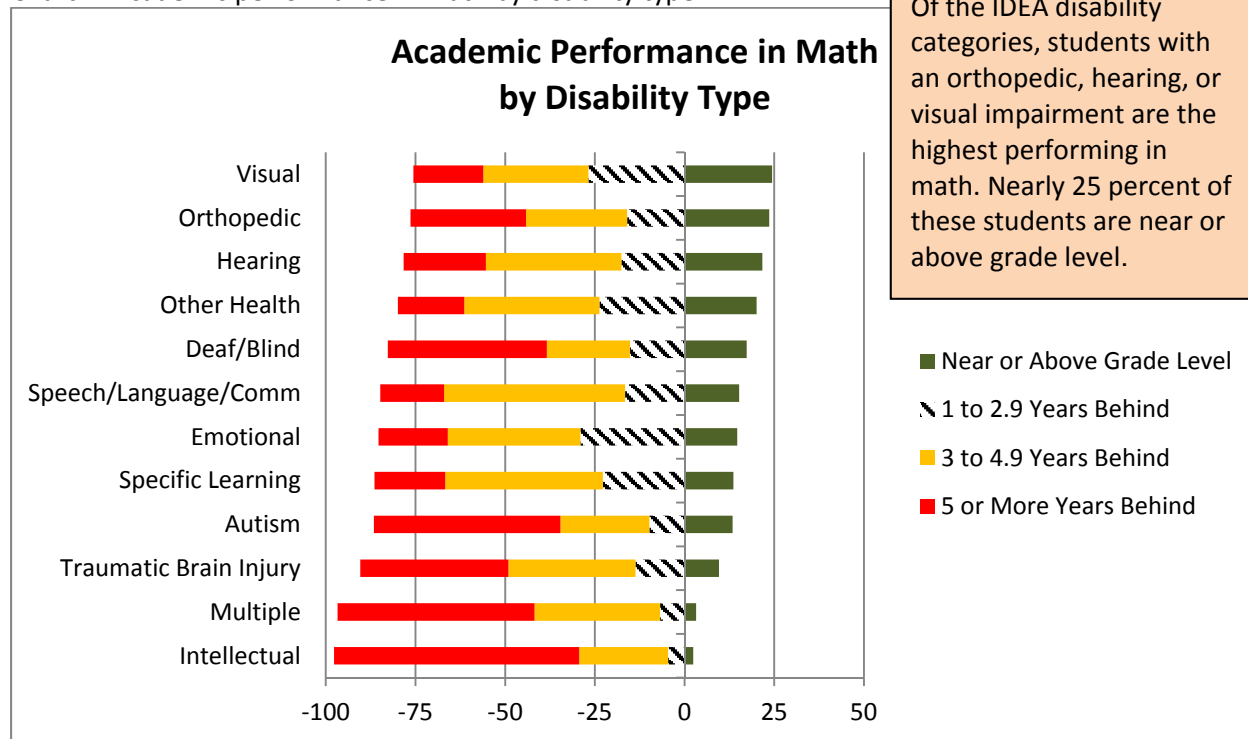
For math, approximately 20 to 25 percent of students with a disability classified as orthopedic, visual, hearing, or other health impairment were near or above grade level and these were the highest performing groups. Students identified in the autism, traumatic brain injury, multiple disabilities, and intellectual disability groups are the lowest performing. For all of the lowest performing groups by disability for either reading or math, 75 to 98 percent of the students in the group are three or more years behind grade level.

Chart 3: Academic performance in reading by disability type.



To read Chart 3 for students with an orthopedic disability, approximately 30 percent of the students were near or above grade level, 20 percent were 1.0 to 2.9 grade levels behind, 25 percent were 3.0 to 4.9 grade levels behind, and 25 percent were 5 or more grade levels behind.

Chart 4: Academic performance in math by disability type.



This NLTS-2 data provides compelling evidence that student performance differs by disability category, so when the accountability system lumps all students with a disability into a single group, the students' performance by disability categories becomes indiscernible. All other things being equal, a school with a student with a disability population comprised of mostly emotional and other health impairments would be expected to fare far better than a school with mostly students with multiple impairment and specific learning disabilities. A situation might be created whereby the performance of the aggregated SWD student group tracks disability category rather than student learning or quality of instruction.

The OSPI is preparing a data file for the SBE staff containing statewide assessment data by the IDEA disability categories for Washington students. On account of the heavy workload of the OSPI Student Information Services groups, the data was not delivered in a time frame allowing for an analysis to be included in the board packet, but the analysis will form part of the presentation to the Board on May 13th in Pasco.

Regional Distribution of High and Low Performing SWD Student Groups

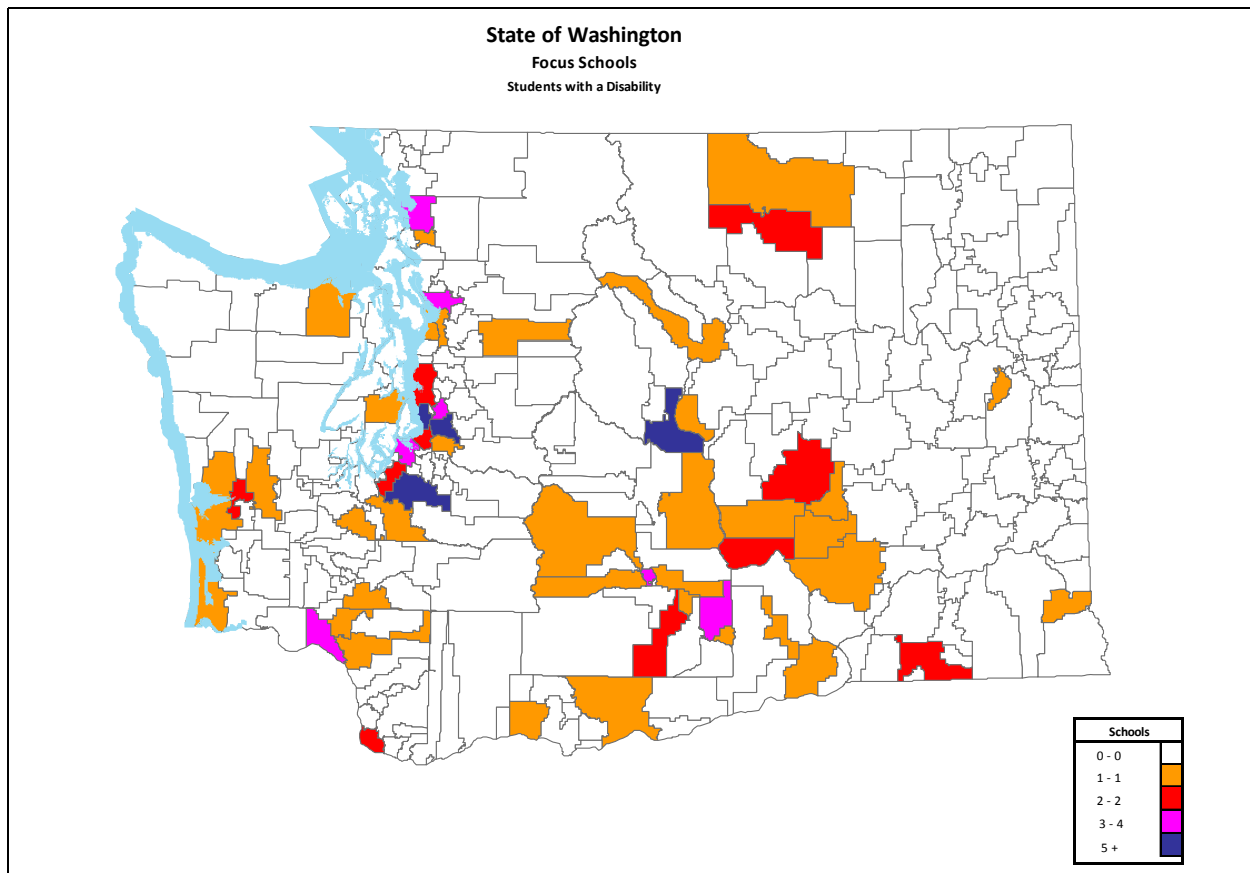
The Achievement Index includes assessment and outcome data for 2201 schools but identifies only 1201 schools for which a three-year average reading and math (combined) proficiency rate could be computed for the SWD student group. To better understand the distribution of the highest and lowest performing schools based on the SWD proficiency rates by region, two analyses were conducted. In this first analysis, the data show that a disproportionately high percentage of schools from ESD 114 (Olympic), ESD 121 (Puget Sound) and ESD 189 (Northwest) populate the top quartile of schools with a reportable SWD student group. The data also show that a disproportionately high percentage of schools with SWD student groups performing in the bottom quartile come from ESD 105 (Yakima), ESD 171 (North Central) and to a lesser degree, ESD 123 (Pasco) and ESD 112 (Vancouver). To summarize:

- There is a clustering of higher performing SWD student groups in the northwestern-most part of the state.

- There is a clustering of lower performing SWD student groups in the central and south central part of the state.

The second analysis simply examines the distribution of Focus Schools identified on the basis of SWD student group performance. Figure 2 shows the districts in which Focus Schools were identified based on the low reading and math (combined) proficiency rates over three years for the SWD student group. By definition, these are the lowest performing subgroups in the state based on reading and math proficiency. The map shows the clustering of Focus Schools in the south central and central part of the state that was identified as part of the analysis mentioned earlier.

Figure 2: Shows the number and distribution of Focus Schools for the 2015-16 school year.



With the knowledge that SWD performance differs by disability category, any characterization of a low (or high) performing school should consider the makeup of the aggregated SWD student group. Consider, for example, a school with an SWD student group comprised of mostly student with multiple disabilities with an average proficiency rate of 13 percent: this student group would be performing far above average based on typical performance for the disability category but the school would still be identified due to the perceived underperformance of the group. In this example, a high-stakes result would be negatively impacting a school whose students would be making higher than typical progress. However, neither the Achievement Index nor the OSPI disaggregate and report on the IDEA disability groups in a manner providing a deeper understanding of the student performance.

Additional analyses revealed that the schools in the ESDs with the higher performing SWD student groups (ESD 114, ESD 121, and ESD 189) have the lowest average percentages of students qualifying for the Free and Reduced Price Lunch (FRL) program. This analysis also shows that the schools in the ESDs

with the lower performing SWD student groups (ESD 105, ESD 171 and ESD 123) have the highest average percentages of students qualifying for the FRL program. In other words:

- Higher performing SWD student groups occur in lower poverty regions
- Lower performing SWD student groups occur in higher poverty regions

So a picture begins to emerge showing a relationship between poverty, SWD performance, and geographic region. With the knowledge that SWD group performance is broadly associated with poverty and disability status, an accountability system might disaggregate more deeply to ensure the most appropriate characterization of schools. Also, a stronger accountability system might encompass designs that consider the additive effect of negative impacts; to be Black, living in poverty, and receiving special education services, and homeless.

Factors that do not appear to systematically vary with ESD include:

- SWD program size - both high and low performing ESDs average approximately 43 students per school in 2014
- SWD percentage - high performing ESDs average approximately 14 percent SWDs of the assessed population and low performing ESDs average approximately 13 percent SWDs of the assessed population in 2014.
- School size - high performing ESDs assessed an average of approximately 274 students per school while and low performing ESDs assessed an average of approximately 261 students per school in 2014.

Even though the Puget Sound area is overall more affluent than other parts of the state, the fact that low performing SWD student groups are localized in this region supports the idea that factors other than poverty may contribute to the overall performance of the SWD student group. The analyses provide evidence that the different performance levels of SWD student groups are related to disability status but are also in some manner associated with other student characteristics such as poverty status, mobility, homelessness, migrant status, and foster care status.

Action

No Board action is proposed.

Please contact Andrew Parr at andrew.parr@k12.wa.us if you have questions about this memo.

Connection between SWDs and other Student Characteristics

Children in Foster Care

Children in Foster Care are 3.5 times more likely to participate in special education as compared to children not in Foster Care. This means that approximately 40 to 50 percent of students in Foster Care receive special education services. The high participation rate should come as no surprise as these children are placed in Foster Care due to a combination of physical or emotional problems stemming from other neglect or abuse.

The life experiences foster children have been subjected to have a profound impact on their educational outcomes, which are among the lowest of all student groups. As a group and at the national level, children who are placed in foster care generally perform lower on standardized assessments, earn lower school grades, and experience more behavior problems and associated out-of-school suspensions and expulsion. In addition to the high participation rate in special education children in the foster care system exhibit higher absenteeism rates and are retained in grade at higher rates.

For Washington, children in Foster Care are among the least successful of any student group. Chart 5 shows that young children in Foster Care perform substantially lower than students in poverty. Chart 6 shows that the low performance of adolescents in Foster Care continue to perform at a low level through middle school, and Chart 7 shows how that low performance impacts high school outcomes.

Chart 5: Shows the 3rd grade reading proficiency rates for children in Foster Care and poverty status.

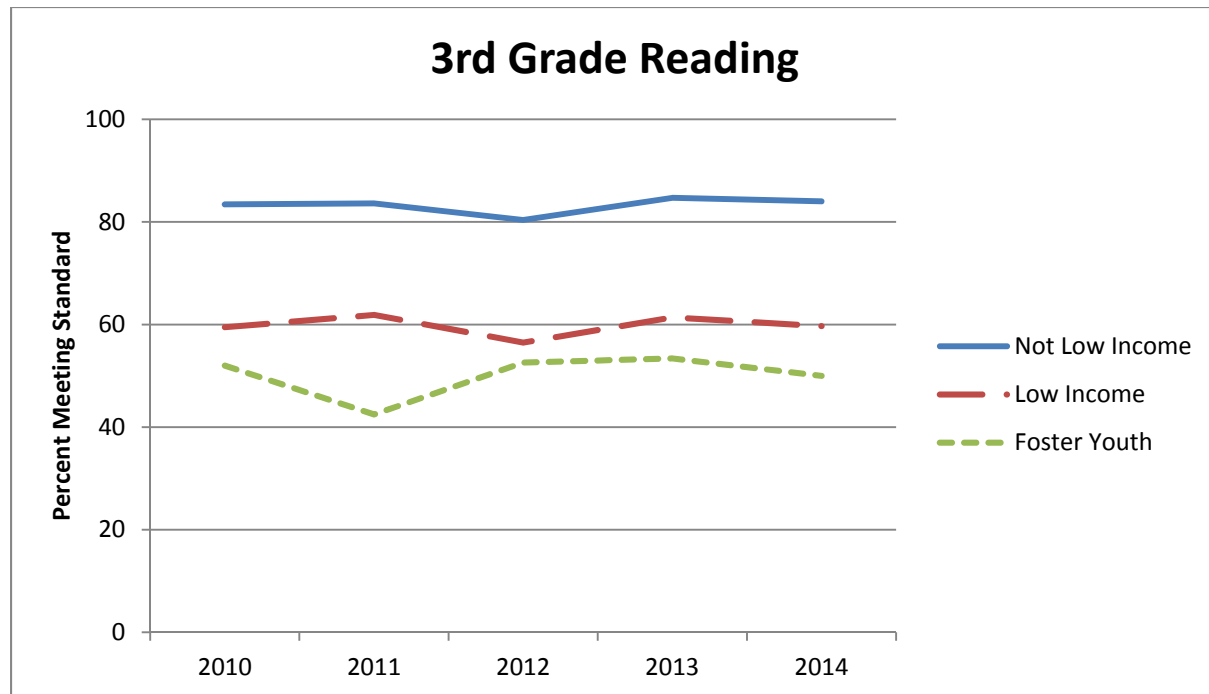


Chart 6: Shows the 8th grade reading and math (combined) proficiency rates for children in Foster Care and poverty status.

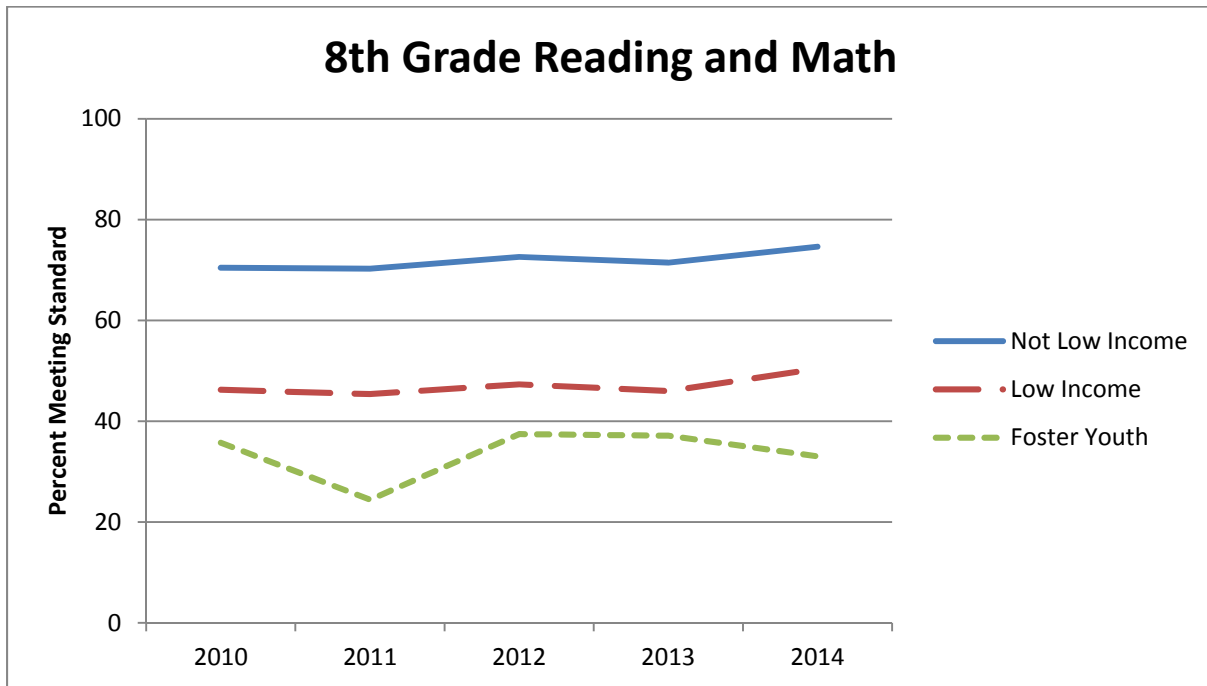
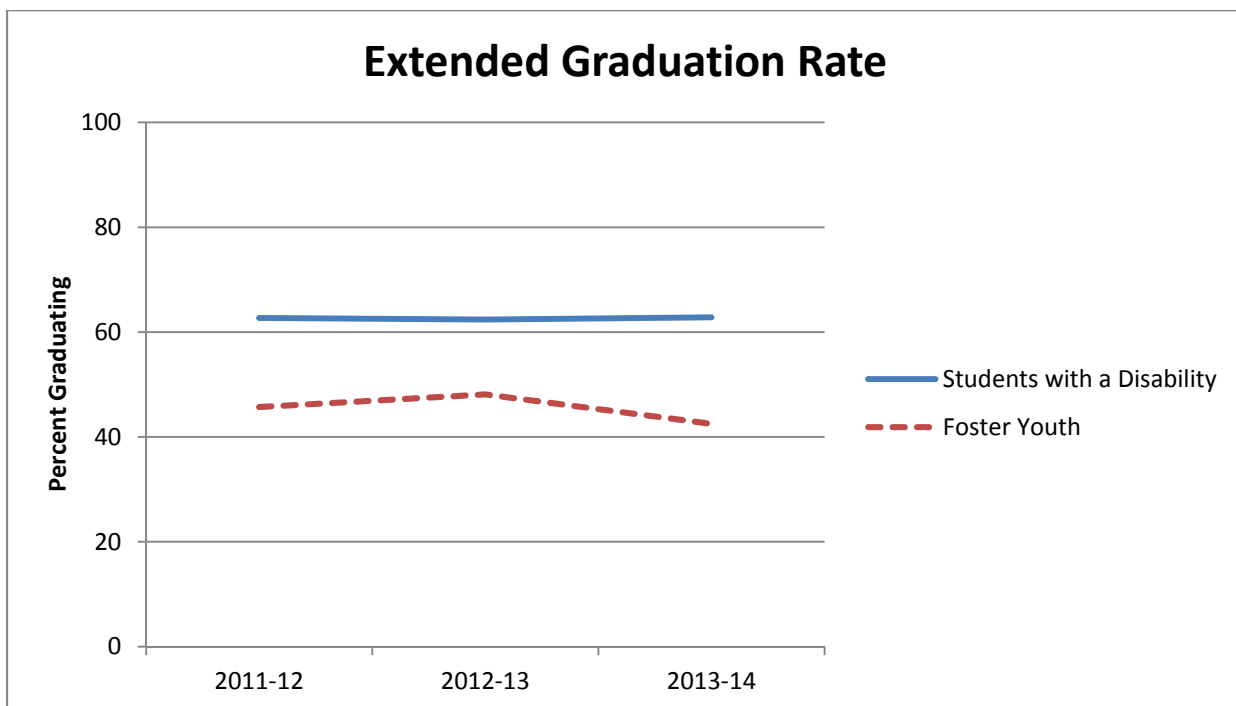


Chart 7: Shows the Extended (Five-Year) graduation rates for students in Foster Care and participating in special education.



It would be safe to say that the low performance of the Foster Care student group is due in part to the high percentage of SWD participation, in addition to characteristics more unique to students in Foster Care such as increased mobility, higher absenteeism, and higher rates of out-of-school disciplinary actions. The additive effect of the negative impacts of students in Foster Care may actually lower the

performance of the SWD student group, but more work will be required to prove this hypothesis. Suffice to say that when including students in Foster Care with special needs in the SWD student group, the interpretation of the aggregated SWD performance becomes more difficult.

Student mobility is known to have a negative relationship on educational performance and outcomes, and is the defining characteristic of migrant students and pervasive for homeless and foster students. The OSPI is preparing a data file for the SBE staff containing statewide mobility data for Washington students. On account of the heavy workload of the OSPI data team, the data was not delivered in a timeframe allowing for an analysis to be included in the board packet, but the analysis will form part of the presentation to the Board on May 13th in Pasco.

Other Information about IDEA Disability Categories

Autism

Autism is a developmental disability significantly affecting verbal and nonverbal communication and social interaction that adversely affects a child's educational performance. Other characteristics often associated with autism are engaging in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term autism does not apply if the child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in #5 below.

Deaf-Blindness

Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Deafness

A hearing impairment so severe that a child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

Developmental Delay

For children from birth to age three (under IDEA Part C) and children from ages three through nine (under IDEA Part B), the term developmental delay means a delay in one or more of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive [behavioral] development.

Emotional Disturbance

This is a broadly defined condition whereby children exhibit one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance.

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate types of behavior or feelings under normal circumstances.
- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems.
- The term includes schizophrenia and does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance

Hearing Impairment

An impairment in hearing (permanent or fluctuating) that adversely affects a child's educational performance but is not included under the definition of deafness.

Intellectual Disability

Significantly sub-average general intellectual functioning (existing concurrently with deficits in adaptive behavior and manifested during the developmental period) that adversely affects a child's educational performance. "Intellectual Disability" is a new term in IDEA. Prior to October 2010, the law used the term "mental retardation."

Multiple Disabilities

Concomitant impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness

Orthopedic Impairment

A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g. Cerebral palsy, amputations, and fractures or burns that cause contractures).

Other Health Impairment

The category is typified by limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli that result in limited alertness with respect to the school setting. The impairment must be due to chronic or acute health problems such as asthma, ADD, or ADHD, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome, and adversely affects a child's educational performance.

Specific Learning Disability

A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. This includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage.

Speech or Language Impairment

A communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

Traumatic Brain Injury

An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

Visual Impairment

An impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.



MIGRANT EDUCATION DATA SPOTLIGHT

Purpose

This memo explores the migrant student group in depth. This memo is intended to provide an overview of data that the Migrant Education experts in Washington look at, how SBE policy work might positively impact migrant student outcomes, and to set the stage for future work. Migrant students are a unique group because they are neither included in the state nor the federal accountability framework as a student subgroup that Adequate Yearly Progress applies to. This makes migrant students less visible to policymakers.

Relevance to the Strategic Plan

This work addresses the following elements of the Board's 2015-2018 Strategic Plan:

- 1.A.1 Analyze achievement and opportunity gaps through deeper disaggregation of student demographic data.
- 1.A.3 Research and promote policy to reduce the loss of instructional time resulting from disciplinary actions, absenteeism, disengagement and promote interventions grounded in an understanding of diverse cultures.
- 1.A.7 Identify strategies and develop a plan for effective outreach to diverse communities in order to gather input, build partnerships and develop policies around specific issues related to closing the opportunity and achievement gap.
- 1.C Promote strategies to strengthen key transition points in a student's education.

Key Questions

- Where are migrant students attending school in Washington? Who are they? Where are they from?
- What are the unique needs of the migrant student group?
- What Board policy work can affect migrant student outcomes?
- What are the pros and cons of including a migrant student group in the state accountability system?
- What would the Board like to understand from future research on migrant students and migrant education?

Available data

Migrant Student Data, Recruitment, and Supports (MSDRS) and OSPI Report Card

OSPI collaborates with Sunnyside School District to maintain the MSDRS dashboard and data reporting tool. This dataset is used to recognize migrant students in need of additional supports and to improve data collection and reporting on migrant students. The data can be disaggregated by ESD or district. The majority of data used in this analysis is from MSDRS. The site provides a wealth of resources on Migrant Education and some resources for the education of students experiencing homelessness. It provides

information on the Portable Assisted Student Sequence, a program described in greater detail later in this memo. According to OSPI Migrant Education staff, some of the most important data for monitoring migrant students are attendance, graduation rate, credit accumulation and, when available, assessment data. The OSPI Report Card reports assessment data on migrant students and was used in this analysis.

Issues with Assessment Data on Migrant Students

OSPI staff in the Bilingual and Migrant Office are engaged in a continuing process of using MSDRS to work with districts improve the collection and reporting of migrant student data in the Comprehensive Education Data and Research System (CEDARS). For instance, districts are now putting greater effort into matching incoming migrant students with their formerly assigned SSIDs instead of creating new SSIDs for incoming migrant students, thus improving the matching of records. Matching CEDARS records to MSDRS records has also improved the ability to collect data on migrant students. These sort of improvements in data collection and reporting make it increasingly possible to monitor student performance data from year-to-year. However, challenges still exist with accurately collecting data on migrant students.

State assessment data on migrant students is limited because they may leave the school during spring assessments or they may be incorrectly tracked from one school district to another. Even if a student takes the exam one year, they may not complete an assessment during the next year or have their records follow them when they switch schools. Thus, the ability to derive student growth model data from migrant student assessment data is limited.

Who are Migrant Students?

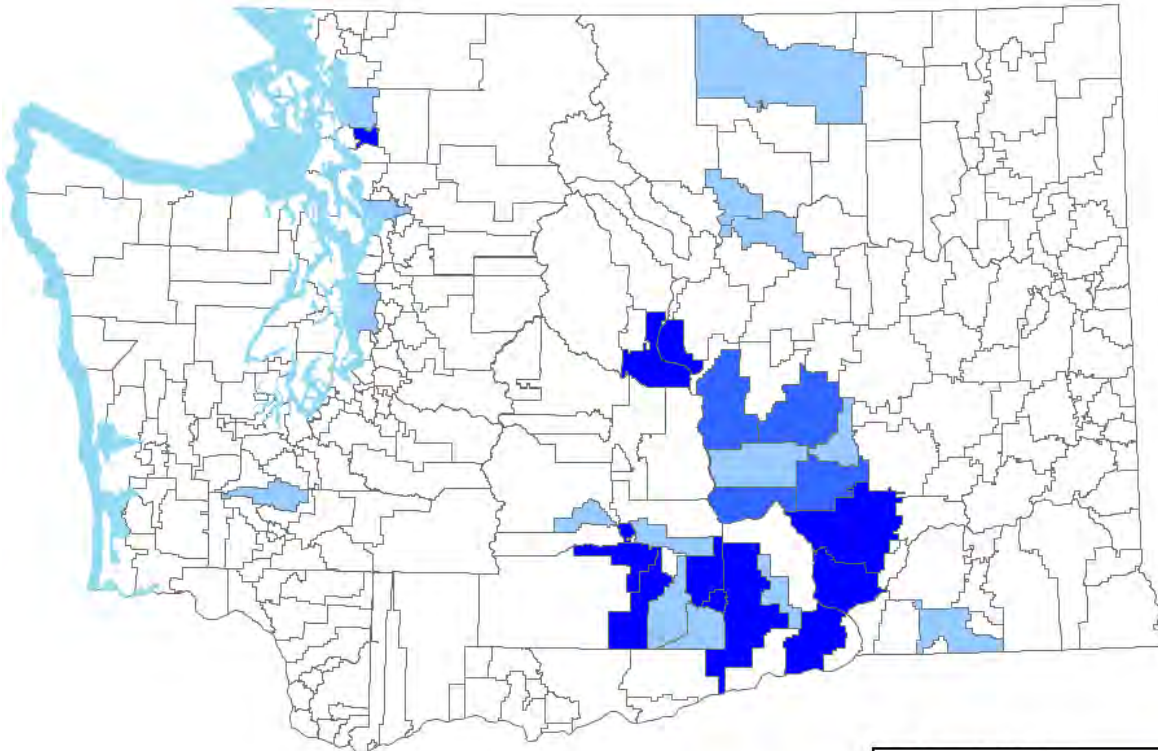
What is the definition of a migrant student?

A migratory child is a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker or migratory fisher, and who, in the preceding 36 months, has moved from one school district to another, to obtain or accompany such parent, spouse, or guardian, in order to obtain temporary or seasonal employment in agricultural or fishing work as a principal means of livelihood. - Federal Register, Part VII, July 3, 1995

Who are the migrant students? Where do they attend school? Where are they from?

There were 20,295 migrant students or about 1.9% of the total student population of Washington. The greatest concentration of migrant students in Washington is in south-central Washington, particularly in ESD 105. The majority of migrant students migrate within the United States and are Hispanic/Latino but, according to OSPI Migrant Education staff, there are about 1,500 migrant students who migrate from outside the country. In Northwest Washington, there are many migrant students enrolled in Mount Vernon, Marysville, and Burlington-Edison School Districts. According to OSPI Migrant Education staff, small numbers of migrant students are spread throughout Western Washington and their families are often employed in seasonal fishery labor and, to a lesser extent, forestry. Some of the migrant students in Western Washington are from families employed in seasonal work in fisheries and are of Asian racial background. There are also some Native American migrant students who travel throughout the state to do season agricultural work. The following is a map populated with May 2014 enrollment data on migrant students. Please note that this map is of each district's migrant student enrollment totals rather than the percentage of migrant students out of each district's total enrollment.

State of Washington
Enrollment of Migrant Students in May 2014



Based on May 2014 Enrollment in the OSPI Report Card

500+ Migrant Students	
300-499 Migrant Students	
100-299 Migrant Students	
0-99 Migrant Students	

The following are districts with more than 500 migrant students:

School District	Migrant Enrollment	% of Total District Enrollment
Yakima	2,840	18.4%
Kennewick	1,919	11.4%
Wenatchee	1,397	17.9%
Pasco	1,214	7.3%
Sunnyside	1,055	16.2%
Wapato	855	25.5%
Toppenish	651	15.6%
Mount Vernon	617	9.7%
Eastmont	607	10.7%
Prosser	598	21.2%
Grandview	596	16.7%
North Franklin	566	27.3%

AGRICULTURE - A Cornerstone of Washington's Economy

Market Value of Crops and Livestock and Number of Farms by County from 2012 Census of Agriculture, USDA

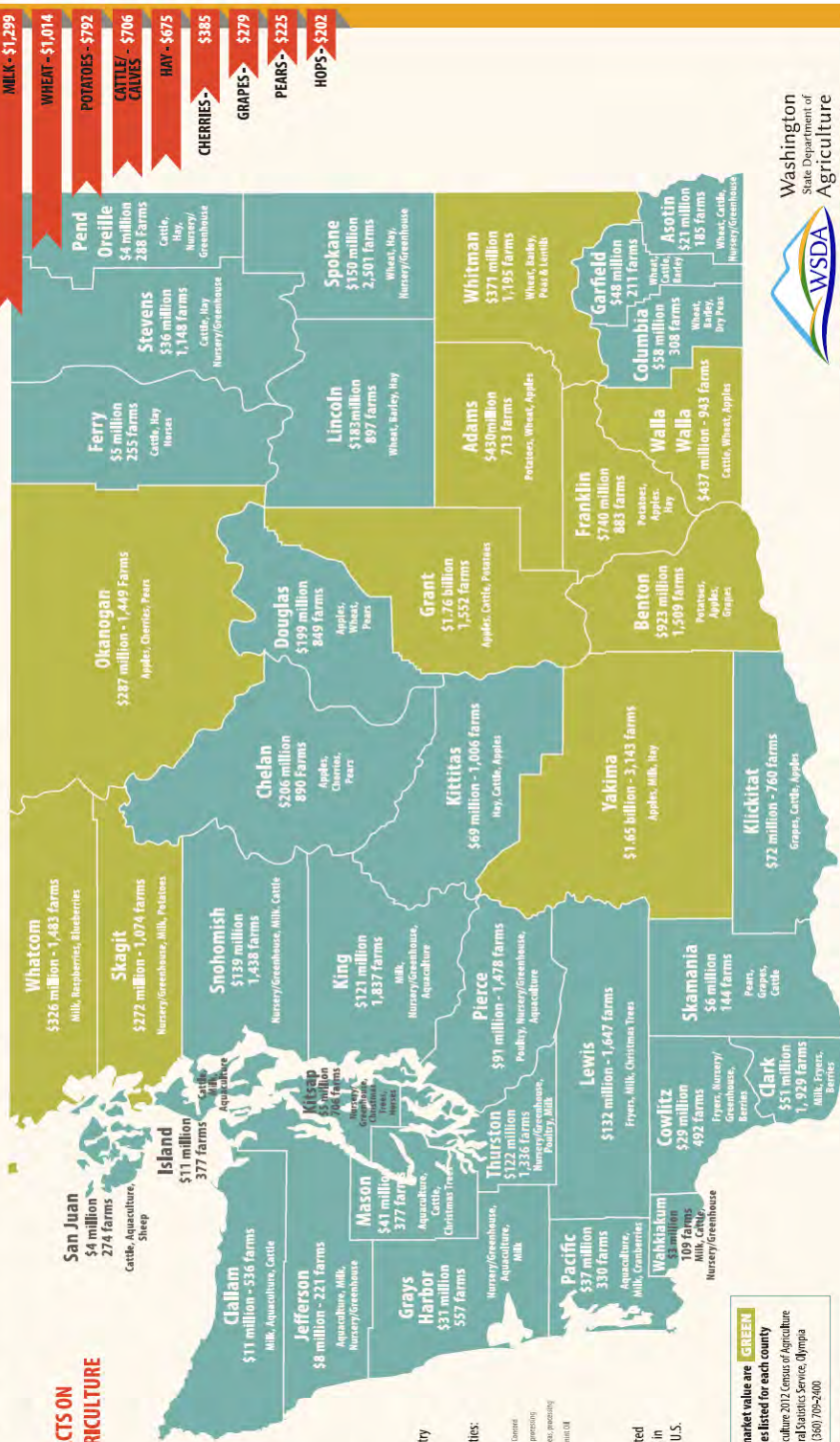
KEY ECONOMIC FACTS ON WASHINGTON AGRICULTURE

- 37,249 farms
- 300 commodities grown
- \$51 billion overall value of food and agriculture industry
- \$10.16 billion market value of crops and livestock
- 12% of Washington's economy
- 160,000 employed in agriculture and food industry
- Ranks No. 1 in U.S. production in 11 commodities:

LEGEND

Top 10 counties in market value are **GREEN**
 Leading commodities listed for each county

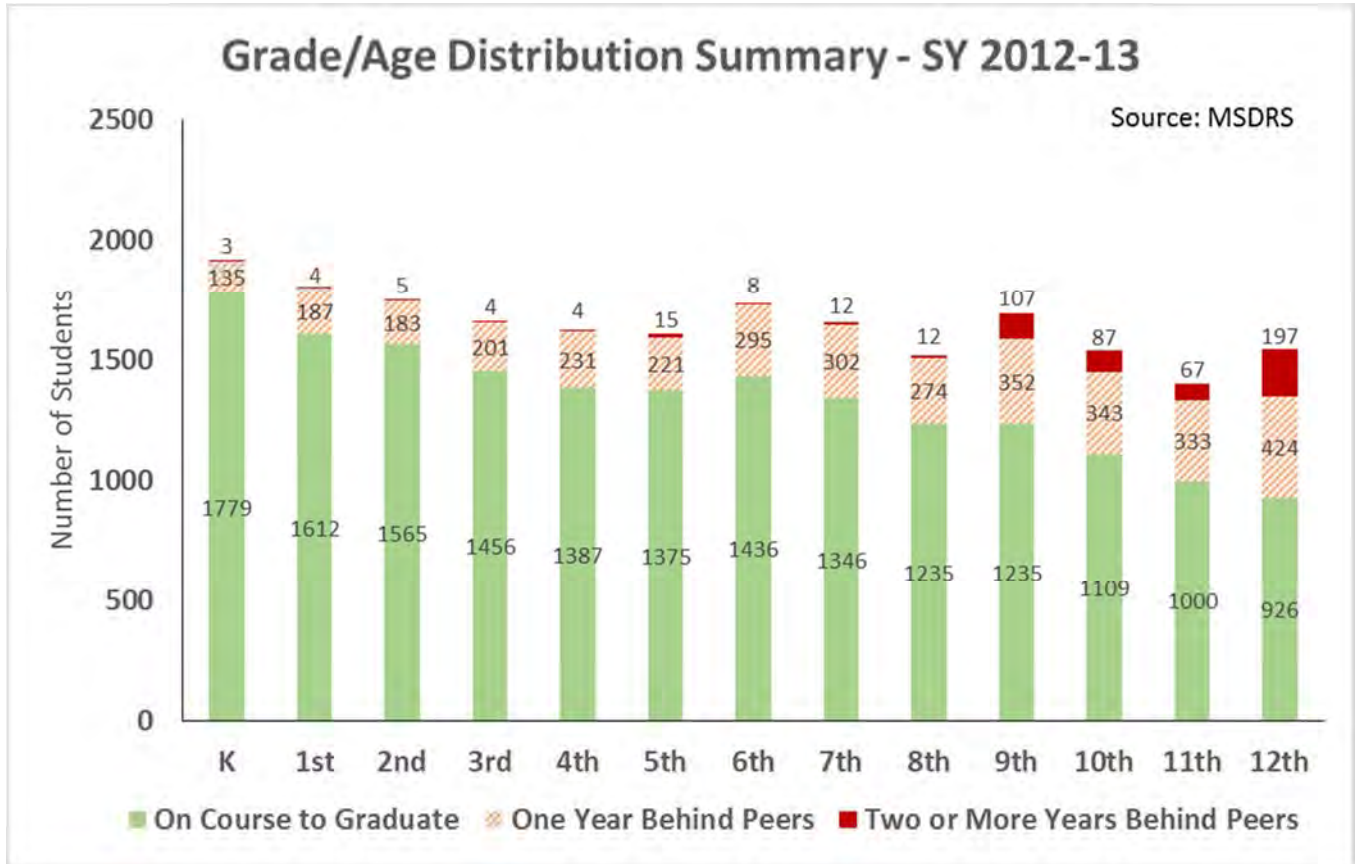
Source: U.S. Dept of Agriculture 2012 Census of Agriculture
 USDA National Agricultural Statistics Service, Olympia
www.nass.usda.gov/wa/ (509) 709-2400



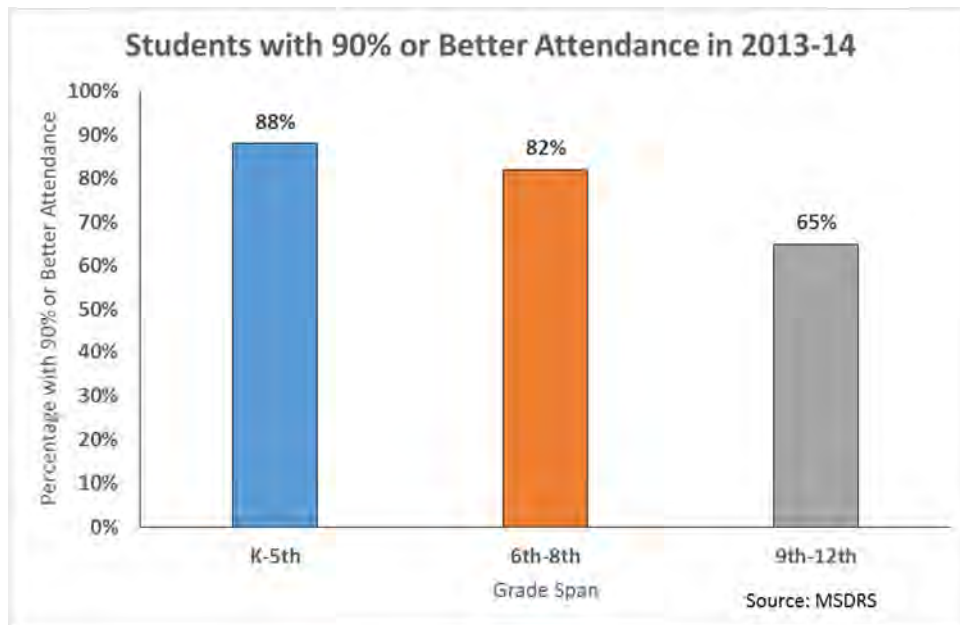
Understanding the agricultural economy in Washington is integral to understanding where the most need for migrant education is and how the need for seasonal labor influences the changing demographic of migrant students. In the map above, agricultural output is shown with counties in green being the top 10 counties by market value. Yakima, Grant, and Benton are among the top 10 and are located in approximately the same geographic area as ESD 105 where the majority of minority students are. OSPI Migrant Education staff noted that asparagus production in Washington has dropped as other countries have gained market share, thus leading to a drop in migrant students in areas of Washington that, until recently, grew enough asparagus to have a need for seasonal labor. OSPI staff stated that some areas of Washington grow crops that rely on local labor and, therefore, do not have a need for migrant laborers. In the future, the shifting agricultural economy in Washington is bound to account for changes in the migrant student demographic.



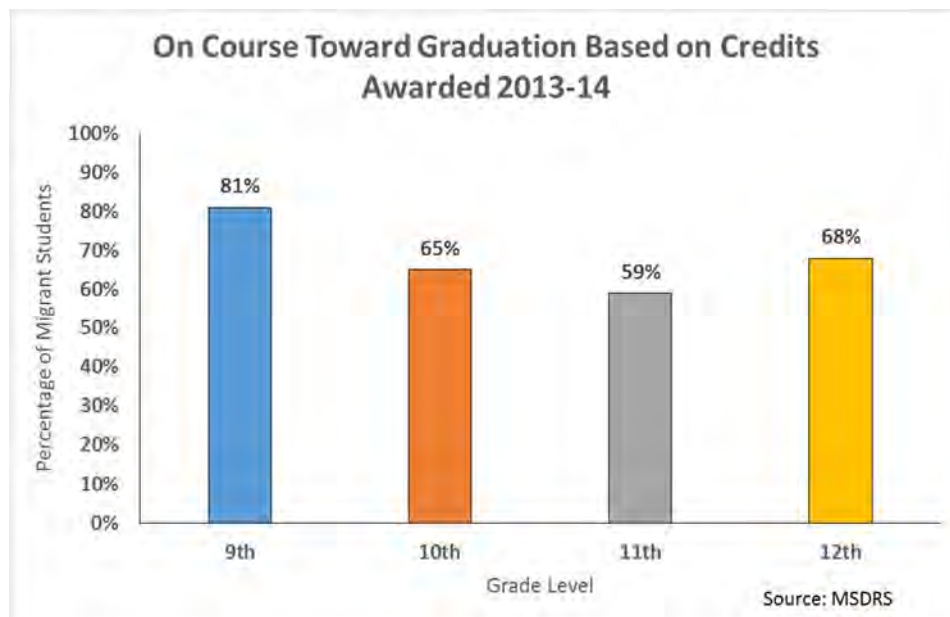
Data Show that Migrant Students are Further Behind in the Grades 9-12 than K-8



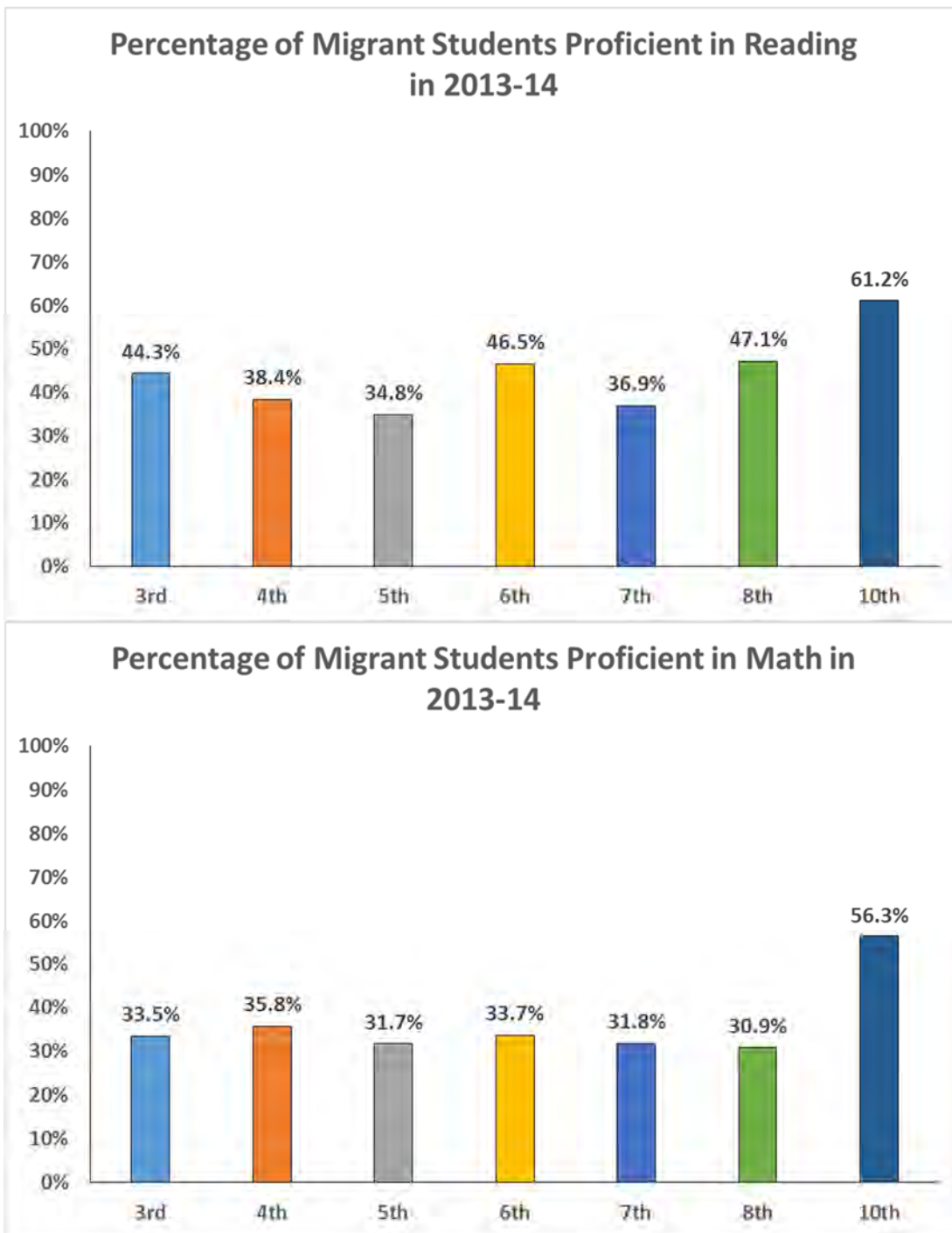
The table above is a state-level summary of whether students are at or above their grade level based on their age. It is derived by comparing the age of the student to the grade that they are in. More migrant students are behind peers as the grade level increases, suggesting migrant students who enter at an older age are farther behind or that migrant students fall further behind as they go through school.



The table above shows state-level attendance data on migrant students who have 90% or better attendance. This indicator also suggests that there are more troubling trends for migrant students in high school than during lower grades. These absences in high school represent lost instructional time and may hinder a students' ability to graduate with enough credits or to pass assessments.



The table above shows state-level data on the percentage of migrant students who are on track to graduate. The data are derived by comparing CEDARS data on credits earned by migrant students to each district's local graduation requirements. These data indicate that migrant students fall behind on credit accrual by the time they are 10th graders. Along with the other data on attendance and grade/age distribution, this indicates that migrant students have difficulty transitioning to high school. Many migrant students either fall behind in high school or enter high school having already fallen behind.



The charts above show that the percentage of proficient migrant students is far lower than the All-Students group. However, contrary to the conclusions based on the other graphs that show troubling trends for migrant students in high school, migrant student assessment performance increases in 10th grade.

Unique Needs of Migrant Students

Student Mobility has a Negative Impact on Outcomes

“Student mobility, defined as students’ movement into and out of schools and districts during a school year, is particularly prevalent among low-income, immigrant and minority children, whose families are often susceptible to changes in housing that precipitate changes in the schools they attend.” (Rennie Center for Education Research & Policy, 2011). Research suggests that mobility has negative impacts on student outcomes (GAO, 2010). Migrant students change schools during the school year due to their family’s employment in seasonal work, primarily agricultural and fishery labor in Washington. When they change schools, their academic progress is slowed and they are at risk of falling behind their peers.

Portable Assisted Student Sequence (PASS)

As the data show, many migrant students fall behind on credit accrual towards graduation. The PASS program is available to all students, but is specially designed to help students in grades 7 through 12 to get on track to graduate. It is free for migrant students while other students incur a fee. The program is semi-independent study that allows highly mobile students to earn credit by continuing the program even as they move and switch schools. The courses are also available in Spanish.

Challenges beyond the Classroom

The literature review revealed a variety of non-academic challenges noted by experts. The following are issues that migrant students may face:

- Health complications (malnutrition, illness, et cetera) beyond those of other students and lack of adequate healthcare;
- Mobility that results in a difficult time fitting in and connecting to the community;
- Language barriers – many migrant students are also English Language Learners;
- Lack of parental knowledge of the American educational system;
- Necessity to work at an early age during high school or, potentially, before high school;
- Living conditions, including substandard housing, that are not conducive to student success; and
- Effects of poverty, including nutrition and the ability to pay for school fees.

What SBE Policy Work affects migrant students?

What SBE policy work impacts migrant students? What are guiding questions for future SBE policy work to improve migrant student outcomes?

There are potential areas where SBE policy work can impact migrant student outcomes. This section of the memo brainstorms the pros and cons of potential SBE policy work regarding migrant students. The following are ideas from the author and do not represent staff recommendations:

Graduation Requirements. Goals of the migrant education program are to help the students reach graduation or to pass a General Educational Development exam and to help them transition to postsecondary education or employment.

- **High School and Beyond planning** is an important part of informing migrant students about their path to graduation and of ways to transition to postsecondary education or employment. How can the SBE best serve migrant students during possible future work on the High School and Beyond Plan?
 - The HSBP is instrumental in informing migrant students and their families of graduation requirements and supports available to migrant students such as the PASS program. It

also may provide information on how to keep on track towards graduation while switching schools during migration.

- **Assessment alternatives** offer students options to graduate even if they do not pass the state assessment. Are there assessment alternatives that would increase the graduation rate of migrant students?
 - According to Ms. Sylvia Reyna, OSPI Migrant Education Supervisor, districts primarily use the Collections of Evidence (COE), but the COE still presents language barriers for the many migrant students who have limited English proficiency. She stated that Migrant Education staff are encouraging districts to expand access to the American College Testing (ACT) as an assessment alternative. The ACT preparation manual is available in Spanish.
- **Competency-based crediting** provides options for migrant students to earn credit for World Language proficiency. SBE collaborated with OSPI to develop World Language competency crediting. This allows students to earn credits for speaking and writing Spanish, although Spanish speakers may not have adequate writing skills unless they are formally educated in Spanish or bilingual education

Achievement Index. Neither the state nor federal accountability frameworks currently include migrant students as a discrete student group that Adequate Yearly Progress is applicable to. This results in less visibility of the migrant student group because there is less reporting compared to other federal student groups. Unfortunately, there are a number of good reasons why the migrant student group is not included in the state or federal accountability frameworks.

- **Include a migrant student group in the Index.** Could the Achievement Index include a migrant student group?
 - Migrant students are not currently a student group to which the federal Adequate Yearly Progress measure applies.
 - Assessment data on migrant students are limited due to mobility. There is a lower participation rate and inconsistent reporting due to school changes.
 - Many districts that serve migrant students have small numbers of migrant students in their districts. Large schools in large districts would be the most likely to have a sufficient N-count of migrant students to be included in the Index.
- **Lower N-count suppression from 20 to 10.** Could the Achievement Index N-size suppression threshold be reduced from 20 to 10 so that the migrant student group would be included in data on more schools?
 - Federal suppression guidelines allow for 10 or more students to be reported but the Achievement Index uses a suppression threshold of 20. Student groups are included in the accountability system less often with a higher suppression threshold.
- **Develop whole-child indicators. Attendance rates and on-track credit accrual** towards graduation are monitored by the Migrant Education Program to ensure that as many migrant students as possible reach graduation. **Mobility** is included in the Massachusetts accountability system. Are there other whole-child indicators that could be suitable for a state-level accountability system and would provide accountability for serving migrant students?
- **Washington Achievement Award for Migrant Student Graduation Rate.** If a migrant student group was included in the Index, how could the state recognize successful migrant education and replicate best practices in serving migrant students. Migrant student graduation rate could

be used to offer a Washington Achievement Award or it could be included as part of the special recognition award for gap reduction.

ESSB 5491 Indicators of Educational System Health Report. The system health report could include a measure dedicated to monitoring the performance of migrant students or simply be disaggregated further to include migrant student data.

- **Include a measure dedicated to migrant students or disaggregate further** so that the system health report monitors how well migrant students are served.

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



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Title:	Budget and Legislative Update	
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Policy Considerations / Key Questions:	The Board will review the status of priority bills and information provided regarding budget proposals.	
Possible Board Action:	<input type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> None <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials	<input type="checkbox"/> PowerPoint <input checked="" type="checkbox"/> Other
Synopsis:	<p>The regular session adjourned on April 24 but no budget agreement was reached. Legislators were called back for special session beginning April 29. A number of bills were introduced at the end of regular session that addressed the Legislature’s plan to meet its McCleary obligation, but were not moved out of their respective committees.</p> <p>This section includes:</p> <ul style="list-style-type: none"> • A graphic summary of the status of bills being tracked by the Board • Comparisons of the legislative budget proposals • OSPI documents on Superintendent Dorn’s proposal • A comparison document of the McCleary plan bills • A summary of HB 2214, which deals with the assessment system. 	



LEGISLATIVE UPDATE

- Three House bills advanced to the Senate (HB 1345, HB 1031, HB 1541)
 - Only one was reported out of committee (HB 1345)
 - HB 1345 was amended in the Senate Early Learning & K12 Committee to include the language on including student growth in teacher evaluations from SB 5748
- One Senate bill advanced to the House (SB 5748)
 - Received a public hearing but was not placed on executive agenda
- Bills that did not pass out of the opposite house are returned to the house of origin at the end of regular session
- The bills that address the McCleary obligation (SB 6109, SB 6103, SB 6104, and HB 2239) did not get out of committees before regular session ended

The following bills did not pass the house of origin before the end of regular session.

Assessments

- HB 1363
- HB 1703
- HB 1785
- HB 1950
- SB 5520
- SB 5825
- HB 2184

Teacher Evaluation

- HB 2019
- SB 5749

High School and Beyond Plan

- HB 1864
- HB 1591

Professional Learning

- SB 5415
- SB 5807

Achievement Index

- HB 1714

SBE Role

- HB 2117
- SB 5967

	House of Origin					Opposite House					Awaiting Gov. Sign	
	Returned to House of Origin	Policy Committee	Reported Out	Fiscal Committee	Reported Out	Floor	Introduced	Policy Committee	Reported Out	Fiscal Committee		Reported Out
Assessments												
ESEA	SB 5748							SB 5748				
HSBP												
Prof. Lng	HB 1345								HB 1345			
Dual Credit	HB 1031							HB 1031				HB 1546
Ach. Index												
Opportunity Gap	HB 1541							HB 1541				
SBE Duties												
McCleary Plan												

K-12 Budget Proposals In Brief

Major K-12 Investments - Maintenance Level**	Senate	House	Comments
I-732 Cost-of-Living-Adjustments (1.8%/1.3%)	245,000	245,000	
Maintenance, Supplies, Operating Costs	742,000	742,000	Both fund requirements for MSOC in basic ed law.
Subtotal of major items	987,000	987,000	
Major K-12 Investments - Policy Level			
Health Benefit Rate Adjustments		203,125	House funds rates at parity with state employees.
Additional COLA		153,681	House provides additional COLA for parity with state employees (3.0% and 1.8%)
Reduce Early Elementary Class Size (K-3)	350,171	411,765	Senate phases by cohort, first to high-poverty schools. House is linear phase-in. Both get to 17:1.
Family Engagement Coordinators		32,085	Based on JTFEF* : allocation of .361FTE/elementary school of family eng. coordinators
Guidance Counselors		25,337	Based on JTFEF: 1.483 FTE/middle school and 2.806/high school in SY 2016-17
Local Effort Assistance	(20,319)	(185)	Senate reduces levy base by excluding MSOC, reducing LEA payments
Bilingual Instruction		12,137	Based on JTFEF: Increases funded instructional hrs. to 5.6 hrs in middle school and 6.9 hrs. in high school.
Expand Full-Day Kindergarten	187,716	179,995	Senate goes to 75% enrollment in yr 1, 100% in yr 2
Staff Mix	(38,049)	(46,874)	Both assume less experienced and credentialed teachers as more are hired to reduce class sizes.
Reform High School Assessments		(29,000)	House assumes savings from HB 2214, ending biology EOC and eliminating assessment alternatives.
Highly Capable	15,957		Increases the % of students eligible (to 3%) and the hrs. of instruction/week (to 3 hrs)
School Turnaround & Required Action	3,225	4,225	Both fund current policy.
Subtotal of major items	498,701	946,291	
Total investment above ML	-1,535,065	-1,057,053	
Adjustment for amendment to I-1351	-2,042,726	-2,042,726	*Joint Task Force on Education Funding
Total investment above ML (adjusted)	507,661	985,673	**Costs of Implementing Current Law Requirements

2015-17 Operating Budget Public Schools

(Dollars in Thousands)

	Senate Passed (04/06/2015)		House Passed (04/02/2015)		Senate Diff. from House	
	NGF+OpPth	Total Budgeted	NGF+OpPth	Total Budgeted	NGF+OpPth	Total Budgeted
2013-15 Estimated Expenditures	15,261,910	17,214,557	15,261,910	17,214,557	0	0
2015-17 Maintenance Level	19,518,068	21,424,045	19,518,068	21,424,045	0	0
Policy Changes -- Non-Compensation						
1. Local Effort Assistance	-20,319	-20,319	-185	-185	-20,134	-20,134
2. Staff Mix	-38,049	-38,049	-46,874	-46,874	8,825	8,825
4. Reduce Early Elementary Class Size	350,171	350,171	411,778	411,778	-61,607	-61,607
5. Expand Full-Day Kindergarten	187,716	187,716	179,996	179,996	7,720	7,720
6. School Turnaround Programs	3,225	3,225	4,225	4,225	-1,000	-1,000
7. Family Engagement Coordinators	0	0	32,130	32,130	-32,130	-32,130
8. Breakfast After the Bell	0	0	2,953	2,953	-2,953	-2,953
12. Revise High School Assessments	0	0	-29,362	-29,362	29,362	29,362
14. Initiative 1351 Class Size	-2,042,726	-2,042,726	-2,042,726	-2,042,726	0	0
17. Educational Opportunity Gap	0	0	1,957	1,957	-1,957	-1,957
19. Dual Language	500	500	1,268	1,268	-768	-768
21. Dual Credit	0	0	2,956	2,956	-2,956	-2,956
22. Homeless Student Outcomes	0	0	1,000	1,000	-1,000	-1,000
24. Urban School Turnaround	0	0	600	600	-600	-600
26. College Success	0	0	2,867	2,867	-2,867	-2,867
31. Foster Youth Demonstration Site	0	0	1,015	1,015	-1,015	-1,015
32. Guidance Counselor	0	0	25,337	25,337	-25,337	-25,337
33. Bilingual Instruction	0	0	12,136	12,136	-12,136	-12,136
34. Career & Technical Education Grants	1,200	1,200	400	400	800	800
38. Paraeducator Development	1,659	1,659	0	0	1,659	1,659
39. Regional School Safety	1,866	1,866	0	0	1,866	1,866
40. AIM Community Grants	500	500	0	0	500	500
41. Highly Capable	15,957	15,957	0	0	15,957	15,957
44. College Bound PSAT	750	750	0	0	750	750
Policy -- Non-Compensation Total	-1,530,501	-1,587,459	-1,433,432	-1,488,043	-97,069	-99,416

2015-17 Operating Budget Public Schools

(Dollars in Thousands)

Policy Changes -- Compensation					
46. Health Benefit Rate Adjustments	0	0	207,226	207,226	-207,226
47. Additional COLA	0	0	153,681	153,681	-153,681
48. TRS employee eligibility	0	0	60	98	-60
Policy -- Compensation Total	0	0	360,967	361,005	-360,967
Policy Changes Transfers					
49. Foster Youth Ed. Outcomes	0	0	892	892	-892
50. Transfer PESB Scholarships to WSAC	-3,314	-3,314	0	0	-3,314
Policy -- Transfer Total	-3,314	-3,314	892	892	-4,206
Total Policy Changes	-1,533,815	-1,590,773	-1,071,573	-1,126,146	-462,242
Total Policy Changes w/o I-1351	508,911	451,953	971,153	916,580	-462,242
Total 2015-17 Biennium	17,984,253	19,833,272	18,446,495	20,297,899	-462,242

* NGF+OpPth = General Fund-State + Education Legacy Account + Opportunity Pathways Account

Comments

1. **Local Effort Assistance - Senate:** The Per Pupil Inflation (PPI) for calendar year 2016 is adjusted to 8.4% in calendar year 2016 and 1.4% in calendar year 2017. School districts receiving enhanced MSOC funding above the rate provided in school year 2014-15 should consider these as levy reduction funds and reduce their calendar year 2016 and 2017 levy base used for calculating local levy authority and local effort assistance by the amount of the enhancement when calculating the school district's levy base. A school district may continue to receive the school year 2014-15 MSOC rate so that the school district's levy base is not reduced. **House:** The PPI is adjusted so that the levy base is the same for school year 2015-16 and 2016-17. The PPI is set at a rate of 4.9% for both calendar years 2016 and 2017. Policies that increase the cost of the state's program of basic education increase the levy base. These two revisions to the levy base reduce the cost of the LEA program for FY 2016 and increase the cost for FY 2017.
2. **Staff Mix.** Both **House and Senate** proposals fund more than 2,000 additional teachers with the expansion of state-funded all-day kindergarten and class size reduction in grades K-3. Staff mix, the state's term for average years of experience and educational credits, is reduced to reflect these new hires in the system. The 2015-17 budget assumes at least 30 percent will be new teachers. Staff mix, the state's term for average years of experience and educational credits, is reduced to reflect these new hires in the K-12 system. The savings in the Senate proposal are smaller because it takes a more phased-in approach to K-3 class size reduction.

2015-17 Operating Budget Public Schools

(Dollars in Thousands)

4. **Reduce Early Elementary Class Size.** SHB 2776, 2010 Session, established new funding formulas for basic education programs, requiring class sizes of 17 students for grades K-3 by the 2017-18 school year. The **Senate** reduces class size in a manner which follows the cohort of students who have already received the benefit of state-funded class size reduction, with first priority to elementary schools with the highest percentage of students eligible for the federal Free and Reduced-Price Lunch program. Funding is provided to fully implement a class size of 17 for K-1 students in high poverty schools in the 2016-17 school year. Allocations for K-3 class sizes will be based on the school district's documented actual average class size. The **House**'s class size funding schedule aligns with an implementation policy of increasing funding for class sizes in equal annual increments with a final target of 17.0 FTEs in the 2017-18 school year.
5. **Expand Full-Day Kindergarten.** SHB 2776, 2010 Session required statewide basic education funding of all-day Kindergarten by the 2017-18 school year. Both **House and Senate** increase funding for all-day kindergarten to 100% of enrollment in 2016-17, one year ahead of the statutorily required deadline. The Senate level is higher because it funds a slightly higher percentage of enrollment in the first year of the biennium than the House.
6. **School Turnaround Programs.** Both **House and Senate** budgets provide funding for grants to school districts identified as persistently lowest achieving and having been listed by OSPI as a Required Action District (RAD). Funds are also provided for staffing at OSPI for the continued administration of the program. Funding is maintained at the same level as in the current biennium. The difference between House and Senate at policy level is technical.
7. **Family Engagement Coordinators.** The **House** provides funding to increase the allocation for the prototypical elementary school family engagement coordinator from 0.0825 FTEs to 0.222 FTEs in the 2015-16 school year and 0.361 in the 2016-17 school year. This enhancement in the state-allocated FTEs represents an annual increment increase with the intention of reaching the target of 0.5 FTEs recommended by the Joint Task Force on Education Funding by the 2017-18 school year. The Senate budget does not include this item.
8. **Breakfast After the Bell.** The **House** provides funding for implementation of HB 1295 (Breakfast after the bell), which requires school districts that have a free and reduced-price lunch enrollment of 70% or more to provide breakfast during instructional time and requires the state to provide \$6,000 grants to each school to fund the start-up costs of the program. The **Senate** does not fund this legislation.
12. **Revise High School Assessments.** The **House** assumes savings for implementation of HB 2214 (High school student assessments), which revises assessment requirements, including alternatives to statewide assessments. The **Senate** budget does not assume this legislation.
14. **Initiative 1351 Class Size.** Initiative 1351 amended the state's funding requirements for class size and staffing formulas, with a phase-in schedule estimated at \$2 billion for the 2015-17 biennium and full implementation effective September 1, 2018. The increased funding necessary to support I-1351 (\$2 billion) is reflected at maintenance level. Both **House and Senate** assume legislation amending I-1351 to replace provisions of the initiative with specific enhancements funded in the budget act. 2015-17 phase-in requirements for I-1351 are integrated with the funding provided in the budget for K-3 class sizes, family engagement coordinators, and guidance counselors, for biennial savings of \$2.0 billion. The class size and staffing provisions of I-1351 scheduled to go into effect on September 1, 2018 are also amended. The **Senate** policy bill, SSB 6088, has a referendum clause referring the changes made to I-1351 to the November 2015 election ballot for voter approval. The **House** policy does not refer the I-351 changes to the ballot.

2015-17 Operating Budget Public Schools

(Dollars in Thousands)

17. **Educational Opportunity Gap.** The **House** provides funding for implementation of E2SSB 1541 (Educational opportunity gap), including one-time funding for development of a model discipline policy, development of cultural competency training, and a task force to review race and ethnicity guidelines. The **Senate** budget does not assume this legislation.
19. **Dual Language.** The **House** provides funding to implement SHB 1783 (Dual language instruction), creating a dual language scholarship program, providing support for expansion of dual language programs in school districts, and creating a grant program. The **Senate** provides funding for a dual-language instruction pilot program in two districts.
21. **Dual Credit.** The **House** provides funding to implement E2SSB 1546 (Dual credit educational opportunities), eliminating the use of Running Start for courses offered in the high school and creating subsidies and per credit fee limits for College in the High School classes for eligible 10th, 11th and 12th grade students. The **Senate** does not fund this legislation.
22. **Homeless Student Outcomes.** The **House** provides funding for implementation of E2SHB 1682 (Homeless students), creating a competitive grant program for school districts to pilot increased identification of homeless students and the capacity of districts to support them. The **Senate** does not fund this legislation.
24. **Urban School Turnaround.** The **House** provides one-time funding for the Urban School Turnaround Initiative, providing grants to the two schools that received funding in the current biennium. The **Senate** does not fund this item.
26. **College Success.** The **House** provides funding to expand the Washington Achievers Scholars program to all school districts within King and Pierce Counties. Funding is also provided to replace federal and private dollars no longer available to the College Bound Scholarship program. The **Senate** budget does not include this item.
31. **Foster Youth Demonstration Site.** The **House** provides funding for contracted services to improve the educational outcomes of dependent youth at a second demonstration site in addition to the site established pursuant to the 2013-15 biennial budget. The **Senate** does not include this item.
32. **Guidance Counselors.** The **House** provides funding to increase the allocation for the prototypical middle school guidance counselor from 0.1 FTE staff to 1.349 FTE staff in the 2015-16 school year and 1.483 FTE staff in the 2016-17. The allocation for guidance counselors in the prototypical high school is increased from 2.539 FTE staff to 2.672 in school year 2015-16 and 2.806 in school year 2016-17. These enhancements represent an annual increment increase with the intention of reaching the target of increasing the counselor FTE by 0.5 FTEs by the 2017-18 school year, as recommended by the Joint Task Force on Education Funding in 2012. The **Senate** does not include this item.
33. **Bilingual Instruction.** The **House** increases funding for instructional hours in the Transitional Bilingual Instructional Program (TBIP) from 4,778 hours in the prototypical middle school to 5,185 hours for school year 2015-16 and 5,593 hours in school year 2016-17. The allocation for the prototypical high school is increased from 4,778 hours to 5,852 hours in the 2015-16 school year and 6,926 hours in the 2016-17 school year. These increases in state-funded instructional hours are intended to reach the targets of 6.0 hours in the middle school grades and 8.0 hours in the high school grades that were recommended by the Joint Task Force on Education Funding in 2012. The **Senate** budget does not include this item.
34. **Career & Technical Education Grants.** Both **House** and **Senate** provide funding to increase grants for the career and technical education FIRST Robotics program, the Senate at a higher level.

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(Dollars in Thousands)

38. **Paraeducator Development.** The **Senate** provides funding for implementation of E2SSB 5179 (Paraeducator development) directing the PESB to establish the paraeducator oversight board, create a paraeducator certification process for both regular and advanced endorsements, and design and implement a training program for teachers and principals for working effectively with paraeducators. OSPI is provided one-time funding to establish paraeducator endorsements and certificates and for school district implementation grants. The **House** does not include this item.
39. **Regional School Safety.** The **Senate** provides funding for three Educational Service Districts to participate in a pilot program to implement regional school safety and security centers modeled after ESD 105 and outlined in 2SSB 5252 (Regional security and safety centers). The **House** does not include this item.
40. **AIM Community Grants.** The **Senate** provides funding for a pilot program for academic, innovation, and mentoring in five communities statewide. The grants will fund expanded learning opportunity grants to community-based organizations. The **House** budget does not include this item.
41. **Highly Capable.** The **Senate** makes the following enhancements to basic education funding for the Highly Capable Program: (a) The percentage of students eligible for funding is increased from the current 2.314 percent to 3.0 percent; and (b) an increase in the weekly hours of instruction from the current 2.159 hours to 3.0 hours. The **House** budget does not include this item.
44. **College Bound PSAT.** The **Senate** provides one-time funding for the administration of the Preliminary Scholastic Aptitude Test (PSAT) to ninth and tenth grade participants in the College Bound program. OSPI will partner with a national non-profit organization that offers the aptitude test. The **House** budget does not include this item.



Basic Principles of Superintendent Dorn’s Plan

The Washington state Supreme Court, in *McCleary v. Washington*, wrote that the state is failing to meet its “paramount duty.” As clearly written in the state Constitution, that duty is “to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex” (Article IX, Section I). The issue is too often framed in statistics. But it’s much broader than numbers: The issue is about basic education opportunities for our students. It’s about their future, and our desire to produce well educated and productive citizens.

State Superintendent Randy Dorn’s six-year plan to meet our state’s constitutional and moral responsibilities is based on three policy principles:

- **Funding:** The state must provide ample state funding for a general and uniform program of basic education in all schools.
- **Levies:** The state must no longer rely on local school levies to meet its obligation to fully fund basic education.
- **Adequacy:** The State must fund any new education programs and initiatives they pass into law, rather than rely on local district funding. This is known as “do no harm.”

Achieving Superintendent Dorn’s plan is a phased-in, evidenced-based approach with the following steps:

- 1) Complete HB 2776 implementation. Affirm that the funding generated through HB 2776 is for allocation purposes only.
- 2) Reduce class size in grades 4–12. The Dorn plan recommends reducing class size to 24 in grades 4–6 and 27 in grades 7–12. I-1351 would require class size in those grades to be at 25.
- 3) Hire additional support staff. This includes increasing the number of librarians, school nurses, guidance counselors, office and technology support, custodians, and classified staff to keep students safe.
- 4) Fund more teachers and more classrooms. Thousands more teachers and classrooms will be necessary when class sizes are reduced.
- 5) Begin compensation reform—a necessary vehicle for levy reduction:
 - a. Fund classified and administrative staff at current district funding levels, but with state resources.
 - b. Initiate statewide collective bargaining for compensation, benefits, regional cost-of-living adjustments, and workday definition. During the transfer to the new system, the Legislature must restrict current bargaining, local levy bases and any possible new levies so that the state doesn’t incur larger obligations.
 - c. Provide K-12 health insurance through a statewide benefit program similar to state employees.
 - d. Provide teacher support by funding 10 Professional Development days and teacher mentors.
 - e. Redefine the meaning of supplemental contracts to ensure that local levies are not used for basic education/compensation.
- 6) Initiate levy reduction as the state proceeds to fund basic education costs currently covered by local levies. Complete levy reform consists of:
 - a. Clearly defining the appropriate uses of local levy funds, and
 - b. Redefining and limiting future growth of levies.
- 7) Require the Quality Education Council (QEC) – created by HB 2261 to direct the implementation of the prototypical school model – to create two new workgroups that will:
 - a. Design a better process to recruit and retain teachers and
 - b. Monitor the evolving definition of “basic education.”



Structural changes included in Superintendent Dorn's plan

Superintendent Randy Dorn's plan to fully fund basic education requires that certain structural changes within the K-12 education system be made. The changes include legislation, as well as addressing needs and creating new processes.

A list of the major structural changes includes:

- 1) **Initiate levy reduction**, as the state proceeds to fund basic education costs currently covered by local levies, and eliminate supplemental time, resources and incentives (known as TRI):
 - School districts would be prohibited from using local excess levies to fund materials, supplies and operating costs; student transportation; or staff salaries related to the program of basic education.
 - Districts would be allowed to use levy funds to pay supplemental staff contracts and other costs related to student education enrichment programs that go beyond the basic education program provided by the state, such as extracurricular athletic activities, instruction unrelated to the mandatory state Essential Academic Learning Requirements, early learning, and adult basic education.
 - Starting immediately, growth of levies beyond current levels would be restricted.
 - The maximum levy percentage would be reduced to a uniform level across all districts by 2021.
- 2) **Initiate statewide collective bargaining** for compensation, benefits, regional cost-of-living adjustments, and workday definition:
 - The Superintendent of Public Instruction would represent school district employers in negotiating collective bargaining agreements for public school teachers and classified employees.
 - Public school employees would be represented by two exclusive bargaining representatives.
 - The scope of statewide bargaining would be limited to wages, workday definition, and fringe benefits, and not include Time, Responsibility, and Incentive — known as TRI.
 - School district management rights would not be subject to bargaining.
 - School employees will retain the right to organize locally and collectively bargain other terms and conditions of employment with each school district employer, for supplemental contracts regarding compensation for education enrichment services and activities that go beyond the state's program of basic education.
 - Collective bargaining agreements between school districts and their employees that are in effect today would remain in effect until they expire.
- 3) **Review and address short- and long-term statewide system capacity issues** related to the expansion of full-day kindergarten and class-size reduction, including the availability of appropriate classrooms:
 - To offer statewide full-day kindergarten and to reduce K–3 class sizes, an additional 5,700 classrooms are needed, costing about \$2 billion. The Senate made progress toward this requirement.
 - In its January 2014 order the Court wrote that “the State must account for the actual cost to schools of providing (additional capital expenditures).”
- 4) **Require the non-partisan Quality Education Council to create two new workgroups** that will:
 - Design a better process to recruit and retain teachers and
 - Annually study and report on the state's evolving program of basic education and the financing necessary to support the program.

**Proposed Senate Legislation
Local Levies, Local Effort Assistance (LEA) and State Revenues**

SB	6103 (Hargrove)	6104 (Rolfes)	6109 (Dammeier)
Local Levies	<ul style="list-style-type: none"> Beginning CY 2018, a school district's actual levy collections will be reduced by the amount of any state funding for salary enhancements received after August 31, 2016. The district's levy rate may not be reduced below \$1.00/\$1,000 of assessed value (AV). Levy reduction expires after the CY 2022 levy. Beginning CY 2023, the maximum levy authority is \$1.00/\$1,000 AV. Levy funds may only be used for non-basic education purposes. 	<ul style="list-style-type: none"> During phase-in of new salary allocations beginning SY 2017-18, additional funding for the salary allocations are considered "levy reduction funds" for districts grandfathered at a higher levy percentage than the maximum levy percentage for other districts. Creates a Local Levy Reduction Technical Working Group to develop a phase-in plan for reducing local levy authority and eliminating grandfathered levy authority. 	<ul style="list-style-type: none"> Beginning CY 2018, a school district's actual levy collections will be reduced by the amount of any new state funding for salary enhancements received after August 1, 2017. The district's levy rate may not be reduced below \$1.25/\$1,000 AV. Levy reduction expires after the CY 2022 levy. Beginning CY 2020, the maximum levy authority is \$1.25/\$1,000 AV. Levy funds may only be used for enhancements outside of the program of basic education.
LEA	<ul style="list-style-type: none"> For CY 2018—CY 2022, LEA payments will remain at CY 2017 levels and not be reduced for decreases in levy collections related to K-12 salary enhancements. Beginning CY 2023, LEA will be based on equalized school districts that levy \$1.00/\$1,000 AV to a statewide median per pupil value. 	No provisions on Local Effort Assistance.	<ul style="list-style-type: none"> For CY 2018 and CY 2019, LEA payments will remain at CY 2017 levels and not be reduced for decreases in levy collections related to K-12 salary enhancements. Beginning CY 2020, LEA will be based on equalizing school districts that levy \$1.00/\$1,000 AV to a statewide median per pupil value.
New State Revenues	No provisions on new state revenue.	<ul style="list-style-type: none"> Imposes a state capital gains tax, beginning Jan. 1, 2016, at a rate of 7%, on sale or voluntary exchange of capital assets, with \$500K deduction for joint filers and \$250K deduction for others. Revenues from the new tax are deposited in the Education Legacy Account. 	<ul style="list-style-type: none"> Increases the state property tax levy rate from \$2.19/\$1,000 AV to: <ul style="list-style-type: none"> \$2.70 for CY 2018 \$3.50 for CY 2019 \$3.60 (statutory maximum) for CY 2020



HOUSE BILL 2214

HB 2214 was introduced in late March and referred to the House Appropriations Committee. The public hearing on April 21 was on the proposed substitute to the bill.

Assessment Requirements

English Language Arts and Mathematics

HB 2214 deals primarily with the assessment system. It hastens the transition to the use of the Smarter Balanced Assessment (SBAC) as the means through which students earn their Certificate of Academic Achievement (CAA). The bill requires students to achieve a score that places them in a level 3 or 4 on the SBAC in order to earn the CAA, beginning with the class of 2016 (current juniors). Students that have already taken and passed the reading and writing portions of the High School Proficiency Exam (HSPE) and the math end-of-course exam (EOC) may use those to earn the CAA for the class of 2016. Beginning with the class of 2017, only the SBAC may be used.

Science

HB 2214 would eliminate the Biology EOC as a graduation requirement. The substitute also includes an emergency clause so that the EOC requirement is eliminated for the class of 2015 (current seniors).

The substitute also requires a comprehensive science assessment as a graduation requirement once one has been developed in alignment with the Next Generation Science Standards (NGSS).

State Board of Education Role

The substitute eliminates the requirement that the SBE set a second threshold score on the SBAC to earn a CAA. It does not address the SBE's role in setting a threshold score on the comprehensive science assessment.

Alternatives

HB 2214 drastically alters the system of alternatives that students may access if they do not meet standard on the state assessment to earn a CAA.

Courses

If a student does not achieve a score that places her in level 3 or 4 on the SBAC in either math or English language arts, that student must enroll in a locally determined course in her senior year in the subject area. The locally determined course must be rigorous, which the bill defines as "at a higher course level than the student's most recent coursework in a content area in which the student received a passing grade of 'C' or higher... ." Once available, the bill directs districts to prioritize enrolling students in transition courses, rather than in other locally determined courses.

The bill eliminates the collection of evidence (COE) as an alternative.

Exams

HB 2214 eliminates all objective exam alternatives, including the SAT, ACT, AP, and IB exams.

Comparable Rigor

The bill also eliminates the language requiring the objective alternatives to be “comparable in rigor to the skills and knowledge that the student must demonstrate on the statewide student assessment... .”

High School and Beyond Plan

HB 2214 includes the language on the High School and Beyond Plan (HSBP) from HB 1591. It requires that an HSBP be started for each student in 8th grade and include career goals, educational goals, a four-year course-taking plan, the identification of assessments needed to graduate and achieve goals, and a resume or activity log.

Below you will find tables comparing the assessment requirements in current law to those in the HB 2214 proposal.

If you have questions regarding this memo, please contact Julia Suliman at Julia.suliman@k12.wa.us.

Current Law					
Assessment Requirements	Class of 2015 Current Sr	Class of 2016 Current Jr	Class of 2017 Current Soph	Class of 2018 Current Frosh	Class of 2019 Current 8th Gr
English/Lang Arts	10th grade Reading and Writing HSPE	10th grade Reading and Writing HSPE or 11th Grade SBAC (score to be set by SBE)	10th Grade ELA Assessment with Common Core Items (SBAC) or 11th Grade SBAC (score to be set by SBE)	10th Grade ELA Assessment with Common Core Items (SBAC) or 11th Grade SBAC (score to be set by SBE)	11th Grade SBAC ELA assessment (score to be set by SBE)
Math	Algebra or Geometry EOC	Algebra or Geometry EOC or 11th Grade SBAC (score to be set by SBE)	Algebra or Geometry EOC or 11th Grade SBAC (score to be set by SBE)	Algebra or Geometry EOC or 11th Grade SBAC (score to be set by SBE)	11th Grade SBAC Math assessment (score to be set by SBE)
Science*	Biology EOC	Biology EOC	Biology EOC	Biology EOC	Biology EOC
Alternative Assessments	Collections of Evidence, GPA Comparison, SAT/ACT Equivalent Score, AP/IB				

*Intent to transition to Next Generation Comprehensive Science Exit Exam

Proposed in HB 2214					
Assessment Requirements	Class of 2015 Current Sr	Class of 2016 Current Jr	Class of 2017 Current Soph	Class of 2018 Current Frosh	Class of 2019 Current 8th Gr
English/Lang Arts	10th grade Reading and Writing HSPE	11th Grade SBAC at Level 3 or 4 or 10th Grade Reading and Writing HSPE if already met standard	11th Grade SBAC at Level 3 or 4	11th Grade SBAC at Level 3 or 4	11th Grade SBAC at Level 3 or 4
Math	Algebra <u>OR</u> Geometry EOC	11th Grade SBAC at Level 3 or 4 or Algebra or Geometry EOC if already met standard	11th Grade SBAC at Level 3 or 4	11th Grade SBAC at Level 3 or 4	11th Grade SBAC at Level 3 or 4
Science*	Eliminates Biology Exam Requirement	n/a	n/a	n/a	n/a
Alternative Assessments	Eliminates Alternatives/Replaces with "Locally Determined Sr Year Course"				

* Established plan for Next Generation Comprehensive Science Exit Exam



THE WASHINGTON STATE BOARD OF EDUCATION

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Title:	Career and Technical Education Course Equivalencies	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<p>The Board will consider approval of Career and Technical College (CTE) course equivalencies. Key questions could include:</p> <ul style="list-style-type: none"> • Is there a face-value logic to the equivalencies? • Is the structure and format of the frameworks clear and understandable? • From the perspective of non-content-experts, do the CTE standards and the core content standards appear to mesh well into a single course? • Is the course likely to help students meet both academic and career goals? 	
Possible Board Action:	<input type="checkbox"/> Review <input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>At the March 11-12, 2015 the Board heard about the process of developing course equivalencies.</p> <p>At the May 2015 meeting the Board will hear again from Assistant Superintendent Lopp, Ms. Klattenhoff, and Dr. Chadwick presenting the list of CTE equivalencies and their frameworks. Dr. Doug Kernutt has looked at the frameworks on behalf of the Board, and some of his observations of the frameworks from the perspective of a knowledgeable educator, but not a content expert, will be presented. In this memo, Dr. Kernutt has compiled some initial district concerns for implementing these equivalencies.</p> <p>The frameworks are posted on the State Board of Education website at: http://www.sbe.wa.gov/materials.php#.VUFVUzbn9D8</p>	



CAREER AND TECHNICAL EDUCATION COURSE EQUIVALENCIES

Policy Considerations

E2SSB 6552, enacted in 2014, directed the Office of the Superintendent of Public Instruction (OSPI) to develop Career and Technical Education course frameworks equivalent to core math and science subject graduation requirements. The bill requires that:

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

At the May, 2015 Board meeting, the Board will:

- Consider approval of the CTE course equivalencies list and frameworks developed by OSPI.
- Provide an opportunity for public comment through the public comment portion of the Board meeting.

Key questions include:

- Is there a face-value logic to the equivalencies?
- Are the structure and format of the frameworks clear and understandable?
- From the perspective of non-content experts, do the CTE standards and the core content standards appear to mesh well into a single course?
- Is the course likely to help students meet both academic and career goals?

The frameworks are included in the State Board of Education (SBE) online packet only, posted on the SBE website at: <http://www.sbe.wa.gov/materials.php#.VUFVUzbn9D8>.

Background

At the March 2015 Board meeting, the Board heard a presentation on the development of the course equivalency frameworks. Below is a link to OSPI's presentation and the staff memo that gives an overview of the requirements and timeline for course equivalency development and approval.

OSPI presentation an Update on Career and Technical Education Course Equivalencies, a presentation on the equivalency development process.

http://www.sbe.wa.gov/documents/BoardMeetings/2015/Mar/02CourseEquivalencies_WA.pdf

Memo on CTE Course Equivalency, prepared for the March 2015 Board Meeting.

<http://www.sbe.wa.gov/documents/BoardMeetings/2015/Mar/02CTECourseEquivalencies.pdf>

CTE Course Equivalency Implementation

Initial communications with districts concerning implementation of CTE Course Equivalencies resulted in the following observations and concerns:

1. Local districts will save time, energy, and associated cost by not having to run their own equivalency process.
2. CTE funding enhancements will provide an additional incentive to provide the equivalency courses.
3. School size will have an impact on the ease of implementation, number of courses offered, etc.
4. Highly qualified teacher regulations will need to be explained. Also, state teacher endorsement rules will also need to be examined for possible impact.
5. Teacher background, training, and abilities will be key factors in assuring the rigor of courses.
6. The courses should provide students with the same ability for success on the Smarter Balanced assessment (and other assessments) as non-equivalency courses. This should be examined over time via research.
7. Training will need to be provided for district level administrators, high school principals, counseling staff, and potential instructors on how to support these equivalencies. This is a critical aspect to the early success of the model.
8. Implementation in the 2015-2016 school year will need to be explored given the short timelines involved. A rollout over several years should be expected.
9. Using CTE courses to provide an avenue for students to learn core content may end up having a major, positive impact on student learning. However, care needs to be taken to assure that the core strengths of CTE are maintained in the process.

Action

The SBE will consider approval of the CTE course equivalency frameworks.

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



THE WASHINGTON STATE BOARD OF EDUCATION

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Title: Public Hearing on Proposed Amendment to WAC 180-17-010: Designation of Required Action Districts.

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 checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input 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: Does the Board wish to adopt the proposed amendment to rules on the designation of required action districts, taking into consideration any testimony or comments by the public?

Possible Board Action:

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

Materials Included in Packet:

- Memo
- Graphs / Graphics
- Third-Party Materials
- PowerPoint

Synopsis:

Included in this packet are:

- CR-102, approved for filing at the March 2015 Board meeting.
- Fiscal impact statement prepared by the Office of the Superintendent of Public Instruction.
- Proposed amended rules.

The effect of the proposed amendment would be to change the deadline for designating Required Action Districts. The reason this change is needed is that data used for determining the designation will generally not be available in time to meet the deadline in the current rule.

The Board will hear testimony on the proposed amendment at this Board meeting.



PROPOSED RULE MAKING

CR-102 (June 2012)

(Implements RCW 34.05.320)

Do NOT use for expedited rule making

Agency: State Board of Education

<input checked="" type="checkbox"/> Preproposal Statement of Inquiry was filed as WSR 15-04-017 _____ ; or	<input checked="" type="checkbox"/> Original Notice
<input type="checkbox"/> Expedited Rule Making--Proposed notice was filed as WSR _____ ; or	<input type="checkbox"/> Supplemental Notice to WSR _____
<input type="checkbox"/> Proposal is exempt under RCW 34.05.310(4) or 34.05.330(1).	<input type="checkbox"/> Continuance of WSR _____

Title of rule and other identifying information: (Describe Subject)
Accountability System: designation of required action districts. (Amending WAC 180-17-010.)

Hearing location(s):
Educational Service District 123
3918 W Court St, Pasco, WA

Submit written comments to:
Name: Linda Drake
Address: State Board of Education
PO Box 47206, WA 98504-7206

e-mail linda.drake@k12.wa.us
fax (360)586-2357 by (date) May 6, 2015

Date: May 13, 2015 Time: 1:00

Assistance for persons with disabilities: Contact
Denise Ross by May 6, 2015

Date of intended adoption: May 14, 2015
(Note: This is NOT the effective date)

TTY (360) 644-3631 or (360) 725-6025

Purpose of the proposal and its anticipated effects, including any changes in existing rules:

RCW 28A.657.030, section (3) requires the state board of education to annually designate districts recommended by the superintendent of public instruction as required action districts. The purpose of this proposal is to amend existing rule WAC 180-17-010 to change the timeframe when the state board must designate required action districts from January of each year to the end of March of each year.

Reasons supporting proposal: Data used by OSPI for making its recommendation of required action districts typically will not be available until after January. The data includes school and district graduation rate data, which is not complete and verified until after January each year.

Statutory authority for adoption: RCW 28A.657.120

Statute being implemented: RCW 28A.657.030

Is rule necessary because of a:

Federal Law?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Federal Court Decision?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
State Court Decision?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

If yes, CITATION:

CODE REVISER USE ONLY

OFFICE OF THE CODE REVISER
STATE OF WASHINGTON
FILED

DATE: April 01, 2015
TIME: 10:32 AM
WSR 15-08-099

DATE
3/30/2015

NAME (type or print)
Ben Rarick

SIGNATURE

TITLE
Executive Director

(COMPLETE REVERSE SIDE)

Agency comments or recommendations, if any, as to statutory language, implementation, enforcement, and fiscal matters:

None.

Name of proponent: (person or organization) State Board of Education

- Private
 Public
 Governmental

Name of agency personnel responsible for:

Name	Office Location	Phone
Drafting..... Linda Drake	Old Capitol Building, 600 Washington Street S.E., Olympia, WA	(360) 725-6028
Implementation.... Ben Rarick	Old Capitol Building, 600 Washington Street S.E., Olympia, WA	(360) 725-6025
Enforcement..... Ben Rarick	Old Capitol Building, 600 Washington Street S.E., Olympia, WA	(360) 725-6025

Has a small business economic impact statement been prepared under chapter 19.85 RCW or has a school district fiscal impact statement been prepared under section 1, chapter 210, Laws of 2012?

Yes. Attach copy of small business economic impact statement or school district fiscal impact statement.

A copy of the statement may be obtained by contacting:

Name: Thomas J. Kelly

Address: Old Capitol Building, 600 Washington Street S.E., Olympia WA

phone (360)725-6031 _____

fax () _____

e-mail thomas.kelly@k12.wa.us

No. Explain why no statement was prepared.

Is a cost-benefit analysis required under RCW 34.05.328?

Yes A preliminary cost-benefit analysis may be obtained by contacting:

Name:

Address:

phone () _____

fax () _____

e-mail _____

No: Please explain: This is a rule relating only to internal governmental operations that is not subject to violation by a nongovernment party (RCW 34.05.328(5)(b)(ii)).



STATE BOARD OF EDUCATION RULE CHANGE SCHOOL DISTRICT FISCAL IMPACT STATEMENT

WSR: 15-04-017	Title of Rule: WAC -180-17-010	Agency: SDF - School District Fiscal Impact - SPI
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Part I: Estimates

No Fiscal Impact

This rule revision does not require any action by school district, and thus has no fiscal impact.

Estimated Cash Receipts to:

No Estimated Cash Receipts

ACCOUNT	FY 2014	FY 2015	2013-15	2015-17	2017-19
Total \$					

Estimated Expenditures From:

No Estimated Expenditures

ACCOUNT	FY 2014	FY 2015	2013-15	2015-17	2017-19
Indeterminate at this time.					
Total \$					

Estimated Capital Impact:

No Estimated Capital Impact

ACCOUNT	FY 2014	FY 2015	2013-15	2015-17	2017-19
Total \$					

The cash receipts and expenditures estimate on this page represent the most likely fiscal impact.

Check applicable boxes and follow corresponding instructions:

- If fiscal impact is greater than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete entire fiscal note from Parts I-IV.
- If fiscal impact is less than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete this page only (Part I).
- Capital budget impact, complete Part IV.

Agency Preparation: T.J. Kelly	Phone: 360-725-6301	Date: 01/30/2015
Agency Approval: Name Here	Phone: 360-725-0000	Date:

Part II: Narrative Explanation

II. A – Brief Description Of What the Measure Does That Has Fiscal Impact

Briefly describe by section, the significant provisions of the rule, and any related workload or policy assumptions, that have revenue or expenditure impact on the responding agency.

None.

II. B – Cash Receipts Impact

Briefly describe and quantify the cash receipts impact of the rule on the responding agency, identifying the cash receipts provisions by section number and when appropriate the detail of the revenue sources. Briefly describe the factual basis of the assumptions and the method by which the cash receipts impact is derived. Explain how workload assumptions translate into estimates. Distinguish between one time and ongoing functions.

None.

II. C – Expenditures

Briefly describe the agency expenditures necessary to implement this rule (or savings resulting from this rule), identifying by section number the provisions of the rule that result in the expenditures (or savings). Briefly describe the factual basis of the assumptions and the method by which the expenditure impact is derived. Explain how workload assumptions translate into cost estimates. Distinguish between one time and ongoing functions.

None.

Part III: Expenditure Detail

III. A – Expenditures by Object or Purpose

None

Part IV: Capital Budget Impact

None

AMENDATORY SECTION (Amending WSR 10-23-083, filed 11/16/10, effective 12/17/10)

WAC 180-17-010 Designation of required action districts. ((~~In~~
~~January~~)) By March 31st of each year, the state board of education shall designate as a required action district a school district recommended by the superintendent of public instruction for such designation.



THE WASHINGTON STATE BOARD OF EDUCATION

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Title:	State Teacher Equity Plan	
As Related To:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system.
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<ol style="list-style-type: none"> 1. What causes inequitable distribution of excellent educators? 2. What can be done to address the inequitable distribution of excellent educators? 3. What is the Board's role in ensuring equitable access to excellent educators? What future actions may be considered? 	
Possible Board Action:	<input type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other <input checked="" type="checkbox"/> None	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics	<input checked="" type="checkbox"/> PowerPoint <input checked="" type="checkbox"/> Third-Party Materials
Synopsis:	<p>The Office of the Superintendent of Public Instruction is updating the State Equity Plan in accordance with new guidance issued by the federal government in 2014. The plan must identify and address root causes of the inequitable distribution of excellent educators across the state and student groups.</p> <p>As a part of this process, Board members will be participating in a focus group activity and hearing from representatives from the Pasco School District on challenges and successes in recruiting, retaining, and growing excellent educators.</p> <p>This section includes:</p> <ul style="list-style-type: none"> • A memo examining the above policy considerations • Washington's equity profile provided by the federal government • A research brief on hard-to-staff schools and positions prepared for the Compensation Technical Working Group • A research brief on working conditions and teacher distribution • A power point describing the plan requirements and OSPI's process • Federal guidance and Frequently Asked Questions (online only) 	



STATE PLAN TO ENSURE EQUITABLE ACCESS TO EXCELLENT EDUCATORS

Policy Considerations

1. What causes inequitable distribution of excellent educators?
2. What can be done to address the inequitable distribution of excellent educators?
3. What is the Board's role in ensuring equitable access to excellent educators? What future actions may be considered?

Plan Process

Under the federal Elementary and Secondary Education Act (ESEA), each state is required to submit and update a State Equity Plan that describes how it will ensure that students of color and students in poverty are not taught at higher rates than other student groups by "inexperienced, unqualified, or out-of-field teachers." In 2014, the Department of Education issued new guidance for the equity plans, including new data resources for states to consider in developing their plans and process requirements, such as consultation with stakeholder groups and root-cause analysis.

The required equity gaps that must be addressed in the plan are those experienced by students of color and students in poverty. At a minimum, the state must calculate the rates at which these students are taught by "inexperienced," "unqualified," or "out-of-field" teachers compared to the rates for other student groups. States may also examine gaps for additional student groups or measures of teacher quality.

The Office of the Superintendent of Public Instruction (OSPI) is responsible for developing Washington's State Equity Plan, which is due on June 1, 2015. It has convened an Equity Plan Leadership Team that is responsible for defining "excellent educator," identifying root causes of equity gaps in teacher distribution, and proposing reforms that may help close those gaps. In addition to the required gaps for students of color and students in poverty, Washington's Equity Plan will examine gaps for students receiving special education and English language services.

As part of the stakeholder consultation, OSPI is conducting focus groups and a teacher working conditions survey. Board members will participate in the focus group process at the May meeting.

Defining an Excellent Educator

At a minimum, the gap analysis must consider years of experience, highly-qualified status¹, and whether a teacher is teaching in her field as measures of "excellence." These are the components that will be used to measure equity gaps in the plan to be submitted in June. However, the federal guidance encourages states to further define excellence to capture characteristics that enable educators to support students to graduate ready for college and career. The Equity Plan Leadership Team is working on additional components for the excellent educator definition and potential measures to be included in future plans. Potential components include:

¹ The federal definition of highly-qualified is a teacher that has at least a bachelor's degree, is fully certified, and is teaching in her content area.

- Content area expertise
- Pedagogical skills, such as differentiating instruction and using research based practices
- Engaging in professional development and pursuing growth opportunities
- High expectations for all students, creating safe learning environments, and engaging with families
- Student growth and success

A number of the potential components are also criteria that are measured through the Teacher and Principal Evaluation Program (TPEP), so data will be available in the future. Others, such as student growth and success, could be measured through state assessments or graduation rates.

Potential Causes of Inequitable Distribution

OSPI staff are currently calculating the specific equity gaps in teacher distribution in Washington state that will be addressed in the State Equity Plan. The national research indicates that there are significant gaps in access for students in poverty and students of color to high quality teachers, according to various measures (Adamson, F. & Darling-Hammond, L., 2011; Behrstock, E., & Clifford, M., 2010; Goldhaber, D. et al, 2014; Clotfelter, et al, 2006). In Washington state, Goldhaber, Lavery, and Theobald (2014) examined gaps for students based on free-reduced lunch status, “under-represented minority status,” and poor past academic performance. They found that across all student disadvantage indicators and the teacher quality indicators 1) years of experience, 2) value-added scores, and 3) WEST-B scores there are significant equity gaps in teacher quality across and within districts. The Educator Equity Profile provided by the Office of Civil Rights on Washington state shows that “highest poverty quartile schools” and “highest minority quartile schools” have higher percentages of first year teachers than their lowest quartile counterparts. “Highest poverty quartile schools” also have slightly higher percentages of teachers without certification or licensure than the “lowest poverty quartile schools.”

Some potential causes for gaps identified in the national research are:

- Disparities in salaries between districts (Adamson, F. & Darling-Hammond, L., 2011)
- Non-differentiated salaries within a district for working in more challenging schools (Goldhaber, D., 2008)
- Undesirable working conditions, related to school leadership, school culture, and lack of collaboration (Krasnoff, B., 2015; Behrstock, E. & Clifford, M., 2010.; Clotfelter, et al. 2006; Allensworth, E. et al, 2009)
- High-turnover rates (Clotfelter, et al, 2006) and within-district transfer policies and agreements that enable more senior teachers to transfer to more advantaged schools (Goldhaber, et al, 2014; Behrstock, E. & Clifford, M., 2010)

The Equity Plan Leadership Team also identified disparities in district professional development and advancement opportunities as potential contributors to turnover rates. The Team also discussed small applicant pools, particularly for rural districts, and a lack of teachers with endorsements in shortage areas such as special education as contributing to inequitable distribution.

There are also state-level policies that may cause inequitable distribution. For example, the K-3 class size reductions in HB 2776 and the further reductions in I-1351 are to be phased in beginning with high-poverty schools. This means there will likely be an influx of novice teachers at these schools as districts hire new teachers to staff the smaller class sizes, thereby increasing the rate at which students in poverty are taught by inexperienced teachers.

Potential Solutions to Inequitable Distribution

Compensation reform, both an overall increase in teacher salary (Behrstock, E. & Clifford, M., 2010) and bonuses or incentives to stay in challenging schools (Behrstock, E. & Clifford, M. 2010, Clotfelter, et al 2006, Goldhaber, D. 2008) is a solution explored in the research, and was also suggested by the Leadership Team. The Leadership Team also discussed the need to limit the use of local dollars for salary, so that there are not vast disparities in teacher salaries across districts, which can make it difficult for some districts to attract teachers.

Research on working conditions suggests that building leadership capacity to support teacher growth, collaboration, and create positive school cultures is a potential means of addressing teacher turnover (Krasnoff, B., 2015; Allensworth, E. et al, 2009).

The Equity Plan Leadership Team also discussed ways in which teacher preparation programs can partner with districts and encourage students to pursue endorsements in shortage areas; ways that communities, particularly rural districts, can attract high-quality teachers; and state-funded professional development as a means of supporting teacher growth and quality in all districts.

SBE Role

Board members will participate in a focus group at the May meeting. The feedback collected from the focus group will be incorporated into the final State Equity Plan. An SBE staff member also sits on the Equity Plan Leadership Team.

Future Actions

Although the Board likely will not be involved in many of the strategies that will be identified in the plan at the district level or teacher preparation level, there will be the need for legislative advocacy for state level reforms. In particular, if issues such as teacher salary structure, levy use, and state-funded professional development are included in the final plan, the Board may wish to adopt related legislative priorities.

The Board may also consider incorporating this work on equitable teacher distribution into the Indicators of Educational System Health once a definition of excellent educator, and the accompanying measures, are available.

Action

No Board action will be taken at this time.

If you have questions regarding this memo, please contact Julia Suliman at Julia.suliman@k12.wa.us.

Works Cited

- Adamson, F. and Darling-Hammond, L. (2011) *Addressing the Inequitable Distribution of Teachers: What It Will Take to Get Qualified, Effective Teachers in All Communities*. (Research Brief). Stanford Center for Opportunity Policy in Education. Retrieved from <https://edpolicy.stanford.edu/publications/pubs/507>
- Allensworth, E., Ponisciak, S., and Mazzeo, C. (2009) *The Schools Teacher Leave: Teacher Mobility in Chicago Public Schools*. Consortium on Chicago School Research, University of Chicago Urban Education Institute. Retrieved from http://ccsr.uchicago.edu/sites/default/files/publications/CCSR_Teacher_Mobility.pdf
- Berhstock, E. and Clifford, M. (2010) *Ensuring the Equitable Distribution of Teachers: Strategies for School, District, and State Leaders*. (Research and Policy Brief). National Comprehensive Center for Teacher Quality. Retrieved from <http://files.eric.ed.gov/fulltext/ED520725.pdf>
- Clotfelter, C., Ladd, H.F., Vigdor, J., and Wheeler, J. (2006) *High Poverty Schools and the Distribution of Teachers and Principals*. (Sanford Working Paper Series, SAN06-08). Terry Sanford Institute of Public Policy, Duke University. Retrieved from <http://files.eric.ed.gov/fulltext/ED524047.pdf>
- Goldhaber, D. (2008) *Addressing the Teacher Qualification Gap: Exploring the Use and Efficacy of Incentives to Reward Teachers for Tough Assignments*. Center for American Progress. Retrieved from https://cdn.americanprogress.org/wp-content/uploads/issues/2008/11/pdf/teacher_qualification_gap.pdf
- Goldhaber, D., Lavery, L. and Theobald, R. (2014) *Uneven Playing Field? Assessing the Inequity of Teacher Characteristics and Measured Performance Across Students*. (Working Paper, WP 2014-4) Center for Education Data & Research. Retrieved from <http://www.cedr.us/papers/working/CEDR%20WP%202014-4.pdf>
- Krasnoff, B. (2015) *The Qualitative Factors that Affect Teacher Distribution*. (Research Brief). Northwest Comprehensive Center, Education Northwest.

This profile compares certain characteristics of educators in schools with high and low concentrations of students from low-income families and minority students. These data are the best available to the Department. In working to ensure that all students have access to excellent teachers and leaders, states and districts are encouraged to supplement these data with additional measures of educator quality.

About this State

Number of Schools <i>In each quartile</i>	2,301 <i>about 575</i>	Average Percent Students in Poverty ²		Average Percent Minority ³ Students	
		All Schools	44%	All Schools	40%
Number of Districts	301	Highest Poverty Quartile Schools (HPQ)	77%	Highest Minority Quartile Schools (HMQ)	71%
Total Student Enrollment	1,045,321	Lowest Poverty Quartile Schools (LPQ)	16%	Lowest Minority Quartile Schools (LMQ)	15%
Total Number of Teachers ¹	51,902				

Educator and Classroom Characteristics

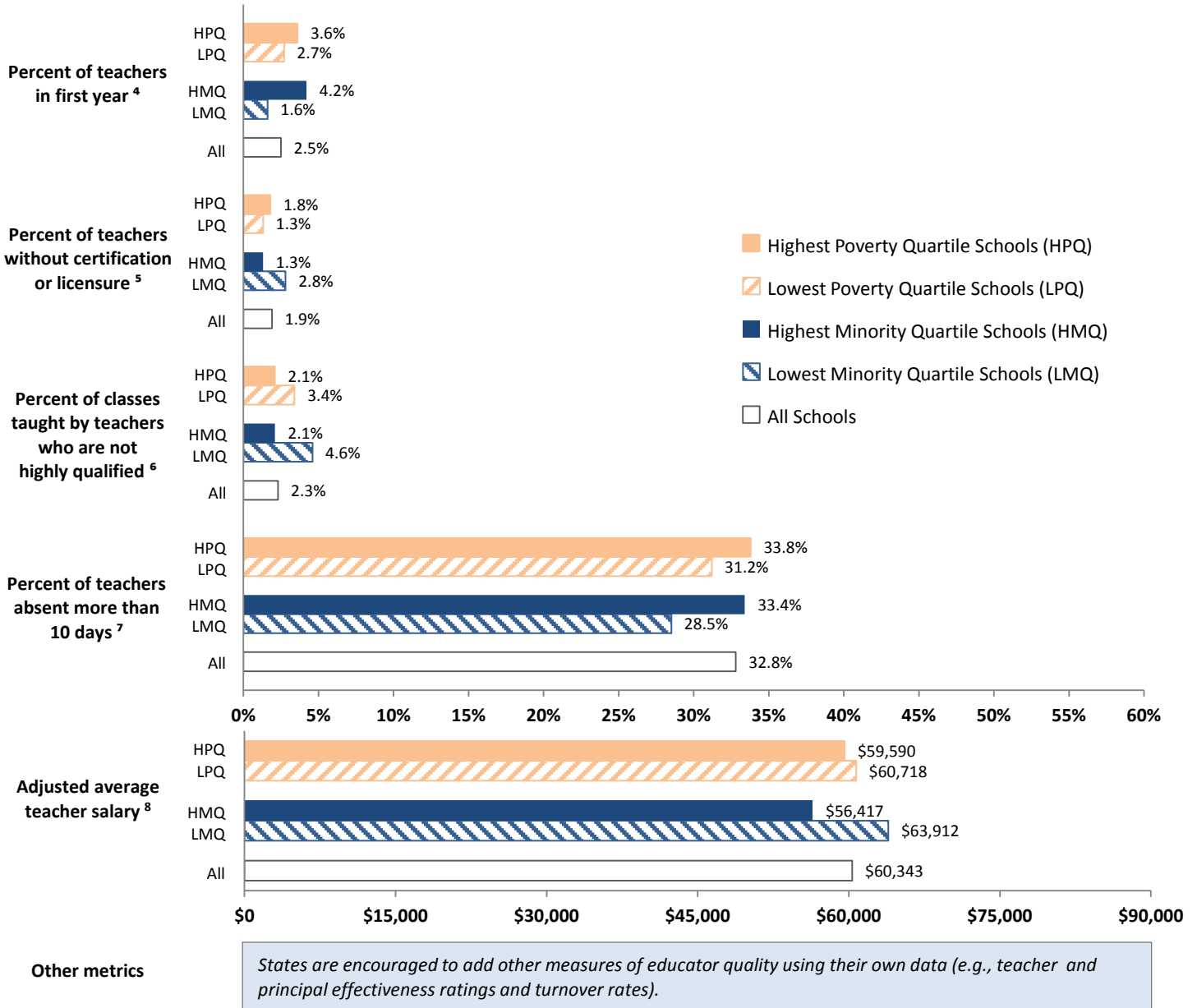


Chart reads: In the quartile of schools with the highest percentage of students in poverty (HPQ), 3.6 percent of teachers were in their first year of teaching, compared to 2.7 percent of teachers in the quartile of schools with the lowest percentage of students in poverty (LPQ). In the quartile of schools with the highest percentage of minority students (HMQ), 4.2 percent of teachers were in their first year of teaching, compared to 1.6 percent of teachers in the quartile of schools with the lowest percentage of minority students (LMQ). Among teachers in all schools, 2.5 percent were in their first year of teaching.

Note: Average teacher salary data are adjusted to account for regional cost of living differences as measured by differences in salaries of other college graduates who are not educators.

State's Highest Poverty Schools – by District and Locale

District	Number of State's highest poverty schools	Total number of schools	Percent of teachers in first year in State's highest poverty schools	Percent of teachers without certification or licensure in State's highest poverty schools	Percent of classes taught by teachers who are not highly qualified in State's highest poverty schools	Percent of teachers absent more than 10 days in State's highest poverty schools	Adjusted average teacher salary in State's highest poverty schools
District							
Seattle	30	101	7.0	1.3 ✓	1.0 ✓	5.9 ✓	\$62,921 ✓
Highline	26	39	8.5	0.0 ✓	1.6 ✓	25.6 ✓	\$51,253
Spokane	24	59	0.5 ✓	0.0 ✓	2.7 ✓	37.4	\$68,383 ✓
Yakima	20	25	4.0	0.0 ✓	1.4 ✓	32.1	\$62,482 ✓
Vancouver	15	41	3.0	0.6 ✓	0.0 ✓	39.0	\$58,852
Clover Park	14	30	3.1	0.0 ✓	1.3 ✓	46.9	\$49,641
Pasco	13	19	6.3	0.0 ✓	0.9 ✓	43.4	\$51,886
Kent	13	42	1.9 ✓	4.5	0.9 ✓	37.2	\$55,009
Federal Way	12	47	3.0	0.0 ✓	0.8 ✓	36.8	\$36,024
Moses Lake	11	14	5.0	0.0 ✓	0.0 ✓	46.0	\$71,056 ✓
Kennewick	11	28	2.2 ✓	0.0 ✓	0.8 ✓	32.5	\$55,451
Franklin Pierce	10	14	7.7	0.0 ✓	0.9 ✓	33.7	\$31,700
Evergreen (Clark)	10	37	1.3 ✓	0.0 ✓	0.2 ✓	28.6 ✓	\$62,704 ✓
Mukilteo	9	20	2.0 ✓	0.0 ✓	2.8 ✓	46.7	\$66,148 ✓
Auburn	9	23	1.1 ✓	0.0 ✓	0.0 ✓	25.6 ✓	\$62,591 ✓
Locale⁹							
City	185	585	3.4	0.5 ✓	1.4 ✓	33.4	\$61,260 ✓
Suburb	134	797	4.6	0.6 ✓	1.5 ✓	34.9	\$54,646
Town	111	310	3.5	4.2	1.7 ✓	31.4	\$60,225
Rural	140	609	2.3 ✓	4.5	4.9	36.5	\$62,203 ✓
For comparison							
State average for lowest poverty schools			2.7	1.3	3.4	31.2	\$60,718

How to read this table:

Among the State's highest poverty schools, 30 are located in Seattle. In those schools, 7 percent of teachers were in their first year; this is higher than the percentage of teachers in their first year in the lowest poverty schools in the State (2.7 percent). Among the State's highest poverty schools, 185 are located in cities. In those schools, 3.4 percent of teachers were in their first year; this is higher than the percentage of teachers in their first year in the lowest poverty schools in the State (2.7 percent).

Note: Average teacher salary data are adjusted to account for regional cost of living differences as measured by differences in salaries of other college graduates who are not educators.

✓ Indicates that the State's highest poverty schools in that district (or locale) have equal or lower percentages for each characteristic (or higher salary), on average, than the lowest poverty schools across the entire State.

State's Highest Minority Schools – by District and Locale

	Number of State's highest minority schools		Percent of teachers in first year in State's highest minority schools	Percent of teachers without certification or licensure in State's highest minority schools	Percent of classes taught by teachers who are not highly qualified in State's highest minority schools	Percent of teachers absent more than 10 days in State's highest minority schools	Adjusted average teacher salary in State's highest minority schools
District							
Seattle	49	101	6.5	1.6 ✓	1.4 ✓	6.0 ✓	\$63,614
Federal Way	44	47	2.7	0.0 ✓	1.5 ✓	33.5	\$36,745
Tacoma	36	63	2.8	0.0 ✓	1.8 ✓	69.5	\$59,649
Highline	33	39	7.8	0.0 ✓	1.0 ✓	27.3 ✓	\$51,588
Kent	29	42	1.8	10.5	0.7 ✓	30.2	\$55,345
Yakima	23	25	4.0	0.0 ✓	1.4 ✓	32.1	\$62,567
Renton	23	26	4.8	0.0 ✓	1.9 ✓	37.6	\$57,224
Clover Park	18	30	3.8	0.0 ✓	0.7 ✓	49.7	\$50,070
Pasco	16	19	6.0	0.0 ✓	1.8 ✓	42.2	\$51,220
Bellevue	15	29	9.8	0.0 ✓	1.9 ✓	0.0 ✓	\$60,004
Mukilteo	13	20	1.7	0.0 ✓	2.5 ✓	44.5	\$66,360 ✓
Edmonds	11	39	1.5 ✓	0.3 ✓	0.0 ✓	35.3	\$61,215
Franklin Pierce	10	14	7.7	0.0 ✓	1.1 ✓	33.3	\$31,700
Mount Vernon	9	12	2.2	0.0 ✓	3.9 ✓	61.6	\$73,220 ✓
Auburn	9	23	1.9	0.0 ✓	0.0 ✓	27.0 ✓	\$62,810
Locale⁹							
City	222	585	4.5	1.2 ✓	1.7 ✓	31.8	\$60,200
Suburb	186	797	4.0	1.7 ✓	1.2 ✓	35.2	\$50,617
Town	77	310	4.6	1.0 ✓	2.4 ✓	31.5	\$57,020
Rural	84	609	2.8	0.8 ✓	6.7	36.9	\$58,619
For comparison							
State average for lowest minority schools			1.6	2.8	4.6	28.5	\$63,912

How to read this table:

Among the State's highest minority schools, 49 are located in Seattle. In those schools, 6.5 percent of teachers were in their first year; this is higher than the percentage of teachers in their first year in the lowest minority schools in the State (1.6 percent). Among the State's highest minority schools, 222 are located in cities. In those schools, 4.5 percent of teachers were in their first year; this is higher than the percentage of teachers in their first year in the lowest minority schools in the State (1.6 percent).

Note: Average teacher salary data are adjusted to account for regional cost of living differences as measured by differences in salaries of other college graduates who are not educators.

✓ Indicates that the State's highest minority schools in that district (or locale) have equal or lower percentages on each characteristic (or higher salary), on average, than the lowest minority schools across the entire State.

State and District Profile Definitions:

- ¹ **Total number of teachers:** The number of full-time equivalent (FTE) classroom teachers; all teacher data are measured in FTEs.
- ² **Highest and lowest poverty schools:** "Poverty" is defined using the percentage of students who are eligible for free or reduced-price lunch. The highest poverty schools are those in the highest quartile in a State. In Washington, the schools in the highest poverty quartile have more than 62 percent of students eligible for free or reduced-price lunch. The lowest poverty schools are those in the lowest poverty quartile in the State; in Washington, these schools have less than 27 percent of students eligible for free or reduced-price lunch.
- ³ **Highest and lowest minority schools:** "Minority" is defined for purposes of this profile as all students who are American Indian/Alaska Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races. The highest minority schools are those in the highest quartile in a State. In Washington, the schools in the highest minority quartile have more than 51 percent minority students. The lowest minority schools are those in the lowest quartile in a State; in Washington, these schools have less than 20 percent minority students. Note: There is no statutory or regulatory definition of "minority" in Title I of the Elementary and Secondary Education Act of 1965, as amended. The Department has created this definition of "minority" only for purposes of presenting data in this Educator Equity Profile, which is intended to improve transparency about educator equity in each State. In developing its educator equity plan, including analyzing resources for subpopulations of students, each State should exercise its own judgment as to whether this definition of "minority" is appropriate in describing the student racial and ethnic demographics in the State. For further information about developing a State definition of "minority" for the purpose of a State's educator equity plan, please see the document titled "State Plans to Ensure Equitable Access to Excellent Educators: Frequently Asked Questions."
- ⁴ **First year teachers:** The number of FTE classroom teachers in their first year of teaching. The number of year(s) of teaching experience includes the current year but does not include any student teaching or other similar preparation experiences. Experience includes teaching in any school, subject, or grade; it does not have to be in the school, subject, or grade that the teacher is presently teaching.
- ⁵ **Teachers without certification or licensure:** The total number of FTE teachers minus the total number of FTE teachers meeting all applicable State teacher certification requirements for a standard certificate (i.e., has a regular/standard certificate/license/endorsement issued by the State). A beginning teacher who has met the standard teacher education requirements is considered to meet State requirements even if he or she has not completed a State-required probationary period. A teacher with an emergency, temporary, or provisional credential is not considered to meet State requirements. State requirements are determined by the State.
- ⁶ **Classes taught by teachers who are not highly qualified:** In general, a "highly qualified teacher" is one who is: (1) fully certified or licensed by the State, (2) holds at least a bachelor's degree from a four-year institution, and (3) demonstrates competence in each core academic subject area in which the teacher teaches. When used with respect to any teacher teaching in a public charter school, the term "highly qualified" means that the teacher meets the requirements set forth in the State's public charter school law and the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis. Teachers participating in alternative route programs that meet basic conditions may be considered fully certified for purposes of this highly qualified teacher requirement for up to three years provided they are making satisfactory progress toward completing their program [34 CFR 200.56(a)(2)]. Classes taught by teachers who are not highly qualified are core academic classes taught by teachers who do not meet all of these criteria. Core academic classes are: English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
- ⁷ **Teachers absent more than 10 days:** The total number of FTE teachers who were absent more than 10 days of the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. Absences include both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. Absences do not include administratively approved leave for professional development, field trips or other off-campus activities with students.
- ⁸ **Adjusted average teacher salary:** Total school-level personnel expenditures from State and local funds for teachers divided by the total FTE teachers funded by those expenditures. Personnel expenditures for teachers include all types of salary expenditures (i.e., base salaries, incentive pay, bonuses, and supplemental stipends for mentoring or other roles). Personnel expenditures for teachers exclude expenditures for employee benefits. Teacher salary is often dependent on the number of years of experience, education, and other credentials. Average teacher salary data are adjusted, using the Comparable Wage Index (CWI), to account for regional cost of living differences as measured by differences in salaries of other college graduates who are not educators. Adjusted salary data are not comparable across states.
- ⁹ **Locale:** Based on National Center for Education Statistics urban-centric locale code. A city is a territory inside an urbanized area and inside a principal city. A suburb is a territory outside a principal city and inside an urbanized area. A town is a territory inside an urban cluster that is not inside an urbanized area. A rural area is a Census-defined rural territory that is not inside an urbanized area and not inside an urban cluster.

Sources: Data for teachers in their first year, teachers without certification or licensure, teachers who were absent more than 10 days, and adjusted average teacher salary come from the 2011–12 Civil Rights Data Collection. Data for classes taught by highly qualified teachers come from 2011–12 EDFacts. Data on number of schools, number of districts, total student enrollment, total number of teachers, free or reduced-price lunch eligibility, student enrollment by race/ethnicity, and locale come from 2011–12 Common Core of Data school universe file. The Comparable Wage Index (CWI) for the 2012 fiscal year comes from http://bush.tamu.edu/research/faculty/Taylor_CWI/.

Research Summary

The research on schools and positions that are hard to fill with qualified employees is focused on identifying both the causes of shortages as well as recruitment and retention policies to address the shortage problem. Some research has begun to address whether financial incentives to teach in a hard to fill positions or schools can affect teacher employment decisions. A few research studies have been conducted to determine the appropriate level of additional compensation needed to provide enough of an incentive to move to or stay in a hard to fill subject or school. Additional research has focused on identifying why hard to fill schools are not desirable places to work.

Key Findings

- Schools with high percentages of students in poverty and/or high percentages of students of color, in addition to low levels of student achievement, tend to have the most difficulty attracting and retaining experienced, effective teachers.
- Low-income schools have more out-of-field teaching where teachers might be assigned to teach some hard-to-fill positions in which they have shortages of more qualified teachers.
- Highly qualified teachers are more likely to leave teaching or switch from a hard to fill school to a school with less poverty, less students of color, more favorable working conditions and higher levels of student achievement.
- Low salaries and poor working conditions are significant predictors of teacher turnover.
- Differentials in salary between math and science teachers and individuals with similar educational degrees outside of the teaching labor market are substantial, get larger over time and deter qualified applicants from choosing teaching as profession.
- A variety of financial incentives for teaching in a hard to fill school or position exist, however it uncertain how large the incentive would need to be in order to attract and retain teachers.

Hard to Fill Schools

There is a large body of evidence from research that the schools with higher percentages of students in poverty (as defined by participation in the Free and Reduced Lunch Program and Title I funding) and higher percentages of students of color, with low levels of student achievement experience the most difficulty attracting and retaining experienced, qualified teachers. Most often, these “hard to fill” schools are disproportionately staffed by teachers who are inexperienced and uncertified and teaching positions which they have had minimal formal preparation (Clotfelter, Ladd, Vigdor & Wheeler, 2007; Hanushek, Kain, O’Brien & Rivkin, 2005; Ingersoll, 1996; Krei, 1998; Peske & Haycock, 2006; Useem, Offenbergs & Farley, 2007; and Wayne, 2002). Hard to fill schools find it hard to retain teachers, due to higher than average rates of teacher turnover (Ingersoll, 2001). Some researchers have found that when teachers leave hard to fill schools it is most often to go to schools with higher levels of student achievement and fewer low-income students of color (Lankford, Loeb & Wyckoff, 2002; Carroll, Reichardt & Guarino, 2000; Chester, Offenbergs & Xu, 2001; Freeman, Scafidi & Sjoquist, 2002; Hanushel, Kain & Rivkin, 2001). Other aspects of a job placement are important to teachers. Some research has found that effective school leadership affects teacher decisions about working in a school, particularly a hard to fill school (Koppich, Humphrey & Hough, 2007; Prince, 2007; Milanowski et al., 2007; and Boyd et. al., 2009).

Hard to Fill Positions

Research on hard to fill positions in public education has focused on science, technology, engineering and math (STEM), special education and bilingual/ELL subject areas. Washington’s Professional Educator Standards Board designates shortage areas based on supply and demand, maintaining a list which includes special education, early childhood special education, math, middle level-math, science (broad field), biology, earth science, physics, chemistry, middle level-science, school nurse, speech language pathologist, occupational therapist, physical therapist and school psychologist. Included in addition to subject areas are specific educational staff associate positions. Hard to fill positions are often locally determined by both the supply and demand of teachers who qualify to teach those positions, with each state submitting a list of their hard to fill positions to the U.S. Department of Education for federal student loan forgiveness programs. State level alternative routes to certification programs also utilize hard to fill positions lists to align alternative certification programs to teacher shortage areas.

Some research has found that math and science teachers have greater rates of attrition than teachers in other fields (Kirby, Naftel, & Berends, 1999; Podgursky, Monroe & Watson, 2004).

Additionally, Milanowski (2003) found that low pay was frequently cited as a reason to not pursue a teaching career by undergraduate STEM majors.

Financial Incentives

Teacher turnover is affected both by the pay and the working conditions in a school, with the characteristics of the student population potentially serving as a proxy for both (Hanushek, Kain & Rivkin, 2004; Kirby, Naftell & Berends, 1999; Lankford, Loeb & Wyckoff, 2002; Winter & Melloy, 2005). It isn't clear whether higher pay or better working conditions would be a cost effective way to improve teacher recruitment and retention. When teachers do consider working in hard to fill schools, research has found that they look for effective leadership and administration, favorable working conditions, adequate resources and like-minded, collaborative colleagues (Koppich, Humphrey & Hough, 2007).

Research to determine how large a financial incentive would need to be to attract and retain teachers in hard to fill schools and positions is limited. One study of a specific incentive program in North Carolina with a \$1,800 annual bonus to certified math, science and special education teachers in high-poverty, low-performing schools found that the effect of the relatively modest bonus was able to reduce teacher turnover by 12 percent (Clotfelter, Glennie, Ladd & Vigdor, 2006). In a survey of undergraduate majors in science, math and technology to determine the salary levels and other working conditions necessary to teach, Milanowski (2003) found that an increase in entry-level salaries of about 25 percent would be needed to motivate about 20 percent of the respondents to consider becoming a teacher. In other research, Goldhaber (2006) suggested that the incentives of several thousand dollars that have been traditionally offered for hard to fill positions and schools are not big enough to be effective, with a difference of about \$11,000 a year between the earnings of math and science teachers and those with technological degrees working outside of the teacher labor market. In research on transfer and exit patterns in Wisconsin, Imazeki (2005) found that teacher pay would have to increase by more than 15 to 20 percent to reduce teacher attrition rates in Milwaukee to levels similar to an average district in Wisconsin. Additionally, Hanushek et al. (2001) concluded that an incentive of 20-50 percent would be needed for teachers to teach in a school with large percentages of low-income students of color compared to a school that is predominantly White and Asian, with academically proficient students.

Financial incentives for teaching in a hard to fill position or in a low-income school, in the form of student loan deferment and forgiveness, are available through the U.S. Department of Education. Perkins, Subsidized and Unsubsidized Stafford Loans are eligible for loan deferment and forgiveness for teaching in a low-income school or certain subject areas determined by

state education agencies. A low-income school is defined by the Perkins and Stafford loan programs as being one which qualified for federal funds during the year in which the loan forgiveness is sought and with more than 30 percent of the school's enrollment made up of children from low-income families (under qualification for Title I funding). Additionally, all employees in public education are eligible for the Public Service Loan Forgiveness Program after making 120 payments on a federal student loan, with the remaining portion of the loan being forgiven.

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The Qualitative Factors That Affect Teacher Distribution

by *Basha Krasnoff*

Recent research offers convincing evidence that the teacher is the most important school-level factor in a student's achievement. What's more, the contribution of teachers has been shown to be especially important when it comes to the achievement of low-income students, who tend to have fewer learning supports outside of school. Researchers have found, however, that teachers' effectiveness in improving the academic achievement of these students varies widely, even within the same school (McCaffrey, Lockwood, Koretz, & Hamilton, 2004; Rivkin, Hanushek, & Kain, 2005; Rockoff, 2004).

Because of teachers' importance in the academic success of students, researchers have explored the challenges schools face in hiring and retaining high-quality teachers. Recently, research has focused on such questions as:

- Are low-performing schools that serve high-poverty, high-minority communities able to hire their fair share of highly qualified teachers?
- Why do high-quality teachers leave schools in high-minority, high-poverty communities at disproportionate rates, as compared to teachers who leave schools in less diverse, higher income communities?
- Do the teachers who remain in low-performing schools have sufficient knowledge, experience, and skill to improve the academic outcomes of their students?

State and district officials seek to build instructional capacity and eliminate disparities in teacher effectiveness in schools serving high-need students by trying to recruit the most promising teachers and to retain only the most effective ones. Unfortunately, district and school

administrators have quickly discovered that hiring promising teachers and retaining them are two very different challenges. They find that early-career teachers, as if moving through a revolving door, steadily leave schools in high-minority, high-poverty communities to work in schools in less diverse, higher income communities, or to take jobs outside of education (Ingersoll, 2001). This pattern of teachers' exodus from low-income to high-income schools is documented in both large quantitative and small qualitative studies (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2007; Boyd, Lankford, Loeb, & Wyckoff, 2005; Hanushek, Kain, & Rivkin, 2004; Johnson et al., 2004; Leukens, Lyter, & Fox, 2004). It seems that the very schools that need effective teachers the most have the greatest difficulty retaining them.

The High Price of Turnover

Persistent turnover:

- **Disrupts efforts to build a strong organizational culture**
- **Makes it difficult to develop and sustain coordinated instructional programs**
- **Makes it impossible to ensure that students in all classrooms have effective teachers**

Schools and students pay a high price when early-career teachers leave high-need schools after two or three years, just when they have acquired valuable teaching experience (Ingersoll & Smith, 2003; Neild, Useem, Travers, & Lesnick, 2003). Educators agree that first-year teachers are, on average, less effective than their more experienced colleagues (Clotfelter, Ladd, & Vigdor, 2006; Rivkin et al., 2005; Rockoff, 2004). When experienced teachers leave a school, particularly one serving low-income, high-minority students, they are most likely replaced by a first-year teacher who is substantially less effective. Thus, it becomes impossible for schools with continuous turnover to build instructional capacity and to ensure that students in all classrooms have effective teachers. In addition, persistent turnover in a school's teaching staff disrupts efforts to build a strong organizational culture and makes it difficult to develop and sustain coordinated instructional programs throughout the school.

Explanations differ about what causes a high number of teacher transfers and exits, which create hard-to-staff schools. Looking at large data sets, some researchers interpret these turnover patterns as evidence of teachers' discontent with their low-income or minority students (Borman & Dowling, 2008). Hanushek et al. (2004) showed that student demographics are more important to teachers' transfer decisions than salary differences across districts; they interpreted this to mean that teachers choose to leave their students rather than their schools.

However, an alternative explanation is that teachers who leave high-poverty, high-minority schools are rejecting the dysfunctional contexts in which they work, rather than the students they teach (Allensworth, Ponisciak, & Mazzeo, 2009; Boyd et al., 2011; Buckley, Schneider, & Shang, 2004; Johnson & Birkeland, 2003). There have been recent case studies and media reports about high-poverty, high-minority schools that are not hard to staff, but that actually attract and retain good teachers. These findings suggest that those schools provide the conditions and supports that teachers need to succeed with their students—whomever those students may be (Chenoweth, 2007, 2009; Dillon, 2010; Ferguson, Hackman, Hanna, & Ballantine, 2010; Johnson & Birkeland, 2003).

Recent large-scale quantitative studies have provided further evidence that teachers choose to leave schools with poor work environments and that these conditions are most common in schools typically attended by minority and low-income students (Borman & Dowling, 2008; Boyd et al., 2011; Ladd, 2009, 2011; Loeb, Darling-Hammond, & Luczak, 2005). Thus, there is mounting evidence to suggest that the seeming relationship between student demographics and teacher turnover is driven not by teachers' responses to their students, but by the conditions in which they must teach and their students are obliged to learn.

Why Teachers Stay

- **Teachers stay longer in schools that have a positive work context, independent of the schools' student demographic characteristics**
- **Teachers remain in a school because of the school's culture, the principal's leadership, and the relationships among colleagues**

In a study of Massachusetts schools, Johnson, Kraft, and Papay (2012) used data on teachers' job satisfaction, career intentions, and the conditions of their work to confirm that the school environment dismisses or minimizes much of the apparent relationship between teacher satisfaction and student demographic characteristics. They concluded that the school environment is a critical factor in teacher satisfaction, regardless of student demographics. The conditions in which teachers work matter a great deal to them and, ultimately, to their students. These researchers found that teachers are more satisfied and plan to stay longer in schools that have a positive work context, independent of the school's student demographic characteristics. Furthermore, although a wide range of working conditions matter to teachers, the specific elements of the work environment that matter the most to teachers are not narrowly conceived "working conditions," such as clean and well-maintained facilities or access to modern instructional technology.

Teachers choose to remain in a school, regardless of student demographics, because of social factors: the school's culture, the principal's leadership, and relationships among colleagues. These social factors predominate in predicting teachers' job satisfaction and career plans. Bryk and his colleagues have documented that improving these social conditions involves building relational trust between teachers and school leaders and engaging teachers in coconstructing the social context of their work (Bryk & Schneider, 2002; Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010).

More important, research suggests that providing teachers with a supportive context contributes to improved student achievement. Ladd (2009) and Johnson et al. (2012) found that favorable conditions for teachers' work predict students' academic growth, even when comparing schools that serve demographically dissimilar groups of students. Thus, policymakers who want to retain effective teachers and improve student performance, particularly in schools that are traditionally hard to staff, should pay close attention to the social and cultural context as teachers experience it.

The Teacher's Workplace

- **Different elements of the workplace affect teachers' ability to teach well, sense of self-efficacy, satisfaction with their role and assignment, and willingness to stay in their school and in the profession**
- **The quality of the social and cultural context of the school can have a powerful impact on a school's capacity to improve**

Despite growing recognition of the importance of work conditions, researchers have only begun to understand how different elements of the workplace affect teachers' ability to teach well, along with their sense of self-efficacy, satisfaction with their role and assignment, and willingness to stay in their school and in the profession (Johnson et al., 2012). Johnson (1990) proposed a comprehensive framework for analyzing the teacher's workplace. Its components ranged from the physical teaching environment (e.g., safety and comfort), to economic factors (e.g., pay and job security), to assignment structures (e.g., workload and supervision), to cultural and social elements (e.g., strength of the organizational culture and characteristics of colleagues and students). Through teacher interviews, Johnson discovered how interdependent these many factors are in determining an individual teacher's success and job satisfaction.

Preliminary efforts to reform the teachers' workplace typically focus on factors that can be readily manipulated, such as pay, class size, or job security. However, many workplace features, such as the social context of schooling, remain beyond the reach of collective bargaining, legislation, and administrative rule making. Yet, it is the social context of schooling that has been shown to significantly impact efforts to improve schools and student outcomes (Bryk & Schneider, 2002; Bryk et al., 2010). Conducting research in the Chicago Public Schools, Bryk and colleagues examined various role relationships within the school—including teachers with students, teachers with other teachers, teachers with parents, and teachers with their school principal. They concluded that the degree of "relational trust" in these day-to-day relationships is crucial, and they documented the powerful impact that the quality of social exchanges can have on a school's capacity to improve.

Clearly, any meaningful analysis of teachers' work conditions must recognize the full range and interdependence of the factors that define the workplace, from the concrete and transactional (e.g., pay, workload, contractual responsibilities) to the social and transformative (e.g., interactions with colleagues and administrators, organizational culture). There is convincing evidence not only that the teachers' ability to deliver effective instruction is deeply affected by the context in which they work, but also that this context may vary greatly from school to school and district to district (Johnson et al., 2012).

Work Conditions and Teacher Turnover

- **Principals are central to school improvement and to teacher satisfaction**
- **Strong principal leadership, collegial relationships, and positive school culture are key factors in greater teacher satisfaction with their position and greater student academic growth**

Recent findings about work conditions in schools have begun to reshape our understanding of the causes of teacher turnover. In a comprehensive review of the literature, Borman and Dowling (2008) found that teacher demographic characteristics, teacher qualifications, school organizational characteristics, school resources, and school student-body characteristics are all related to teacher attrition. They argued that the "characteristics of teachers' work conditions are more salient for predicting attrition than previously noted in the literature"; however, the researchers concede that disentangling the relative contributions of student and school characteristics is challenging.

Horng (2009) explicitly attempted to distinguish among these possible determinants of turnover through a survey that asked teachers their preferences for different types of hypothetical schools with different sets of demographic characteristics, work conditions, and salaries. The researcher found that work conditions—particularly administrative support, school facilities, and class size—are more important to teachers than salary and much more important than student demographics. In

this study, the researcher examined the trade-offs that teachers reported among these different factors but not the work conditions that they actually experienced or the decisions they eventually made about leaving.

Boyd (2011) and Ladd (2011) combined information from surveys about teachers' work conditions with data about career plans. The researchers found that, in addition to salaries and benefits, work conditions substantially influence teachers' career plans. According to Boyd, work conditions were important predictors of New York City teachers' decisions to change schools or leave the profession, even after accounting for differences in student demographic characteristics across schools. In particular, the researchers suggested that school administration is the most important factor in teachers' career decisions. Similarly, based on statewide data from North Carolina, Ladd found strong evidence that work conditions, particularly the quality of a school's leadership, are related to teachers' stated career intentions.

Researchers repeatedly find that principals are central to school improvement and to teacher satisfaction. But, they have not been able to adequately explain the role an effective principal plays, including how effective principals conceive of and do their work. What is known is that strong principal leadership, collegial relationships, and positive school culture contribute to teacher satisfaction and help students experience greater academic growth. While these elements of the work context are distinct, they are also related: Schools with high scores on one element often have high scores on the others. There is a great deal to learn about principal leadership and how the principal exerts the informal and formal authority of the position to promote teachers' collaborative work and a productive school culture.

While this growing body of literature suggests that work context matters to teachers, there has been only one study that explored how teacher work conditions in U.S. public schools are related to the academic performance of their students. In 2009, Ladd examined the relationship between work conditions and student achievement in elementary schools, as evidenced by school-level, value-added scores. The researcher found that work conditions predict school-level, value-added

scores in mathematics and, to a lesser degree in reading, above and beyond the variation explained by school-level student and teacher demographic characteristics. Of the five work conditions that Ladd examined, school leadership again emerged as the most important predictor of achievement in mathematics, whereas teachers' ratings of school facilities had the strongest relationship with reading achievement. Considering that legislators are placing increasing emphasis on evidence of student achievement when evaluating education policy, an understanding of the relationship between work conditions and student achievement is extremely important.

Conclusions

Although evidence continues to mount that work conditions play an important role in both teachers' career choices and their students' learning, there is still much to learn about the work conditions that matter most to teachers and how they influence school organization and instructional practice. To date, studies about this issue have relied primarily on large data sets that allow researchers to track teachers' career paths and student achievement over time, or they have analyzed survey data that report on teachers' views. Additional measures of the social conditions of work and a closer analysis of school-level practices would greatly enhance understanding. More research is required to understand why some work conditions are especially important, how they interact day-to-day, and what can be done to ensure that all schools serving low-income, high-minority students become places where teachers do their best work.

States and districts continue to gather and maintain rich longitudinal data about many factors that are relevant to this issue—student enrollment and achievement, teacher transfer patterns, principal hiring and assignment, teacher evaluation, school climate, and parental satisfaction. By considering these data, individually and in combination, researchers can examine increasingly complex interactions among principals, teachers, students, and the school context. Examining these data at the state level will guide education leaders to identify the individual schools serving low-income, high-minority populations that warrant closer

examination, either because of their success or their failure. Through such work, state education leaders can guide policymakers, school leaders, and teachers more fully and practically to improving schooling for all students. The more policymakers and school officials are able to choose appropriate levers to create a meaningful social and cultural context in which teachers and students will thrive, the greater teachers' commitment will be to the school and the higher students' academic achievement will be.

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 Northwest Comprehensive Center
at Education Northwest

ENSURING EQUITABLE ACCESS TO EXCELLENT EDUCATORS

Maria Flores

Director- Title II, Part A & Special Programs

Office of Superintendent of Public Instruction

Objectives

- Review background of law
- Understand equity plan requirements
- Review process and timeline for developing the plan
- Provide feedback on equity plan process



Background

- State Equity Plans- required by section 1111 (b)(8)(C) of Elementary and Secondary Education Act (ESEA)
 - The state must describe the steps it will take
“to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field teachers, and the measures the state will use to evaluate and publicly report the progress of the state with respect to such steps.”
 - The state that receives Title I, Part A funding must develop Equity Plan in consultation with the following stakeholders:
 - Teachers
 - School Districts
 - Principals
 - Administrators,
 - Other staff
 - Parents
- 2006- Washington submitted an Equity Plan and provided updates annually

Secretary Arne Duncan



- “All children are entitled to a high-quality education regardless of their race, zip code or family income. It is critically important that we provide teachers and principals the support they need to help students reach their full potential,” U.S. Secretary of Education Arne Duncan said.
- “Despite the excellent work and deep commitment of our nation's teachers and principals, systemic inequities exist that shortchange students in high-poverty, high-minority schools across our country. We have to do better. Local leaders and educators will develop their own innovative solutions, but we must work together to enhance and invigorate our focus on how to better recruit, support and retain effective teachers and principals for all students, especially the kids who need them most.”

Excellent Educators for All Initiative

- July 2014- Secretary Arne Duncan announced initiative
- November 10, 2014- Department of Education issued letter and guidance on new Equity Plan requirements including:
 - Data Files- 2011-12 Civil Rights Data Collection (CRDC)
 - Educator Equity Profiles-issued to states and published on website
 - Equitable Access Support Network (EASN)
- Plans are due June 1, 2015

Key Terms

- **Excellent Educators**- umbrella term to describe a group of educators to whom students from low-income families and students of color should have equitable access. Excellent educators are those who are fully able to support students in getting and remaining on track to graduate from high school ready for college and career.
 - State has discretion to define this, however the Department encourages states to use evaluation data in this definition
- **Equity Gaps**- the difference between the rate at which students from low-income families or students of color are educated by excellent educators and the rate at which other students are educated by excellent educators.
 - State must at minimum address inexperienced, unqualified or out-of-field teachers. Stat has discretion to use school or student level data to identify equity gaps
- **Equitable Access**- students from low-income families and students of color being educated by excellent educators at least at rates equal to the rates other students are educated by excellent educators.
 - State has discretion in how to define this term for the plan, however the Department encourages states to adopt a more ambitious definition that address underserved subgroups of students (including students with disabilities and English language learners)

Equity Plan Components

1. Consultation- describe and provide documentation of how the State consulted with stakeholders on the plan
2. Identify equity gaps, calculating gaps between the rates students in poverty and students of color are taught by inexperienced, unqualified or out-of-field teachers as compared to their peers
3. Conduct a root-cause analysis-explain likely causes of identified equity gaps
4. Steps to eliminate identified equity gaps-describe strategies, timelines and progress monitoring
5. Measures-how will the State evaluate progress towards eliminating the identified equity gaps
6. Public reporting- how will the State report its progress publically, including timelines

Consultation & Input



- Meaningful, culturally responsive, multiple modalities of communication
 - Meetings
 - Social and traditional media
 - Website
 - Dissemination through public agencies and community-based organizations
- Consult with relevant groups
 - Community-based organizations
 - Civil rights organizations
 - Teacher representatives
 - Native American tribes
 - Organizations representing students with disabilities and English language learners
 - State and local boards of education
 - Institutions of higher education and teacher preparation programs

As well as previously identified groups (teachers, principals, school districts, administrators, other staff and parents)



Identify Equity Gaps

- Deep data analysis of at least teachers who are:
 - Inexperienced
 - Unqualified
 - Out-of-fieldMay include other data, such as:
 - Turnover rates
 - Frequency of long term substitutes
 - Late hires
 - Etc.
- Distribution of teacher data by:
 - District and school
 - % of students in poverty
 - % of students of color
 - % of students in programs (ELL, SPED)
 - Student achievement
 - Etc.



Root Cause Analysis

- Based on the data, why do the gaps exist?
 - Leadership
 - Geographic location
 - Working conditions
 - Lack of professional development
 - Pre-service programs
 - Compensation
 - Insufficient supply
 - Etc.
- State must examine:
 - quantitative data
 - input from stakeholders (surveys or focus groups)
 - National and local research
 - Other relevant evidence

Steps to Eliminate Equity Gaps

- Evidence-based strategies

- Targeted to students with the least access
- Responsive to root causes
- May target subsets of school districts or schools

- Funding

- May use Title I, Part A for
 - Incentives to attract and retain teachers
 - Structured induction programs
 - High quality professional development
 - Activities to improve school climate

May use Title II, Part A for

- Based on local needs assessment
 - Recruitment and retention
 - Career advancement
 - Financial incentives
 - Strategies to improve school leadership to improve working conditions
 - Professional development

Title II, Part A, School Improvement Grants
Individuals with Disabilities Education Act
Part B funds may also be used

Measures To Evaluate Progress and Public Reporting

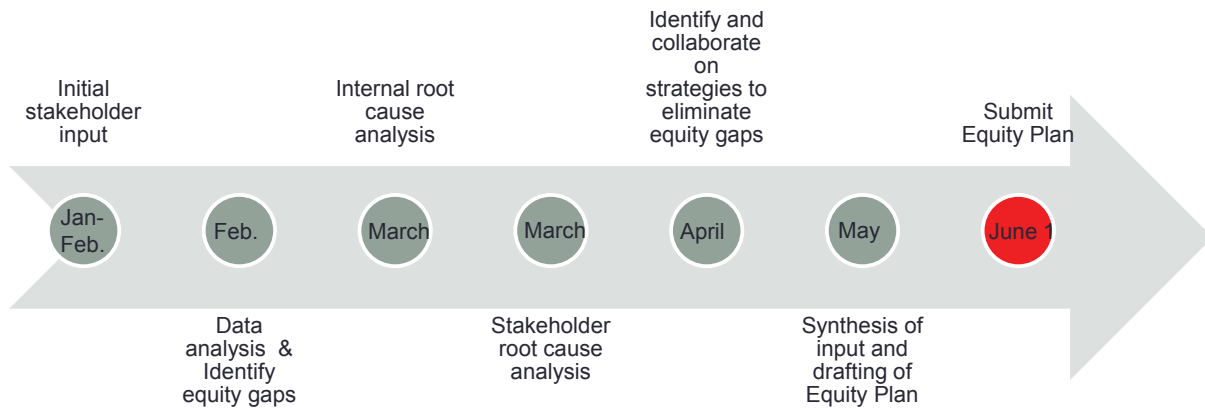
- Method and timeline for measuring progress in eliminating gaps

- Long term goal with specific dates and measures
- Annual increments towards goal
 - May include minimum percentages per year

- Multiple methods used for reporting

- May report on State report card
- Public meetings
- Social & traditional media
- Dissemination through organizations that serve students and families

Timeline



Stakeholders

Agencies

- Professional Educators Standards Board
- State Board of Education
- Washington Student Achievement Council
- Institutions of Higher Education
- Commission on Asian and Pacific American Affairs
- Commission on African American Affairs
- Commission on Hispanic American Affairs
- Governor's Office of Indian Affairs & Tribal Leaders Congress

Organizations

- Association of Washington State Principals
- Washington Association of School Administrators
- Washington State School Directors Association
- Washington Education Association
- Washington State Parent Teacher Association
- Educational Opportunity Gap Oversight and Accountability Committee
- Center for Strengthening the Teaching Profession
- School districts and educational service districts
- Local community based organizations

Additional Resources:

- [Equitable Access Toolkit](#)

<http://www.gtlcenter.org/learning-hub/equitable-access-toolkit>

Questions

State Plans to Ensure Equitable Access to Excellent Educators

Frequently Asked Questions



November 10, 2014

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-DRAFT GUIDANCE-

This guidance is currently being released in draft form because it is open for comment on the estimated burden to respond to the information collection under the Paperwork Reduction Act. The substance of the guidance, however, should provide a solid basis for developing a State Plan to Ensure Equitable Access to Excellent Educators and serve as a springboard for soliciting input from stakeholders. The Department will issue this guidance in its final form in spring 2015.

INTRODUCTION

Equality of opportunity is a core American value. Equal educational opportunity means ensuring that schools have the resources they need to provide meaningful opportunities for all students to succeed, regardless of family income or race. To accomplish this goal, all students must have equitable access to a safe and healthy place to learn, high-quality instructional materials and supports, rigorous expectations and course work, and, most critically, excellent educators to guide learning. Yet, too often, students from low-income families and students of color are less likely than their peers to attend a school staffed by excellent educators, and are more likely than their peers to attend a school staffed by inexperienced educators or educators rated as ineffective.¹ These inequities are unacceptable, and it is essential that a priority be placed on working collaboratively to ensure that all children have access to the high-quality education they deserve, and that all educators have the resources and support they need to provide that education for all children.

In order to move America toward the goal of ensuring that every student in every public school has equitable access to excellent educators, Secretary Duncan announced in July 2014 that the U.S. Department of Education (Department) would ask each State educational agency (SEA) to submit a plan describing the steps it will take to ensure that “poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers,” as required by section 1111(b)(8)(C) of the Elementary and Secondary Education Act of 1965 (ESEA).

This is not the first time that SEAs, local educational agencies (LEAs), and the Federal government have grappled with this complex challenge. In response to the Department’s request, SEAs last submitted their plans under ESEA section 1111(b)(8)(C) in 2006, and some SEAs have updated their plans since that time. Moreover, many SEAs and LEAs have significant work underway that goes beyond the scope of those previously submitted plans to address the problem of inequitable access. However, our continued collective failure to ensure that all students have access to excellent educators is squarely at odds with the commitment we all share to provide an equal educational opportunity. The time is right for a renewed commitment to address this challenge.

The Department has determined that this document is a “significant guidance document” under the Office of Management and Budget’s Final Bulletin for Agency Good Guidance Practices, 72 Fed. Reg. 3432 (Jan. 25, 2007), available at

¹ See, e.g., *Looking at the Best Teachers and Who They Teach: Poor Students and Students of Color are Less Likely to Get Highly Effective Teaching*, Jenny DeMonte and Robert Hanna, April 11, 2014, Center for American Progress (<http://www.americanprogress.org/wp-content/uploads/2014/04/TeacherDistributionBrief1.pdf>); *Civil Rights Data Collection Data Snapshot: Teacher Equity*, Issue Brief No. 4, March 2014, U.S. Department of Education Office for Civil Rights (<http://www.ed.gov/ocr/docs/crdc-teacher-equity-snapshot.pdf>); *High-Poverty Schools and the Distribution of Teachers and Principals*, Charles Clotfelter, et al., March 2007, National Center for Analysis of Longitudinal Data in Education Research; and data submitted to the U.S. Department of Education from State-Reported Annual Performance Reports for School Year 2012-2013, available at <https://www.rtt-apr.us/>. To see this information, click on an individual State, then follow the link to the section of the State’s report on Great Teachers and Leaders.

www.whitehouse.gov/sites/default/files/omb/fedreg/2007/012507_good_guidance.pdf. The purpose of this guidance is to help each SEA prepare a comprehensive State plan that meets the requirements of Title I, Part A of the ESEA and helps ensure that all students have equitable access to excellent educators. However, this guidance does not impose any requirements beyond those required under applicable law and regulations, nor does it create or confer any rights for or on any person.

If you are interested in commenting on this guidance, or if you have further questions that are not answered here, please e-mail OESE.EquitableAccess@ed.gov using the subject “State Plans to Ensure Equitable Access to Excellent Educators” or write to us at the following address: U.S. Department of Education, Office of Elementary and Secondary Education, Student Achievement and School Accountability Programs, 400 Maryland Avenue, S.W., Washington, DC 20202.

Please note that this guidance is available in electronic form on the Department’s Web site at www.ed.gov/programs/titleiparta/resources.html.

A. GENERAL GUIDANCE ON STATE PLANS

Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, requires a State educational agency (SEA) that receives a Title I, Part A grant to submit to the Secretary a plan, developed by the SEA, in consultation with local educational agencies (LEAs), teachers, principals, pupil services personnel, administrators, other staff, and parents (ESEA section 1111(a)(1)). In meeting that requirement, the SEA must describe the steps that it will take “to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the [SEA] will use to evaluate and publicly report the progress of the [SEA] with respect to such steps” (ESEA section 1111(b)(8)(C)) (In this document we use the term State Plan to mean only State Plans to Ensure Equitable Access to Excellent Educators.)

A-1. What are the requirements that each State Plan must meet?

Consistent with ESEA sections 1111(a)(1), 1111(b)(8)(C), and 9304(a)(3)(B), a State Plan must:

1. **Describe and provide documentation of the steps the SEA took to consult** with LEAs, teachers, principals, pupil services personnel, administrators, other staff, and parents regarding the State Plan.
2. **Identify equity gaps.**
 - **Define** key terms:
 - Inexperienced teacher;
 - Unqualified teacher;
 - Out-of-field teacher;
 - Poor student;
 - Minority student; and
 - Any other key terms used by the SEA such as “effective” or “highly effective.”
 - Using the most recent available data for all public elementary and secondary schools in the State (*i.e.*, both Title I and non-Title I schools), **calculate equity gaps** between the rates at which:
 - poor children² are taught by “inexperienced,” “unqualified,” or “out-of-field” teachers compared to the rates at which other children are taught by these teachers; and
 - minority children³ are taught by “inexperienced,” “unqualified,” or “out-of-field” teachers compared to the rates at which other children are taught by these teachers.

² The Department recognizes that not all SEAs will have access to student-level data and thus an SEA may choose to use school-level data to identify the relevant equity gaps.

³ *Id.*

- Describe **how the SEA identified the equity gaps**, including the source(s) of the data used for the comparison.
3. Explain the likely cause(s) of the identified equity gaps. (For example, an SEA might conduct a **root-cause analysis**, as discussed in Section D.)
 4. Set forth the SEA's **Steps to Eliminate Identified Equity Gaps**.
 - **Describe the strategies** the SEA will implement to eliminate the identified equity gaps with respect to both (1) poor students and (2) minority students, including how the SEA determined that these strategies will be effective. An SEA may use the same strategy to address multiple gaps.
 - Include **timelines for implementing** the strategies.
 - **Describe how the SEA will monitor its LEAs' actions**, in accordance with ESEA sections 9304(a)(3)(B) and 1112(c)(1)(L), to "ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers."
 5. Describe the **measures** that the SEA will use **to evaluate progress toward eliminating the identified equity gaps** for both (1) poor students and (2) minority students, including the **method and timeline for the evaluation** (for example, by establishing an equity goal and annual targets for meeting that goal, or by reducing identified gaps by a minimum percentage every year).
 6. Describe how the SEA will **publicly report on its progress** in eliminating the identified gaps, including timelines for this reporting.

An SEA has considerable discretion in determining how it will include each of the six elements set forth above in its State Plan. The remainder of this document provides specific guidance on how an SEA might develop a comprehensive State Plan that is likely to lead to significant progress in eliminating equity gaps.

Throughout this document, the Department uses the term "students from low-income families" instead of the term "poor ... children" and uses the term "students of color" instead of the term "minority children." By using these terms, the Department does not intend to change the meaning of the relevant statutory provision or the population of students that is the required focus of a State Plan.

A-2. What does the Department mean when it uses the terms "educators," "excellent educators," "equitable access," and "equity gaps"?

The Department uses the following key terms throughout this document and has defined them for the ease of the reader in understanding this guidance. An SEA has discretion to determine whether it will use these terms in its State Plan and, if so, how it will define them. In developing its definitions, the SEA should consider the State's context and data.

The term “**educators**” is used by the Department to describe the group of professionals who are the focus of the State Plan. The Department considers the term educators to include teachers, principals, and other school-based instructional staff. The Department encourages an SEA to consider all educators when developing its State Plan because, although ESEA section 1111(b)(8)(C) focuses on student access to teachers, all educators are vital to students’ success and their preparation for college or careers.

The term “**excellent educators**” is used as an umbrella term throughout this document to describe the group of educators to whom students from low-income families and students of color should have equitable access. The Department considers excellent educators to be those who are fully able to support students in getting and remaining on track to graduate from high school ready for college or careers. An SEA has discretion in whether and how to define this term for the purpose of its State Plan. However, the Department encourages SEAs to define an excellent educator as an educator who has been rated effective or higher by high quality educator evaluation and support systems.

The term “**equity gap**” is used by the Department to refer to the difference between the rate at which students from low-income families or students of color are educated by excellent educators and the rate at which other students are educated by excellent educators. By statute, a State Plan must, at a minimum, address the difference between the rate at which students from low income families or students of color are taught by inexperienced, unqualified, or out-of-field teachers and the rate at which other students are taught by these teachers. An SEA has the discretion to use school- or student-level data to identify equity gaps.

The term “**equitable access**” is used by the Department to describe the situation in which students from low-income families and students of color are educated by excellent educators at rates that are at least equal to the rates at which other students are educated by excellent educators. An SEA has discretion in whether and how to define this term for the purpose of its State Plan. By statute, a State Plan must, at a minimum, address how the SEA will ensure that students from low-income families and students of color are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. However, the Department encourages an SEA to adopt a more ambitious definition of “equitable access” that reflects the fact that certain subgroups of students — including students with disabilities and English Learners as well as students from low-income families and students of color — have been historically underserved. As a result, they may need greater access to excellent educators than their peers in order to get and remain on track to graduate from high school ready for college or careers.

B. CONSULTATION AND INPUT

B-1. Why is consultation and input on a State Plan needed?

As indicated in question A-1, the ESEA requires an SEA to consult with stakeholders. Moreover, consultation and input are important because stakeholders are likely to have useful insights on the root causes of existing gaps, meaningful strategies for eliminating those gaps, and

resources to support those strategies, all of which can help an SEA create a comprehensive State Plan that is likely to lead to significant progress in ensuring equitable access to excellent educators. It is important to provide stakeholders with the SEA's data analysis (in compliance with all applicable privacy laws, which may include the Family Educational Rights and Privacy Act (FERPA) and State law) that identifies gaps in sufficient time, and with a clear explanation, to allow meaningful input on these issues.

B-2. With whom should an SEA consult regarding the development of its State Plan?

To help ensure that a State Plan is comprehensive and likely to lead to significant progress in eliminating equity gaps, and to lay the foundation for successful implementation, an SEA should provide opportunities for meaningful input on the proposed plan to teachers' representatives, non-profit teacher organizations, community-based organizations, civil rights organizations, organizations representing students with disabilities, organizations representing English Learners, business organizations, Indian tribes, State and local boards of education, institutions of higher education (IHEs), and other teacher preparation entities, as well as to all of the stakeholders the SEA is required to consult, as described in question A-1 (LEAs, teachers, principals, pupil services personnel, administrators, other staff, and parents). Consultation with these stakeholders should include representation from across the State, including with individuals and groups in rural, suburban, urban, and tribal areas.

B-3. How might an SEA ensure that all stakeholders have a meaningful opportunity to provide input on the SEA's State Plan?

An SEA might ensure that stakeholders have a meaningful opportunity to provide this input by using multiple methods to disseminate: (1) information on the gaps identified in the data including how the SEA defined key terms; (2) the particular questions on which the SEA would like input, including questions regarding root causes, possible strategies to address identified gaps, and plans for measuring and publicly reporting progress; and (3) after taking into account the earlier input, drafts of the SEA's State Plan as it is being developed. Methods of dissemination might include meetings, the SEA's Web site, social media, traditional media, and dissemination through public agencies or community-based organizations that serve students and their families.

In disseminating information, the SEA must ensure that information is made available in an understandable format including, to the extent practicable, in language(s) that families and other stakeholders can understand. (For further information, see question A-9 in the [Department's Non-Regulatory Guidance, *Parental Involvement: Title I, Part A*](#) (2004)). The SEA must also ensure that communications with individuals with disabilities are as effective as communications with others, including providing auxiliary aids and services, such as accessible technology or sign language interpreters, for individuals with hearing, vision, or speech disabilities (Title II of the Americans with Disabilities Act of 1990, 42 U.S.C. § 12131 *et seq.*; see also <http://www.ada.gov/effective-comm.htm>).

B-4. When should an SEA consult with stakeholders regarding its State Plan?

The Department encourages an SEA to engage with stakeholders early in the development of its State Plan and to provide multiple opportunities for stakeholders' input through formal and informal means throughout the plan development process. Further, the Department encourages an SEA to continue to consult with stakeholders throughout the implementation of the State Plan and the reporting.

An SEA may combine input and consultation efforts for its State Plan with other such efforts, such as those connected with its request for ESEA flexibility renewal.

C. IDENTIFICATION OF EXISTING EQUITY GAPS

C-1. What is an equity gap?

As described in question A-2, an equity gap is the difference between the rate at which low-income students or students of color are taught by excellent educators and the rate at which their peers are taught by excellent educators. At a minimum, a State Plan must address the difference between the rate at which students from low-income families or students of color are taught by inexperienced, unqualified, or out-of-field teachers compared to the rates at which other students are taught by these teachers. For example, if eight percent of teachers employed by a State's highest-poverty schools are inexperienced, but only four percent of teachers employed by a State's lowest-poverty schools are inexperienced, the State would have an equity gap of four percentage points with respect to inexperienced teachers. An SEA has the discretion to use school- or student-level data to identify equity gaps. As another example, in a State using student-level data, if 4.2% of minority students' classes are taught by teachers rated as highly effective and 6.7% of white students' classes are taught by such teachers, the State would have an equity gap of two and a half percentage points with respect to highly effective teaching.

C-2. What data should an SEA analyze to identify equity gaps?

At a minimum, an SEA must identify equity gaps based on data from all public elementary and secondary schools in the State on the rates at which students from low-income families and students of color are taught by inexperienced, unqualified, or out-of-field teachers (see question A-1). An SEA may also use effectiveness data from educator evaluation and support systems (see question C-5 for additional information). An SEA also may include other relevant data, such as teacher or principal absentee rates, teacher or principal turnover rates, or frequency of employing long-term substitutes.

An SEA may decide, in addition to analyzing equity gaps within the State, to analyze within-district or within-school gaps in access to excellent educators. Understanding these within-district and within-school gaps may be instructive in addressing Statewide gaps.

C-3. What sources might an SEA rely on for the data that inform its State Plan?

An SEA should use the wealth of data that is available to it when developing its State Plan. For example, the Department encourages each SEA to carefully review the data submitted by its LEAs for the [Civil Rights Data Collection \(CRDC\)](#), district level per-pupil expenditures the SEA has submitted to the National Center for Education Statistics (NCES) via the F-33 survey, as well as data that the SEA has submitted to *EDFacts* regarding classes that are taught by highly qualified teachers (HQT)⁴ in developing the State Plan, and any other high-quality, recent data that the SEA has that are relevant to the SEA's State Plan. To assist in this review, the Department sent each SEA its own complete CRDC data file that has been augmented with selected information from other data sources (such as school-level enrollment by race and eligibility for free and reduced-price lunch). Moreover, based on the significant work in most States over the past few years to create and update their longitudinal data systems, an SEA is likely to have additional data that are relevant to the State Plan, including data on teacher and principal turnover rates or effectiveness ratings.

C-4. How might an SEA use the Educator Equity Profile that the Department prepared for each State?

The Department prepared an Educator Equity Profile for each State, which we sent directly to each State's chief State school officer and *EDFacts* coordinator in November 2014. This profile is based on data that the SEA and its LEAs submitted to the Department. Using data from the 2011–2012 school year, each Educator Equity Profile compares a State's high-poverty and high-minority schools to its low-poverty and low-minority schools, respectively, on the:

(1) percentage of teachers in their first year of teaching; (2) percentage of teachers without certification or licensure; (3) percentage of classes taught by teachers who are not HQT; (4) percentage of teachers absent more than 10 days; and (5) average teacher salary (adjusted for regional cost of living differences).

The Educator Equity Profile is an example of how an SEA might present its data for purposes of developing its State Plan. An SEA is not required, however, to use the data in the Educator Equity Profile in developing its State Plan. Rather, an SEA should use the best, most recent data available to it. Indeed, the Department encourages an SEA to augment or update the data analysis presented in the Educator Equity Profile if it has more up-to-date or relevant information. The Department used the data that were available through the 2011–2012 CRDC and 2011–2012 *EDFacts*. If an SEA has access to additional, more current data; the use of that data will likely improve the quality and usefulness of its State Plan.

⁴ See ESEA section 9101(23).

C-5. How might an SEA incorporate data from educator evaluation and support systems into its State Plan?

An SEA may supplement its analysis of equity gaps related to inexperienced, unqualified, and out-of-field teachers with an analysis of equity gaps related to effectiveness. Alternatively, an SEA may define “unqualified” educators as educators who have been rated ineffective by educator evaluation and support systems.

C-6. How might an SEA define “inexperienced” educators for purposes of its State Plan?

An SEA has the discretion to define the term “inexperienced” for purposes of its State Plan based on its State’s context and data. However, the Department encourages an SEA to define “inexperienced” educators as those educators who are in their first year of practice because research demonstrates that the greatest increase in educator effectiveness occurs after one year on the job.⁵

D. EXPLANATION OF EXISTING EQUITY GAPS

D-1. Why is it important to determine and explain the underlying causes of equity gaps?

Once equity gaps have been identified, an SEA should work to determine why those gaps exist (their root causes). It is critical for an SEA to be able to explain why inequities are occurring so that it can identify the strategies that will be most likely to address those causes and, ultimately, eliminate the gaps. An SEA can close equity gaps and prevent them from recurring for a sustained period only by implementing strategies that are designed to address the root causes of the gaps. The Department refers to this process of determining and explaining the underlying causes of equity gaps as a “root-cause analysis.”

For example, if an SEA identifies gaps in teacher attendance rates, it might determine, as a result of its root-cause analysis, that the underlying cause of the teacher attendance problem in high-poverty or high-minority schools is a lack of strong leadership in the schools. In this case, the SEA might work with LEAs to ensure that their high-poverty and high-minority schools implement strategies aimed at this root cause, such as strategies to attract and retain high-quality leadership, in addition to strategies focused more directly on teacher attendance. If the SEA determines, instead, that the root cause of the teacher attendance problem is substandard working conditions in high-poverty or high-minority schools, the SEA might work with LEAs to

⁵ See, e.g., Boyd, Donald, *et al.* *The narrowing gap in New York City teacher qualifications and its implications for student achievement in high-poverty schools*. *Journal of Policy Analysis and Management* 27.4 (2008): 793-818; Henry, Gary T., Bastian, Kevin C., and Fortner, C. Kevin. *Stayers and Leavers Early-Career Teacher Effectiveness and Attrition*. *Educational Researcher* 40.6 (2011): 271-280. For related research, see Clotfelter, Charles T., Helen F. Ladd, and Jacob L. Vigdor. *Teacher credentials and student achievement: Longitudinal analysis with student fixed effects*. *Economics of Education Review* 26.6 (2007): 673-682; Harris, Douglas N., and Tim R. Sass. *Teacher training, teacher quality and student achievement*. *Journal of public economics* 95.7 (2011): 798-812.

undertake a different set of strategies, designed to improve a school's physical environment and educational climate.

For a second example, if an SEA identifies gaps in access to educators rated as effective or highly effective, it might determine, through data analysis and stakeholder input, that the root cause is a lack of teacher competencies and skills necessary to teach students who have intensive academic and behavioral needs, because many teachers have not been given adequate pre-service and in-service support and training on effective instructional strategies (such as differentiating instruction, providing behavioral supports, conducting progress monitoring, and using assistive technology). The SEA might then work with IHEs and LEAs to implement strategies to address the underlying skills gap, such as providing intensive professional development, offering job-embedded coaching, or using master teachers as mentors. If the SEA determines, instead, that the root cause of the effectiveness gap is an inadequate supply of candidates from which to hire in high-poverty or high-minority schools, the SEA might work with LEAs to strengthen recruiting processes at those schools.

D-2. What are examples of root causes of equity gaps?

There are a number of possible root causes of equity gaps, including a lack of effective leadership, poor working conditions, an insufficient supply of well-prepared educators, insufficient development and support for educators, lack of a comprehensive human capital strategy (such as an over-reliance on teachers hired after the school year has started), or insufficient or inequitable policies on teacher or principal salaries and compensation. These are offered as examples of root causes; an SEA should examine its own data carefully to determine the root causes of the equity gaps identified in its State.

An SEA should bear in mind that multiple equity gaps (such as gaps on multiple discrete metrics) may have the same root cause or that multiple root causes may contribute to one equity gap.

D-3. What should an SEA examine to determine the root causes of existing gaps?

To identify root causes, an SEA should examine all available information, including quantitative data or statistics, input from stakeholders (for example, survey results or information provided through focus groups), research or lessons learned in other States or LEAs, and other relevant evidence. Note that identifying root causes may require substantial consultation with stakeholders (see Section B above). An SEA should examine this information in varying contexts, bearing in mind that root causes may differ because of, and be affected by, context, including geographic region and school level (see question D-4).

D-4. Should an SEA consider context (such as whether a school is in an urban, rural, or suburban area or whether it is an elementary, middle, or high school) in conducting its root-cause analysis and identifying strategies to address equity gaps?

Yes. It is important for an SEA to consider context because gaps that appear similar may have different root causes in different schools or LEAs depending on such factors as geographic region, including differences among urban, rural, and suburban areas, and school levels. As noted above, consultation with stakeholder groups across the State will lead to a more comprehensive analysis of equity gaps and root causes, which may vary from region to region. Similarly, an SEA should consider context when crafting strategies to address equity gaps. Resources that are available in an urban setting may not be available in a rural setting; thus, different solutions may be appropriate in different contexts.

D-5. How can an SEA improve the quality of its root-cause analysis over time?

An SEA should examine the best information available to it at the time it conducts its root-cause analysis. Moreover, the SEA should seek new information to help improve its root-cause analysis in future years. Such new information may reveal different or more nuanced root causes of equity gaps, thereby enabling the SEA to refine its original root-cause theory and the strategies designed to address the root causes. Further, if an SEA does not see progress in reducing equity gaps over time, it should consider if it has accurately identified the correct root causes for those gaps.

E. STRATEGIES

E-1. What types of strategies might an SEA employ to address inequitable access to excellent educators?

An SEA is not required to employ any specific strategies to eliminate gaps in access to excellent educators. An SEA should develop evidence-based strategies that are:

1. **Targeted to the students with the least access to excellent educators.** An SEA will develop its plan in light of the resources available to it and, given limited resources, it may not be able to implement strategies to eliminate gaps in all LEAs and schools at once. Therefore, it is important to prioritize the classrooms, schools, and LEAs that need the most additional support in attracting, developing, and retaining excellent educators. This may mean that, at first, an SEA focuses its strategies on a select number of LEAs or schools with the greatest need.
2. **Responsive to root causes.** The most effective strategies will focus on the underlying problems that led to inequitable access to excellent educators, whether those problems include a lack of effective principals in high-poverty and high-

minority schools, poor working conditions in those schools, an inadequate supply of well-prepared educators in certain areas, lack of professional support, or other root causes. An SEA’s State Plan could also include strategies that directly address identified gaps (*i.e.*, strategies that focus on the symptoms in addition to those that focus on the underlying problems). In developing strategies to address the root causes, the SEA should consider all elements of the educator career continuum — from preparation, recruitment, and induction, through ongoing support and development, compensation, evaluation, and advancement, to exit or retirement — to ensure that success in one area is not undermined by a lack of focus in another area.

Promising strategies that SEAs and LEAs have used, or are using, to increase equitable access to excellent educators include, for example: (1) recruiting, developing, and retaining excellent principals with the capacity to provide collaborative leadership and effective instructional support and to create high-quality teaching and learning conditions; (2) ensuring that workplaces are safe, supportive, and productive; (3) providing additional support for educators early in their careers; (4) providing targeted professional development informed by meaningful data; (5) providing classroom coaching for teachers in high-poverty or high-minority schools to promote the use of effective instructional strategies; (6) providing coaching and mentoring opportunities for principals in high-poverty or high-minority schools on instructional leadership to support teachers in implementing effective classroom strategies; (7) implementing multi-tiered systems of support to deliver evidence-based academic and behavioral interventions of increasing intensity; (8) fostering teams of excellent educators and providing them with time to collaborate; (9) creating leadership opportunities for educators; (10) designing comprehensive human capital systems to ensure strategic recruitment and hiring, including hiring educators in a timely manner, well before school starts; (11) ensuring that a school is not required to accept a teacher without the mutual consent of the teacher and principal; (12) developing innovative compensation systems that reward excellent educators for working in high-poverty or high-minority schools and for keeping all students on track to succeed; (13) encouraging reforms to educator preparation programs by increasing partnerships with those programs, including IHEs, in order to ensure that the programs produce educators who are dedicated to, and prepared for, long-term service and success in high-poverty or high-minority schools; or (14) creating high-quality pipelines to improve the supply of promising new teachers in high-need schools, coupled with strong retention strategies.

Nothing in this document requires or encourages the “forced transfer” of teachers or principals. Such a policy does not address root causes, and is therefore unlikely to address inequities in access to excellent educators. It also may result in a less supportive working environment for educators, thereby exacerbating existing equity gaps.

E-2. May an SEA target its strategies to a subset of its LEAs or schools?

Yes. As discussed in question E-1, in developing its strategies, it is important for an SEA to prioritize the classrooms, schools, and LEAs that need the most additional support in attracting, developing, and retaining excellent educators, which may mean that, at first, an SEA focuses its strategies on a select number of LEAs or schools with the greatest need. In its State Plan, an SEA should include a discussion of the LEAs or schools on which it will focus its initial energy

and commitment, and provide its rationale for prioritizing those LEAs and schools. Such a targeted strategy at the State level, however, does not relieve each Title I LEA from meeting its obligation under ESEA section 1112(c)(1)(L) to ensure that students from low-income families and students of color are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. See question E-4.

E-3. What should be included in an SEA’s timeline for implementing its strategies?

An SEA’s timeline should be ambitious, but realistic, and it should prioritize those activities that are designed to have the most significant impact for students with the greatest need. The timeline should include:

- Essential activities to be accomplished;
- Dates on which key activities will begin and be completed;
- SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished; and
- Resources necessary to complete the key activities, including staff time and additional funding.

E-4. How should an SEA work with its LEAs to address inequitable access to excellent educators?

An LEA that receives Title I, Part A funds must ensure that students from low-income families and students of color are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers (ESEA section 1112(c)(1)(L)). Accordingly, an SEA must ensure that all such LEAs are taking steps to carry out that assurance, and must include a description of how it will monitor these activities in its State Plan.

An SEA is in a unique position to highlight and share with its LEAs promising practices, relevant data, and data analyses, and to encourage cross-district collaboration to address regional inequities in access to excellent educators. Additionally, it may consider convening groups of educators who are committed to resolving this issue and to building the knowledge base of educators across the State on this important work.

Further, consistent with ESEA section 1903, an SEA might issue a State rule, regulation, or policy to require an LEA that has any of the State’s highest-poverty or highest-minority schools to monitor and publish data on access to excellent educators in those schools, and to develop plans that are aligned with the needs of the schools to ensure access to excellent educators in those schools. In accordance with section 1903, the SEA would have to submit any such proposed rule, regulation, or policy to its “committee of practitioners” (as described in ESEA section 1903(b)) for review and comment, and identify any such rule, regulation, or policy as a State-imposed requirement.

E-5. What Federal funds are available to support implementation of strategies that are designed to eliminate gaps in access to excellent educators?

The Department encourages SEAs to provide additional State funds to LEAs with the highest-poverty and highest-minority schools to support their work in eliminating gaps in access to excellent educators. The Department understands, however, that many SEAs and LEAs will also want to use Federal funds to support this work. Depending on the particular strategy being implemented and the school or LEA in which it is being implemented, Federal funds could be key sources of support for this work. For example:

Improving Basic Programs Operated by LEAs (ESEA Title I, Part A):

- LEAs: Consistent with the requirements of Title I, an LEA might use Title I, Part A funds to promote equitable access to excellent educators in Title I schools, particularly if those schools operate schoolwide programs, including by funding: (1) incentives to attract and retain effective teachers and principals; (2) structured induction programs to support and retain teachers; (3) high-quality professional development for teachers and principals; and (4) activities designed to improve school climate.
- SEAs: An SEA might use Title I, Part A State-level funds to develop its State Plan and to provide guidance and technical assistance to LEAs on implementation of strategies designed to improve equitable access to excellent educators, including guidance on how LEAs can use their Title I funds to further this work.

Improving Teacher Quality State Grants (ESEA Title II, Part A):

- LEAs: Starting from a high-quality needs assessment that identifies local needs, including improvements in hiring, developing, and retaining effective teachers, an LEA might use Title II, Part A funds to support a variety of recruitment and retention strategies (such as developing career advancement systems or offering financial incentives for certain teachers who are rated as effective) and other strategies that are aimed at improving school leadership to improve working conditions for teachers. Additionally, an LEA might use Title II, Part A funds to provide meaningful professional development that is aligned to educator evaluation systems so that educators in high-need schools have targeted support to help them become more effective.
- SEAs: An SEA might use Title II, Part A State-level funds to support equitable access to excellent educators in many ways. For instance, an SEA might use those funds to create a central clearinghouse to help high-need LEAs or schools locate and recruit effective teachers and principals, support the development of performance-based compensation systems, or create and provide specialized professional development and other supports to make working in high-need schools more appealing. Similarly, an SEA might provide guidance and technical assistance to LEAs to encourage them to use Title II, Part A funds for activities that are designed help close equity gaps.

English Language Acquisition, Language Enhancement, and Academic Achievement Act (ESEA Title III, Part A):

- LEAs: An LEA might use Title III, Part A funds to promote educator equity in schools with English Learners, including through high-quality professional development for classroom teachers (including general education teachers who have English Learners in their classrooms) and principals that is: (1) designed to improve the instruction and assessment of English Learners; (2) designed to enhance the ability of those teachers to understand and use curricula, assessment measures, and instructional strategies for English Learners; (3) based on scientifically based research demonstrating the effectiveness of professional development in increasing children's English proficiency or substantially increasing the subject-matter knowledge, teaching knowledge, and teaching skills of those teachers; and (4) of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom.
- SEAs: An SEA might use Title III, Part A State-level funds to provide guidance and technical assistance to LEAs on implementation of educator equity strategies that are designed to improve the instruction of English Learners, including guidance on how LEAs may use their Title III funds to further this work.

School Improvement Grants (SIG) (ESEA, Title I):

- LEAs: An LEA may use SIG funds to support any of the strategies described in question E-1 as part of implementing a SIG intervention model, consistent with the SIG final requirements and an LEA's approved SIG application.
- SEAs: An SEA might promote equitable access to excellent educators through the SIG program by creating a priority in its SIG competition for LEAs that incorporate activities designed to improve equitable access to excellent educators into their school intervention models. An SEA might also use its SIG State-level funds to evaluate the effectiveness of the strategies that are incorporated into SIG intervention models and to provide technical assistance to LEAs that receive SIG funding on this work.

Individuals with Disabilities Education Act (IDEA, Part B):

- LEAs: An LEA may use IDEA, Part B funds in numerous ways that promote equitable access to excellent educators for children with disabilities. For example, an LEA may use IDEA, Part B funds to provide high-quality professional development and classroom coaching for special education personnel and general education teachers who teach children with disabilities.

An LEA may also use up to 15% of its IDEA, Part B subgrant to develop and implement coordinated early intervening services (CEIS) for students who

need additional academic and behavioral support to succeed in a general education environment, but who have not yet been identified as having a disability. CEIS funds may be used to carry out activities that include professional development for teachers and other school staff to enable them to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software.

- SEAs: An SEA may use IDEA Part B funds reserved for State-level activities to ensure equitable access to excellent educators. An SEA may use these State-level funds for personnel preparation and professional development and training and to assist LEAs in meeting personnel shortages. An SEA may also use these funds to provide technical assistance to schools identified for improvement under section 1116 of the ESEA or identified as a focus school under ESEA flexibility on the sole basis of the assessment results of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers who teach children with disabilities in order to improve their academic achievement.

Competitive programs:

- Teacher Incentive Fund (TIF): TIF provides competitive grants to eligible entities (LEAs, States, or partnerships consisting of one or more non-profit organizations and a State, one or more LEAs, or both) to develop and implement performance-based compensation systems for teachers, principals, and other personnel in high-need schools. A grantee might use TIF funds to promote equitable access to excellent educators in high-need schools, including by providing incentives to effective educators who choose to transfer to or stay in these schools, establishing career-ladder positions for effective educators, providing additional compensation for effective teachers and principals who take on additional duties and leadership roles, and providing targeted professional development to all educators in high-need schools. TIF funds might also support extra compensation for effective educators who agree to continue working in high-need schools.
- Teacher Quality Partnerships (TQP): The TQP program provides competitive grants to partnerships of IHEs, high-need LEAs, and their high-need schools to implement teacher preparation or teacher residency programs, or both, that will improve the quality of prospective teachers by enhancing their preparation, improve the quality of current teachers through professional development, and help improve recruiting into the teaching profession. TQP funds might be used to help promote greater equity by supporting high-quality pathways into the profession and by placing teachers with strong preparation in high-need LEAs.
- Transition to Teaching (TTT): The TTT program provides grants to SEAs and LEAs, or for-profit organizations, non-profit organizations, or institutions

of higher education (IHEs) collaborating with SEAs or LEAs. The grants can be used to support equitable access to excellent educators by, in high-need schools, recruiting and retaining highly qualified midcareer professionals (including highly qualified paraprofessionals) and recent graduates of IHEs as teachers in high-need schools, including recruiting teachers through alternative routes to teacher certification, and encouraging the development and expansion of alternative routes to teacher certification.

- School Leadership Program: The School Leadership Program assists high-need LEAs in recruiting, training, and supporting principals (including assistant principals) by providing financial incentives to new principals (including teachers or individuals from other fields who want to become principals); stipends to principals who mentor new principals; professional development programs that focus on instructional leadership and management; and other incentives that are appropriate and effective in retaining new principals. An LEA might use assistance provided under the School Leadership Program to develop new, effective principals and assistant principals for high-need schools or to train current principals in implementing college- and career-ready standards.
- State Personnel Development Grants (IDEA, Part D): In order to improve results for children with disabilities, grant funds are awarded to SEAs on a competitive basis to assist in reforming and improving their systems for personnel preparation and professional development, and may be used to provide high-quality professional development based on identified State needs, which may include improving the knowledge and skills of teachers in high-poverty, high-minority schools.
- Indian Education Professional Development Grants: This program makes grants to increase the number of Indian individuals qualified in teaching, school administration, and other education professions, and to improve the skills of those individuals. Awards focus on pre-service teacher and pre-service administrator training.

Generally, recipients of competitive grants must implement projects as described in their approved grant applications. If a grantee wants to use funds under these programs to promote equitable access to excellent educators in a way that is not consistent with its currently approved application for program funds, it may need to request that the Department approve an amendment to its application. Prospective grantees may wish to include specific strategies designed to ensure equitable access to excellent educators in any upcoming grant competitions. A grantee must ensure that any use of Federal funds is consistent with the requirements for the program.

Please note that the list above is not exhaustive and that an SEA or LEA may have other sources of Federal funds that it can use to support its work to ensure equitable access to excellent educators.

F. MEASURING AND REPORTING PROGRESS AND CONTINUOUSLY IMPROVING STATE PLANS

F-1. How should an SEA measure its progress toward equitable access to excellent educators?

An SEA must include in its State Plan a description of the method and timeline the SEA will use to measure progress in eliminating equity gaps for both: (1) students from low-income families; and (2) students of color. The Department encourages each SEA to set a long-term goal to eliminate equity gaps and annual targets for progress toward that goal. For example, an SEA might set a long-term goal of eliminating equity gaps by a specific date, and annual targets toward meeting that goal. Alternatively, an SEA might set annual targets that reflect a reduction in equity gaps by a minimum percentage each year. These goals and targets, like all other elements of an SEA's State Plan, should be informed by meaningful consultation with stakeholders (see questions A-1 and B-1).

In order to effectively evaluate and track progress toward equitable access, an SEA should also evaluate and track the State's progress on addressing root causes. For example, if a lack of effective leadership in high-poverty schools is identified as a root cause of a particular equity gap, an SEA should evaluate if, in fact, leadership in high-poverty schools has improved in order to meaningfully evaluate progress in eliminating that equity gap.

F-2. How might an SEA meet the requirement to publicly report on its progress?

An SEA should ensure that stakeholders have a meaningful opportunity to review information on the State's progress by using multiple methods to disseminate the information. For example, an SEA might meet the requirement to publicly report on its progress by including information on equity gaps and progress on eliminating those gaps on its State report card. To ensure that stakeholders have a meaningful opportunity to review the information, the SEA might also make it available through the SEA's Web site, a public report at a State Board of Education meeting, reports at State education organizations' meetings, social media, traditional media, and dissemination by public agencies or community-based organizations that serve students and their families. (See question B-3 for additional information on the steps an SEA should take to ensure that stakeholders can understand information.)

F-3. How frequently should an SEA update its State Plan?

Under ESEA section 1111(f)(1)(B), an SEA must "periodically" review and revise its State Plan "as necessary ... to reflect changes in the State's strategies and programs" under Title I.

Consistent with this requirement, the Department intends to update each State Educator Equity Profile every two years (see question C-4 for a discussion of the State Educator Equity Profile), and encourages each SEA to review and revise its State Plan accordingly. When an SEA revises its State Plan, it should do so based on its analysis of the information it collects on its progress toward eliminating equity gaps, and should continue to seek input from stakeholders on possible revisions.

F-4. How might an SEA continuously improve its State Plan?

The development and submission of a State Plan is only the beginning of the work to eliminate equity gaps; implementation is critical and will lead to new and better information that an SEA should use to continuously improve its State Plan. An SEA should analyze trends in its progress data (see question F-1) in order to identify strengths and weaknesses in its State Plan and implementation of the State Plan, and should refine the State Plan to address any weaknesses.

As described in question D-5, an SEA should also consider adding new ways of collecting information to help improve the root-cause analysis in future years.

Finally, an SEA should continue to reach out to stakeholders (see Section B: Consultation and Input) for input on how well the strategies in the State Plan are being implemented, whether they are achieving the desired results, and whether changes are warranted.

G. PROCESS FOR REVIEW AND APPROVAL OF STATE PLANS

G-1. How will the Department review State Plans?

The Department will review each SEA's State Plan to verify that it meets the statutory requirements (see question A-1). The Department encourages each SEA to take advantage of technical assistance opportunities prior to submitting its plan for review. See question G-3 for more information.

G-2. If the Department determines that an SEA's initial submission of its State Plan does not meet all requirements of ESEA section 1111(b)(8)(C), will the SEA have an opportunity to amend its plan?

Yes. If, after a careful review, the Department determines that an SEA's originally submitted State Plan does not meet all statutory requirements, the Department will work with the SEA to help it revise its plan. The SEA will have an opportunity to work with the Department to make necessary changes.

G-3. What resources are available to help an SEA in creating and implementing its State Plan?

In addition to the Federal funding discussed in question E-5, numerous technical assistance and guidance resources regarding equitable access to excellent educators are available to an SEA. The Department has provided funding to two organizations to support SEAs in their efforts to improve the quality and availability of excellent educators: the Center on Great Teachers and Leaders and the Equitable Access Support Network. Over the coming year, these organizations will engage with SEAs to provide individualized technical assistance and to create communities of practice that bring together SEAs and experts in the field to foster shared understanding and learning about how to implement and continuously improve equitable access to excellent educators. For individualized assistance in creating plans, feedback on draft plans, or

implementation assistance, an SEA is invited to contact either of these entities.

In particular, the Department encourages an SEA to take advantage of the pre-submission review that will be provided by the Equitable Access Support Network, through which the SEA will be able to receive State-specific feedback on a draft plan before the SEA submits it to the Department.

To request information or assistance developing and implementing a State Plan, please contact:

- Center on Great Teachers and Leaders: gtlcenter@air.org, or
- Equitable Access Support Network: EASN@ed.gov.

In addition, an SEA may wish to consult the following materials:⁶

- **Equitable Access Toolkit:** resources including a stakeholder engagement guide, data analysis tool, root cause workbook, and model plan to ensure equitable access to excellent educators. (Center for Great Teachers & Leaders, available at: <http://gtlcenter.org/learning-hub/equitable-access-toolkit>)
- **Moving Toward Equity** (Center on Great Teachers & Leaders, available at: <http://www.gtlcenter.org/learning-hub/moving-toward-equity>)
- **Attaining Equitable Distribution of Effective Teachers in Public Schools** (Center for American Progress, available at: <http://cdn.americanprogress.org/wp-content/uploads/2014/04/TeacherDistro.pdf>)
- **Transfer Incentives for High-Performing Teachers: Final Results from a Multisite Randomized Experiment** (Institute of Education Sciences, available at: <http://ies.ed.gov/ncee/pubs/20144003/index.asp>)
- **Right-Sizing the Classroom: Making the Most of Great Teachers** (National Center for Analysis of Longitudinal Data in Education Research (CALDER), available at: <http://www.caldercenter.org/publications/right-sizing-classroom-making-most-great-teachers>)
- **Portability of Teacher Effectiveness Across Schools** (CALDER, available at: <http://www.caldercenter.org/publications/portability-teacher-effectiveness-across->

⁶ This information is provided for the reader's convenience; it is not an exhaustive list of materials to which an SEA may refer when developing and implementing its State Plan. The Department does not control or guarantee the accuracy, relevance, timeliness, or completeness of outside information. Reliance on these materials does not guarantee that an SEA is meeting its statutory requirements. Further, the inclusion of information, such as addresses or Web sites for particular items, does not reflect their importance, nor is it intended to endorse any views expressed, or products or services offered by these organizations. Note that, although some of these resources were designed specifically for Race to the Top grantees, the Department believes that the information they contain may be useful to all SEAs and LEAs.

[schools](#))

- **Value Added of Teachers in High-Poverty Schools and Lower-Poverty Schools** (CALDER, available at: <http://www.caldercenter.org/publications/value-added-teachers-high-poverty-schools-and-lower-poverty-schools>)
- **Teacher Mobility, School Segregation, and Pay-Based Policies to Level the Playing Field** (CALDER, available at: <http://www.urban.org/uploadedpdf/1001429-teacher-mobility.pdf>)

G-4. How might an SEA develop its State Plan in conjunction with its request for renewal of ESEA flexibility? May it submit both documents to the Department for review and approval simultaneously?

Access to excellent educators is an integral part of helping to ensure that students are college and career ready, particularly for students in the lowest-achieving schools (i.e., those identified as priority schools under ESEA flexibility) and in schools with the largest achievement gaps (i.e., those identified as focus schools under ESEA flexibility). Because equity gaps could be contributing to achievement gaps, the identification and analysis of equity gaps can support an SEA and its LEAs in targeting appropriate interventions and supports that are designed both to close equity gaps and improve achievement in priority, focus, and other Title I schools. For example, if students in low-achieving, high-poverty or high-minority schools lack equitable access to excellent educators, strategies to recruit and retain excellent educators into these schools might be effective in helping to close both equity and achievement gaps, thereby addressing the ultimate goals of both a State Plan and a State's ESEA flexibility system of differentiated recognition, accountability, and support.

Given the relationship between State Plans and ESEA flexibility requests, an SEA may want to develop key portions of its State Plan at the same time it develops related portions of its ESEA flexibility renewal request. For example, the SEA may want to obtain stakeholder input on the State Plan and the ESEA flexibility renewal request through a single process that simultaneously addresses both documents. Similarly, an SEA may want to develop strategies that will most effectively address both equity gaps and achievement gaps in high-minority or high-poverty priority, focus, or other Title I schools and, therefore, can be incorporated into both the State Plan and the ESEA flexibility renewal request.

An SEA that chooses to develop these documents together is welcome to submit them to the Department simultaneously, as long as an SEA's request for renewal of ESEA flexibility is submitted by the deadline (see ESEA Flexibility Renewal Guidance), which is prior to the deadline for submitting State Plans. Please note, however, that because this guidance is being released in draft form while it is open for comment on the estimated burden to respond to the information collection under the Paperwork Reduction Act, the Department will not review any State Plans until this guidance has been released in its final form in spring 2015. In addition, if the Department modifies this guidance based on comments received on the estimated burden to

respond to the information collection, an SEA that submits its State Plan before the guidance is final may have to amend its State Plan to reflect the final guidance.

G-5. What is the relationship between an SEA’s State Plan and the obligation of the SEA and its LEAs to comply with Title VI of the Civil Rights Act of 1964 by ensuring resource comparability?

On October 1, 2014, the Department’s Office for Civil Rights (OCR) released a Dear Colleague Letter (<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-resourcecomp-201410.pdf>) that discusses the obligation of recipients of Federal funds, under Title VI of the Civil Rights Act of 1964 (Title VI of the Civil Rights Act), to ensure that they neither intentionally discriminate on the basis of race, color, or national origin nor implement facially neutral policies that have the unjustified effect of discriminating against students on the basis of race, color, or national origin (OCR Letter). The OCR Letter further explains that discrimination in the allocation of educational resources – including strong teachers and principals – can constitute unlawful discrimination under Title VI. The OCR Letter makes clear that data revealing racial disparities in access to strong teachers and leaders would rarely, if ever, suffice on its own as proof of a violation of the civil rights obligations under Title VI. In investigating an allegation of discrimination, OCR would necessarily inquire into the justifications behind policies and practices that may have led to those disparities.

Certain goals of Title I of the ESEA and Title VI of the Civil Rights Act are similar: to ensure that all students have equal access to educators who are best able to support students in getting and remaining on track to graduate from high school ready for college or careers. However, there are important differences between these laws. As one example, Title I of the ESEA requires SEAs to focus on ensuring equitable access for both students from low-income families and students of color. On the other hand, Title VI of the Civil Rights Act prohibits discrimination, including discrimination in access to strong teachers and leaders, based on race, color, or national origin, without regard to income levels.

Because of differences between the two laws, the fact that the Department approves an SEA’s State Plan under ESEA, section 1111(b)(8)(C) does not mean that the SEA or an LEA within the State is complying with Title VI of the Civil Rights Act. Nor does a decision under Title VI of the Civil Rights Act not to investigate an SEA or one or more of its LEAs (or a closure or dismissal of such an investigation without finding a violation) mean that the SEA has met its obligations under Title I of the ESEA.

Yet an SEA’s work in developing a high-quality State Plan under Title I of the ESEA may be helpful to the State and its LEAs in ensuring compliance with Title VI of the Civil Rights Act. For example, the Department strongly encourages an SEA, in developing its State Plan, to begin proactively using data on access to excellent educators, including developing robust effectiveness data to identify equity gaps. As discussed in the OCR Letter, that analysis, undertaken by an SEA in connection with the development of a State Plan, may also inform an SEA’s or LEA’s self-assessment of resource comparability under Title VI of the Civil Rights Act. In addition, that analysis, when coupled with the implementation of effective strategies to

address the root causes of those equity gaps as reflected in the SEA's State Plan under Title I of the ESEA, may help both the SEA and its LEAs avoid a Title VI violation or give the SEA or LEA an opportunity to remedy a Title VI violation on its own. Further, such proactive, concrete, and effective efforts would inform any remedies that OCR requires, as a result of an investigation, so that the SEA or LEA can build on its efforts.



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	24-Credit Graduation Requirements Implementation Update	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	This is an initial update on implementation of the 24-credit graduation requirements, and is presented for the Board’s information only. How the graduation requirements are impacting students and districts may lead to future policy considerations.	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>This memo presents an update on issues districts are managing, and challenges districts are confronting, as they put in place the new requirements. Staff reviewed data and interviewed administrators at several districts, to collect information. Districts identified concerns that were unique to their districts and some that multiple districts were looking at, including:</p> <ul style="list-style-type: none"> • credit retrieval for students not on-track to meet requirements • staffing • facilities • possible changes to school schedules • counselor professional development • communicating to students and parents • development of CTE course equivalencies. <p>This memo includes a closer look at credit retrieval and the possible number of students who would be impacted, the option in the law to waive two credits for some students, scheduling options that allow students the opportunity to earn more than 24 credits in high school, and competency-based, equivalency, and “two-for-one” crediting.</p>	



GRADUATION REQUIREMENT IMPLEMENTATION UPDATE

Policy Considerations

For most districts, the incoming ninth graders in the Class of 2019 will be the first class to graduate under the 24-credit requirements. For districts who received a waiver to postpone implementation for up to two years, current middle school students will be the first to graduate with the new requirements.

This memo presents an update on issues districts are managing, and challenges districts are confronting, as they put in place the new requirements. No State Board of Education (SBE) action on graduation requirement is expected at the May 2015 Board meeting. However, as the Board continues to monitor the implementation of the new requirements, some challenges may prompt the Board to act to develop state policy to address the challenges. Changes to graduation requirements may also lead to the development by districts of inventive, effective practices that the Board may wish to highlight or promote. During the next months, and over the next few years, SBE staff will continue to update the Board on the implementation of graduation requirements.

Background

Changes to Graduation Requirements

From the Class of 1985 to the Class of 2012, 19 credits were required for graduation. The Legislature directed the implementation of 24 credits for graduation in 2009 (ESHB 2261), subject to funding and approval by the Legislature. Several changes in graduation requirements since the Class of 2012 have been either directed by the Legislature or adopted by the SBE and approved by the Legislature. These changes represent a phase-in of the 24-credit graduation requirements and include:

- One additional math credit starting with the Class of 2013, and an increase in total credits required for graduation to 20.
- One additional English credit and .5 additional social studies credits starting with the Class of 2016.
- One additional lab science credit starting with the Class of 2019, and the addition of three Personalized Pathway Requirements (classes the student may choose based on their education and career goals in their High School and Beyond Plan), and an increase in total credits required for graduation to 24.

Graduation Requirement Waivers and Extensions

In recognition that some districts may need longer to implement changes, both the rules implementing the graduation requirement changes for the Class of 2016 (WAC 180-51-067) and the legislation (E2SSB 6552) approving the graduation requirement changes for the Class of 2019, allowed districts an additional two years to implement the changes.

- A total of 22 districts submitted a postponement for implementing the Class of 2016 requirements.
- So far, 33 districts, with more to be approved at the May 2015 meeting, have submitted a postponement for implementing the Class of 2019 requirements.

- So far, nine districts have postponed both the changes for the Class of 2016 and the Class of 2019.

Challenges to Implementing the 24-Credit Requirements

SBE staff interviewed administrators from several districts, including both larger urban districts and smaller rural districts, as well as ESD personnel. Information was also obtained from the applications for the temporary waiver for implementing the 24-credit graduation requirements. The most challenging issues for districts, in the approximate order of importance as expressed by the districts, include:

1. Credit Retrieval

High schools with six-period schedules offer 24 opportunities for students to earn credit. From the Class of 2016 to the Class of 2018, there are 20 credits required by the state. This generally leaves time available in students' schedules to retake classes if needed. With 24 credits required for the Class of 2019 and beyond there are no opportunities to retake classes within a six-period school schedule if the student fails one or more classes.

2. Staffing

Districts anticipate challenges for staffing science, world language, arts and additional courses (Personalized Pathway Requirements and electives) that would be part of the 24-credit requirements.

3. Facilities

Multiple districts were concerned with additional science facilities.

4. Exploring changes to school schedule

Partly to address the issue of credit retrieval for students, multiple districts cited needing more time to explore changes to their schedules, including block schedules, trimesters, or extending the school day, in their applications for the temporary waiver to implement the 24-credit requirements. Staffing and collective bargaining issues may come into play when districts look at changing the school schedule.

5. Counseling for the new requirements, the High School and Beyond Plan, and Personalized Pathway Requirements

Professional development of counselors, exploring the implications of Personalized Pathway Requirements, and further development of the High School and Beyond Plan to support the new requirements, were seen as challenges for districts.

6. Development of communication plans for parents and students

7. Development of Career and Technical Education Course Equivalencies

8. Unique district challenges that impact implementation of graduation requirements such as:

- a. Leadership changes at the high school or district level.
- b. Building of a new high school, associated with a review of all the high school's program.
- c. Reviewing local graduation requirements and deciding how they will work with state requirements.

A Closer Look at Some of the Challenges and What Districts are Doing to Address Them

Credit Retrieval

Districts have long offered the opportunity to retrieve credit for students who need to earn credit for high school graduation. Some credit retrieval options include:

1. Summer school or before or after school programs.
2. Online instruction.
3. Staying in high school for longer than four years.
4. PASS (Portable Assisted Study Sequence) available free of charge to migrant students to retrieve credit in districts that receive Office of Migrant Education funds.

Students may stay in high school longer than four years without cost to the student. There is usually a fee for summer school that is borne by a student and the student’s family. For online courses there may be a fee, depending on the district and the online option.

What Are Current Credit Accumulation Patterns?

For a ‘snapshot’ look at how many credits students are earning currently, SBE staff reviewed credit accumulation data that originated from the CEDARS student information management system. For this simple examination, only data from 10th grade students with multiple years of credit history in 2013 and 2014 were examined.

Figure 1 shows the total high school credit accumulation of 10th graders in 2014. The graph shows that most students successfully accumulated about 12 credits (the peak number of students are in the range of having earned 11.51 to 12.0 credits). Many high schools in the state have six-period school days, with 12 opportunities to earn credit in the 9th and 10th grade combined, so students who have earned at least 12 credits when they are 10th graders are likely on-track to earn at least 24 credits by the time they graduate.

To the left of the peak are students who earned 11.5 credits or fewer in their 9th and 10th grades.

Figure 1: Total Credit Accumulation of 10th Graders in 2014

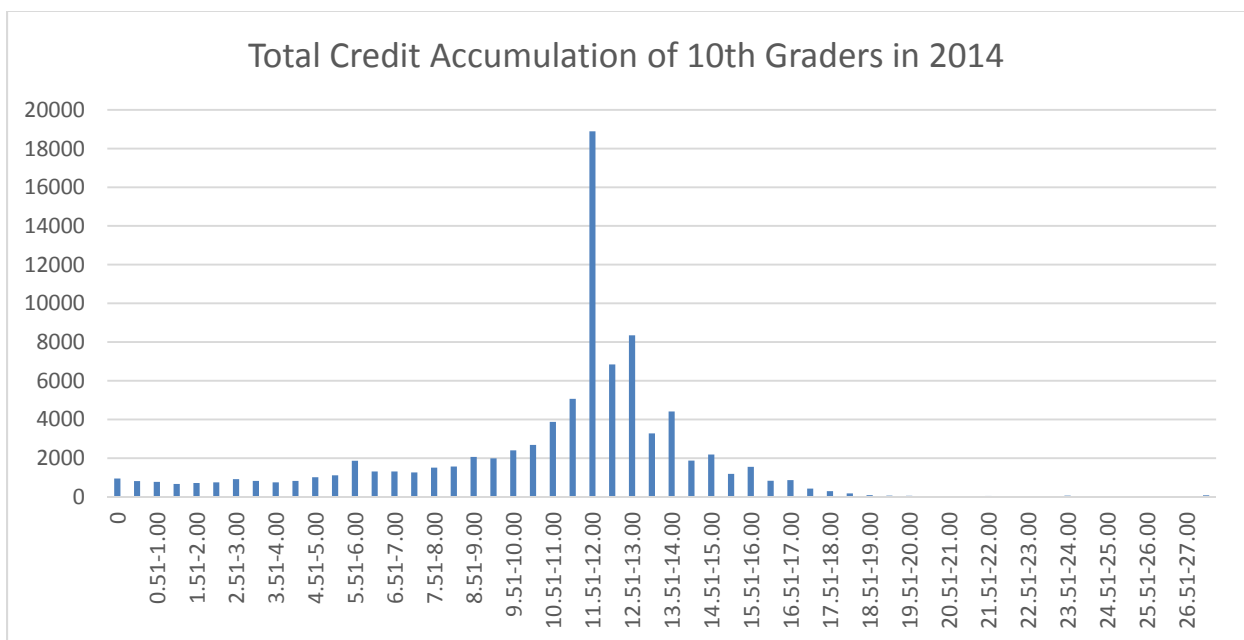


Table 1 summarizes the number and percent of 10th grade students in 2013 and 2014 who are not on-track to earn 24 credits in high school.

Table 1: The Percentage and Number of Students Accumulating Fewer than 11.5 Credits by the End of Their 10th Grade Year. The total number of students are students who have credit history data.

Year	Percent	Number	Total Number
2013	43%	36,148	84,990
2014	42%	36,992	88,768

These data suggest that perhaps 40 percent or more students currently fail one or more classes in their freshmen or sophomore years. This recent credit accumulation data approximately agrees with a 2008 SBE study of over 14,000 transcripts of high school seniors that found that 47.3 percent of students fail at least one credit during high school.

The transcript study found that 40 percent of the students that failed a course did not make it up because the course was an elective or the student had already met the graduation requirement in the subject area they failed. About one third (32 percent) of the students re-took the course and passed. Both of these sets of students graduated with fewer than the possible number of credits. Other students made up the credit through before- or after-school classes, summer school or online courses.

These data suggest that especially for schools that have six-period days, supporting all students earning 24 credits to graduate may involve developing new ways for students to be awarded credit, and may involve increasing the capacity for students to earn credit outside of the regular school day.

Student Waiver of Up to Two Credits

The State Board of Education Resolution of January 2014 stated that, “While students must attempt 24 credits, up to two of the 24 credits may be waived by local administrators if students need to retake courses to fulfill the 17 core state requirements that all students must meet . . .” The law (E2SSB 6552, Chapter 214, Laws of 2014) that directed the SBE adopt rules to implement the graduation requirements of the resolution changed this waiver somewhat by directing the SBE to adopt rules to authorize “school districts to waive up to two credits for individual students based on unusual circumstances and in accordance with written policies that must be adopted by each board of directors of a school district that grants diplomas.” The bill also directed the Washington State School Directors Association to create a model policy:

The Washington state school directors' association shall adopt a model policy and procedure that school districts may use for granting waivers to individual students of up to two credits required for high school graduation based on unusual circumstances. The purpose of the model policy and procedure is to assist school districts in providing all students the opportunity to complete graduation requirements without discrimination and without disparate impact on groups of students. The model policy must take into consideration the unique limitations of a student that may be associated with such circumstances as homelessness, limited English proficiency, medical conditions that impair a student's opportunity to learn, or disabilities, regardless of whether the student has an individualized education program or a plan under section 504 of the federal rehabilitation act of 1973. The model policy must also address waivers if the student has not been provided with an opportunity to retake classes or enroll in remedial classes free of charge during the first four years of high school. The Washington state school directors' association must distribute the model policy and procedure to all school districts in the state that grant high school diplomas by June 30, 2015. (Sec. 203)

The Washington State Directors Association have completed their model policy, which describes unusual circumstances:

- Unusual circumstances may include, but are not limited to:
- Homelessness;

- A health condition resulting in an inability to attend class;
- Limited English proficiency;
- Disability, regardless of whether the student has an individualized education program or a plan under Section 504 of the federal Rehabilitation Act of 1973;
- Denial of an opportunity to retake classes or enroll in remedial classes free of charge during the first four years of high school;
- Transfer during the last two years of high school from a school with different graduation requirements.
- Other circumstances (e.g., emergency, natural disaster, trauma, personal or family crisis) that directly compromised a student's ability to learn.

Districts may use this model policy or a district-developed policy to allow students that meet these definitions of “unusual circumstances” to waive flexible requirements to retake courses to meet the core graduation requirements.

Scheduling Options to Offer More Opportunities for Earning Credit

Based on information submitted with districts' 2014 Basic Education Compliance, 72 districts current report requiring more than 24 credits for graduation. These districts have schedules that allow students to earn more than six credits per year.

In multiple applications for the waiver to delay implementing the 24-credit requirements, districts currently with six-period days stated that they are exploring changing their schedules to allow more opportunities for earning credits.

In some districts, different high schools have different schedules. For example, block schedules may be used in an alternative school, allowing more opportunities to earn credit in schools where more of the students need to retrieve credit.

One district interviewed employs a trimester schedule, awarding .5 credits for each trimester class. Algebra and Geometry, along with freshman and sophomore English are year-long courses. In these courses, a student could fail one of the trimesters, and still earn the credits necessary to meet the graduation requirements. This schedule, combined with multiple supports to make sure students would be able to recover missed academic content, worked well for this high-functioning district with a very high free-and-reduced lunch population. District administrators felt they were well equipped to adapt to the 24-credit graduation requirements. They emphasized that they believed it was more the positive culture of the high school than the system structures that allowed them to improve outcomes for students. Because of this district's high school schedule, the district does not extensively use or need course equivalencies or two-for-one crediting.

Studies in Washington in the last decade found correlations between school schedules and students taking the courses needed for high school graduation and admittance to university, and in meeting standard on state assessments. The 2008 SBE Transcript Study showed that slightly more students in schools with block schedules met the College Academic Distribution Requirements (CADR). A 2006 study¹ of Washington schools found that students in schools with a seven-period day, and in schools with a modified block schedule (with both blocked and traditional periods), performed better on the Washington standardized tests than students in schools with six-period day or a 4x4 or alternating block schedule.

¹ Baker, D, Joireman, J., Clay, J, & Abbot, M. (2006). *Schedule matters: The relationship between high school schedule and student academic achievement*. Washington School Research Center, Seattle, WA.

Competency-based crediting

In 2011, the SBE adopted rules that removed a time-based definition of credit. Districts have the flexibility to define credit to suit the needs of local districts and to meet graduation requirements. Based on information submitted with districts' Basic Education Compliance, 82 districts offer competency-based crediting. Most commonly, credit is offered for World Language. Also, some district offer credit for students meeting standard on statewide assessments.

Transcripts offer course codes for "Local Competency Exam" ("L"), and "National Competency Exams" ("N"). The course codes are used to indicate students have earned credit for passing an exam. A Local Exam is one that is used only in Washington state, and a National Exam is one that is used in Washington and at least one other state. An initial data pull of the use of these course codes in 2014 indicates that 6071 students had the opportunity to earn credit using a National Competency Exam, and 1692 students had the opportunity to earn credit using a Local Competency Exam.

These data suggest the potential for greater use of competency-based crediting. Competency-based crediting might allow greater flexibility for students and districts and expand options for students to earn 24 credits towards graduation.

Implementing "Two for One" and Equivalency Crediting

CTE course equivalency allows some CTE courses to also meet core competency credit. At the May 2015 meeting, the Board may approve state CTE course equivalency frameworks. Districts may also develop their own CTE course equivalencies. CTE courses that are equivalent courses may also be "two for one" courses, i.e., they meet a core academic graduation requirement and a CTE (or occupational education) graduation requirement, so the student can meet two graduation requirements with one earned credit.

Flexibility in the definition of credit through district policy (WAC 180-51-050) could allow the identification of non-CTE courses for "two for one" crediting, such as a "Big History" course counting for both a science graduation requirement and a social studies graduation requirement. The Civics requirement, when embedded in another social studies course, is another example of "two for one" crediting.

Such "two for one" courses increase the flexibility in a student's schedule, since it frees a slot in the student's schedule to take an elective, although the student would still need to earn the required number of credits to graduate (WAC 180-51-067 and WAC 180-51-068).

For CTE course equivalencies, the core credit is recorded on the student's transcript, and a certificate documenting completion of the CTE course is included in the student's High School and Beyond Plan (RCW 28A.230.097):

(2) Career and technical courses determined to be equivalent to academic core courses, in full or in part, by the high school or school district shall be accepted as meeting core requirements, including graduation requirements, if the courses are recorded on the student's transcript using the equivalent academic high school department designation and title. Full or partial credit shall be recorded as appropriate. The high school or school district shall also issue and keep record of course completion certificates that demonstrate that the career and technical courses were successfully completed as needed for industry certification, college credit, or preapprenticeship, as applicable. The certificate shall be part of the student's high school and beyond plan. The office of the superintendent of public instruction shall develop and make available electronic samples of certificates of course completion.

For "two for one" crediting other than CTE course equivalencies, there are no standard processes for recording credits in a student's transcript, so record keeping of graduation requirements met through this method is done locally, through various approaches. Other than CTE course equivalencies and embedded Civics, no district interviewed is using "two for one" crediting. Because of the difficulties communicating the option to students, parents, and educators, and challenges with recording and

tracking the graduation requirement, this option does not appear to be being used extensively in the state.

Summary

During this spring of 2015, districts are planning on implementing the 24 credit requirements. Most of their attention, however, is currently centered on testing with the first administration of the Smarter Balanced assessments. Assessment graduation requirements and credit requirements interact. According to districts, the overlap between students who struggle with passing the assessments and students who are credit deficient is large. Student credit deficiencies and low assessment performance are warning signs for each other, and both indicate the student is not receiving or retaining core academic knowledge and skills.

For several of the options that would allow districts and students flexibility in meeting 24-credit graduation requirements, such as competency-based crediting or equivalency credit, more work needs to be done to make these options operate smoothly and effectively for the purpose they were intended.

Districts that have high school schedules that allow students the opportunity to earn more than 24 high school credits have fewer concerns about addressing the 24-credit graduation requirements. According to the waivers to implement the 24-credit requirements, many high schools that are currently on six-period schedule are looking at shifting to a different schedule. To maximize the benefit of a shift, a change to a different schedule most likely would need to be combined with a change in instructional philosophy and strategies. As one administrator stated, if the concern with new requirements was seniors meeting graduation requirements early and wasting much of their senior year, he had seen an increase in state graduation requirements in another state that led to districts shifting to block schedules. After the change, some students still met graduation requirements early and wasted much of their senior year. (Albeit in meeting the increase graduation requirements, these students were arguably better prepared for college and careers.) The goal is to make sure that all students use their time in high school effectively, both in meeting required courses and in choosing their electives, to take courses that challenge and engage them and move them toward their education or career goals.

Action

No Board action on graduation requirements is expected at the May 2015 meeting. SBE staff will continue to study the implementation of graduation requirements.

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



THE WASHINGTON STATE BOARD OF EDUCATION

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Title: Option One and Option Two BEA Waiver Requests

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

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

Policy Considerations / Key Questions: Should the Option One requests presented for waiver of the minimum 180-day school year requirement be approved, based on the criteria in WAC 180-18-040? Are there deficiencies in any application that may warrant resubmittal, with corrections, for consideration by the Board at a subsequent meeting?

Should the request by Paterson School District for renewal of its waiver for purposes of economy and efficiency be approved, based on the criteria in WAC 180-18-065?

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

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

Synopsis: The Board has before it three requests under RCW 28A.305.140 for Option One waivers of the basic education program requirement of a minimum 180-day school year, and one request for renewal of a 180-day waiver for purposes of economy and efficiency under RCW 28.305.141, termed Option Two. The Option One requests are from Cascade (4 days), Kelso (1 day) and Tacoma (4 days). The Option Two request for 34 days is from Paterson School District. In your packet you will find:

- A memo summarizing the three Option One and one Option Two waiver requests
- The Option One applications
- A copy of WAC 180-18-040
- Option One evaluation worksheets
- The Option Two application and attachments
- A copy of RCW 28A.305.141
- A copy of WAC 180-18-065



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OPTION ONE BASIC EDUCATION PROGRAM WAIVERS: CURRENT REQUESTS OPTION TWO BASIC EDUCATION PROGRAM WAIVER: CURRENT REQUEST

Policy Considerations

Do the requests by Cascade, Kelso and Tacoma school districts for waivers of the minimum 180-day requirement merit approval by the Board, based on the criteria adopted by the Board in WAC 180-18-040(2)? If not, what are the reasons, with reference to the criteria, for denial of the request? If denied, what deficiencies are there in the application or documentation that the district might correct for board consideration at a subsequent meeting per WAC 180-18-050(2)?

Does the request by Paterson School District for renewal of its Option Two waiver merit approval by the Board, based on the criteria for evaluation in WAC 180-18-065?

Background: Option One Waivers

The SBE uses the term “Option One” waiver to distinguish the 180-day waiver available to any district 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, “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 waiver days that may be requested. Rules adopted in 2012 as WAC 180-18-040(2) and (3) establish criteria to evaluate the need for a new waiver and renewal of an existing one.

WAC 180-18-050 sets procedures for requesting a waiver. In addition to the waiver application, the district must submit 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.

As of April 2015, 50 school districts had 180-day waivers under Option One, most often for the purpose of professional development of staff. Thirty-seven districts had been granted 180-day waivers for the sole purpose of parent-teacher conferences, under the procedure set forth in WAC 180-18-050(3). Some districts may have waivers under each provision.

Summary of Current Option One Requests

Cascade, a district of about 1,300 students in Chelan County, requests waiver of four days for the next three years for the purpose of full-day parent-teacher conferences. The request is for renewal of the waiver granted by the Board in July 2012 for three years and the same purpose of parent-teacher

conferences. (SBE rules filed as WSR 12-24-09 in December 2012 created an alternative procedure for requesting 180-day waivers for the purpose of parent-teacher conferences.)

Cascade says the purpose of the waiver is to substantially reduce the number of early release days during the school year, particularly during prime instructional time in the middle of the fall and spring. The waiver of four days avoids the need for 12 early release days for conferences on the school calendar. The early releases used before resulted in 30-minute classes at the secondary level and some classes not meeting to make time for others. The use of full days for conferences maintains instructional continuity and avoids disruption to food service, transportation and child care.

The stated goals for student achievement are for all students to make at least one year of growth in reading and mathematics and for students below grade level to achieve more than a year of growth. District benchmarks include reducing gaps in student achievement associated with membership in major subgroups. In addition to the state assessments, two local assessments -- Measures of Academic Progress (MAPS) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) -- will be used to measure student progress.

Cascade states that the waiver plan originated in a proposal by a Teaching and Learning Council consisting of administrators, teachers and classified staff, and has been supported by parents.

Kelso requests renewal of the waiver of one day, for the next three years, granted to it by the Board in July 2012. The purpose of the waiver, distinctive among those currently active, is to use a day at the beginning of the school year for activities intended to help students make a better transition between elementary school and middle school, and between middle and high school. The goal, the district says, is to "have all staff involved in a variety of activities that will help build relationships with incoming students, which will help students feel a connection to staff as well as to the school." Specific, measurable goals of the transition day are:

- Increased attendance
- Decreased discipline referrals, suspensions and expulsions
- Increased grade point average
- Increased graduation rates.

Kelso provides detail on the activities to be undertaken in the middle school and high school, with students, teachers and administrators participating in planning and running the day. They include motivational assemblies, school culture and expectations assemblies, meeting teachers and becoming familiar with the school buildings, team-building activities, a parent meeting with teachers and administrators, and an activity and club fair. Transition day activities are developed collaboratively by teams of administrators, student leaders, teachers and other staff at each school.

The district will obtain evidence of the degree to which the goals of the waiver have been attained through an annual survey of parents and teachers and collection of data on attendance, discipline, class completion rates, and graduation rates. Based on that information, activities and events will be altered from year to year to continue what's found to be successful and drop what's not.

In Part B of the application Kelso discusses the extent to which the goals of the 2012 waiver have been met, as measured by the metrics for the prior waiver plan. The district says it has seen declines in discipline referrals, out-of-school suspensions, and expulsions. Results for attendance have been mixed. Grade point average has declined, but the district says that some drop was to be expected as it implements the Common Core and raises standards. It provides a set of data tables and charts showing transition indicators for 6th and 9th graders over the last three years.

The main change from the prior waiver plan to the proposed new plan is to extend the transition day from an early release to a full day, allowing more time for students with their teachers and school staff. Kelso says that support for the waiver has been strong, as evidenced by the survey results.

Tacoma requests waiver of four days for each of the next three school years. This is a new application. Tacoma has a waiver of two days, granted November 2012, that expires this year. It has a second waiver of 20 days, also expiring this year, for its alternative high schools, the Science and Mathematics Institute and the School of the Arts. The present request of four days is for all schools in the district.

Tacoma says the purpose of the waiver is to enable the use of full days for professional development of staff within the 180-day calendar. “The purpose and goals of this waiver are to establish continuous and consistent time for educators to learn about data, develop collaborative action plans and create individual lesson plans that will increase student district,” the it states. The non-student days would also allow time for reorganization of services for greater alignment in support services and assessment.

The district describes in detail the specific activities that will be undertaken on each of the waiver days, which will be placed at nine-week intervals during the school year. For example, the first waiver day will be used to examine the previous year’s end-of-year data and summer school data to determine student groupings and interventions. Teachers will receive assessment and trend data to build support plans by grade level and content area and develop lesson plans to support interventions. Tacoma also describes how the waiver plan is tied to the District Improvement Plan and Strategic Plan, with specific reference to goals and indicators in the plans.

Tacoma provides a link to the multiple measure [accountability](#) system it has developed to monitor progress against goals for student achievement in a publicly accessible way. Benchmarks for each of the goals – Academic Excellence, Partnerships, Early Learning and Safety are set out in the linked document. Tacoma says that each of the four “Data Days” requested will facilitate a process in which staff will be able to connect to relevant data and build action plans to support students currently in their classes. The benchmarks will be consistent, the district says, while the data will be live and ever-changing.

The district describes the assessments that will be used to collect evidence of how well goals of the waiver are being achieved. In addition to state assessments they include student portfolios aligned to state standards, classroom grades, and at the high school level SAT, PSAT, and AP exams.

Tacoma says that there is strong support in the district for time in the calendar to learn about data, analyze data, and plan with data. “With more than 60% of our students living in poverty, more than 13% special education, nearly 10% ELL, and more than 1,200 homeless students, our educators need a systematic approach to use data to inform our daily learning activities, coordinate extended learning opportunities, and collaboratively align resources to support student achievement.”

Summary of Option One Waiver Applications

District	Number of Waiver Days Requested	Number of Years Requested	Purpose of Waiver Request	Student Instructional Days	Additional Work Days Without Students	New or Renewal
Cascade	4	3	Parent-Teacher Conferences	176	1	R
Kelso	1	3	Student Transition Between Schools	179	5	R
Tacoma	4	3	Professional Development	176	2	N

Background: Option Two Waivers

In 2009 the Legislature passed SHB 1292, authorizing a new basic education waiver from the 180-day requirement for the purposes of economy and efficiency. The act is codified as RCW 28A.305.141. The waivers enable adoption of a flexible school calendar, typically resulting in a four-day school week with longer school days. The statute limits eligibility for the waiver to no more than five districts at any time, two for districts with fewer than 150 students, and three for districts with between 150 and 500. Waivers may be granted for up to three years.

The statute sets forth the information that must be provided in an application for an Option Two waiver. It includes, for example:

- A demonstration of how the BEA program requirement for instructional hours will be maintained by the district;
- An explanation of the economies and efficiencies to be gained from compressing the instructional hours into fewer than 180 days;
- An explanation of how monetary savings will be redirected to support student learning;
- A summary of public comments received in one or more public hearings on the proposal, and how concerns will be addressed;
- An explanation of the impact on students whose parents work during the missed school day.

Four districts have applied for waivers under this statute: Bickleton, Paterson and Mill A for districts with fewer than 150 students, and Lyle for districts of 150 to 500. In November 2009 the Board approved requests from Bickleton for waiver of 30 days for three years, from Paterson for 34 days for three years, and from Lyle for 12 days and 24 days, respectively, for two years. The Board granted renewal of the Bickleton and Paterson waivers in March 2012, and renewal of the Bickleton waiver for another three years in March 2015. Both continue to operate on calendars of four-day school weeks. Lyle returned to a standard calendar after two years on a four-day week.

The SBE adopted rules for evaluating requests for waivers under this section as WAC 180-18-065 in November 2012. The rules provide that a district requesting a waiver to operate one or more schools on a flexible calendar for purposes of economy and efficiency must meet each of the requirements for the application specified in RCW 28A.305.141. If more districts apply than can be approved under law, priority will be given to those plans that best redirect projected savings to support student learning.

The legislation establishing the waiver program expired on August 31, 2014. The SBE was directed to submit a report and recommendation to the Legislature by December 2013 on whether it should be continued, modified, or allowed to terminate on that date. The SBE recommendation was to focus on whether the program resulted in improved student learning as demonstrated by empirical evidence. The Board submitted an extensive [report](#) in November 2013, incorporating best available data on academic outcomes from the shortened school calendars.

On November 15, 2013, the Board approved the following recommendation to the Legislature:

Recognizing that the data are inconclusive as to the question asked by the Legislature, Did the alternative program lead to measurable growth in student achievement, but that the data does show no measurable decline in student achievement and that other benefits were identified by the waiver district communities, the State Board recommends that Option 2 waivers be allowed to continue for an interim period.

In the 2014 Session the Legislature passed [ESSB 6242](#) continuing the SBE's authority to grant waivers under RCW 28A.305.141 through August 31, 2017. No changes were made to eligibility for the waiver or requirements for the application. There is no requirement for additional SBE study of the program.

Summary of Option Two Waiver Request

Paterson, a K-8 district in Benton County, requests renewal of the waiver of 34 days it was originally granted in 2009 and renewed for three years in 2012. The application requests renewal for another three years, but the SBE may not approve for more than two years because the statute authorizing the waiver expires in 2017.

Paterson operates on a four-day, Monday-Thursday school week. Selected Fridays are designated "Adventure Fridays" on which children return to school for enrichment programs such as science projects. Other time on Fridays is used for staff meetings, professional development, instructional planning, and work by staff with individual students. The school day begins at 7:45 A.M. and ends at 3:45 P.M. for students and 4:10 P.M. for certificated staff. The schedule is the same for kindergarten. Additional time after student dismissal is used for extended day programs and academic assistance to students. Paterson states that it offers 1,046 instructional hours, in excess of the state requirement of 1,000 hours in grades 1-8.

Paterson estimates that its modified school calendar resulted in savings of \$48,715 in the 2013-14 school year. (Paterson's total General Fund expenditures for 2013-14 were about \$1.5 million.) It appears to project the same savings for the years for which the waiver is requested. Of the estimated \$48,715 savings, about 61 percent were from reduced expenditures for classified staff and benefits. The next largest savings were in costs for substitute teachers, because of reduced absenteeism by certificated staff, and for food services, because of the shorter week. The district says the savings gained help it maintain programs previously supported by state and federal grants. It also uses the savings to support the salary and transportation costs of an extended day intervention program that runs from 3:45 to 4:30 P.M. on Monday through Thursday.

Paterson cites these and other benefits of the shorter week and longer day for students, families and staff:

- Longer class periods, resulting in higher instructional quality and improved student learning;
- More time for interventions for students needing academic remediation;
- More learning opportunities for advanced students;
- Fewer interruptions of class time for activities, which are shifted to Adventure Fridays;
- Fewer student and teacher absences;
- Less time spent by students riding school buses in the expansive rural district, and fewer long commutes for staff;
- Reduced student discipline problems.

The district says there has not been an adverse impact for students who depend on free and reduced price nutrition services, as meals are provided on non-scheduled Fridays through local levies.

Paterson states that savings from the modified calendar has enabled it to retain classified teacher assistant positions that would otherwise have had to be eliminated because of changes in state funding. Moreover, the district says, the modified calendar, coupled with the academic successes of its students and the Paterson commitment to closing achievement gaps, has been an attraction for staff to work there and for parents to "choice in" their children there.

The impact of the shortened week on parents who work on missed school days is minimal, Paterson says, because the area's agricultural economy means that one parent or other family member is usually home on Fridays.

Paterson describes assessments the district uses to analyze student achievement over the course of the waiver. They include, in addition to the state assessments taken by grade, MAPS, DIBELS, and the Washington English Language Assessment (WELPA). The district will also rely on attendance data and teacher-created assessments to evaluate results of the waiver.

In Appendix C, Paterson provides demographic and achievement data for district students. In 2013-14 97 percent of students its students were Free-and-Reduced-Price eligible, 31 percent in Transitional Bilingual, and 22 percent Migrant. It includes a chart showing the district performing favorably in English proficiency compared to "feeder schools" in the Yakima Valley. In a series of charts, the district presents a longitudinal analysis showing growth in reading and math among students in classes under the waiver. A set of tables compare MSP results for 2013 and 2014 with those for the state and Valley feeder schools with similar demographics. For Spring 2014 assessments most Paterson results were significantly above the feeder schools'. Some Paterson results are suppressed because of the low sample sizes.

Actions

The Board will consider whether to approve the requests for Option One waivers presented in the applications by Cascade, Kelso and Tacoma School Districts and summarized in this memorandum.

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

If you have questions regarding this memo, please contact Jack Archer at jack.archer@k12.wa.us.



THE WASHINGTON STATE BOARD OF EDUCATION

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

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

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

Instructions:

Form and Schedule

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

Application Contents:

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

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

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

Submission Process:

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

Jack Archer
Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035
jack.archer@k12.wa.us

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

**CASCADE SCHOOL DISTRICT NO. 228
Chelan County, Washington**

RESOLUTION No. 14/15-4

MINIMUM 180-DAY SCHOOL YEAR WAIVER

WHEREAS, the Cascade School District Board of Directors has established goals for making changes that will significantly increase student learning and individual achievement; and

WHEREAS, the school district's goals include improving the parent-teacher conference process by incorporating student-led conferences as a strategy to help students evaluate and reflect on their own skills, interests, and accomplishments; and to involve families in students' decisions and plans; and

WHEREAS, the school district believes that full-day parent-teacher-student conferences are less disruptive to student learning than half-day school days, and the waiver will result in eight fewer calendar half-days; and

WHEREAS, the waiver supports the district improvement plan; and

WHEREAS, administrators and staff together developed the school year calendar that necessitates the request for the waiver; and

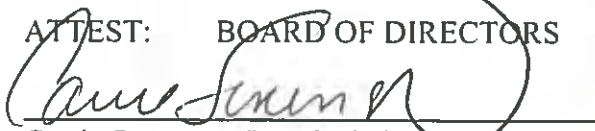
WHEREAS, the district assures it will continue to meet the annual average 1,000 hours of instructional hour offerings as required by RCW 28A.150.220; and

WHEREAS, the Washington State Board of Education, while respecting the value of teacher and student contact time, has recognized the importance of allowing school districts the opportunity to be innovative in enhancing the educational program for all students, and therefore, may grant waivers to districts for this purpose, now

BE IT THEREFORE RESOLVED, the Board of Directors of the Cascade School District requests that the minimum 180-day school year requirement, as established in RCW 28A 150.220, be waived by the Washington State Board of Education, per RCW 28A.305.140, for the Cascade School District to allow for four non-student days for the 2015-2016, 2016-2017, and 2017-18 school years. During this time, students will not attend class, but will instead participate in student-led parent-teacher conferences.

RESOLVED THIS 23rd of February 2015, as witnessed by our signatures.

ATTEST: BOARD OF DIRECTORS

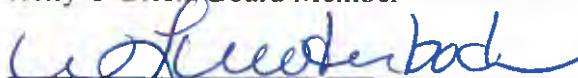

Carrie Sorensen, Board Chairperson

Cindy Puckett, Vice-Chairperson


Kristen Wood, Board Member


Jennifer Pickel, Board Member

Kelly O'Brien, Board Member


Bill Mosenbocker, Supt/ Board Secretary

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	Cascade School District
Superintendent	Bill Motsenbocker
County	Chelan
Phone	509.548.5885
Mailing Address	330 Evans St. Leavenworth, WA 98826
Contact Person Information	
Name	Bill Motsenbocker
Title	Superintendent
Phone	509.548.5885
Email	bmotsenbocker@cascadesd.org
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	4
School Years	(3 years) 2015-16, 2016-17, 2017-18
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	12
Remaining number of half days in calendar	4
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 is to substantially reduce the number of early release days in the school calendar, and particularly those during prime instructional windows in the middle of the fall and spring. The district's goal is to maintain instructional integrity for students and teachers by preserving, to the extent possible, full length class periods at the secondary level and full instructional days at the elementary.

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.)

Cascade School District is working to increase student learning in all content areas, and consequently increase student performance on all state and local assessments, particularly in mathematics and science.

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

The district standard is for all students to make at least one year of growth in reading and mathematics each school year and students who are significantly below grade expected grade level will make more than one year of growth each year and will close the achievement gap between their achievement and their achievement expected for their grade and age.

Expected district benchmarks:

All students will successfully complete every course and grade level and demonstrate proficiency on local and state assessments. Gaps in student achievement that are connected to race, socioeconomic status, and gender will be reduced.

SBAC	ELA/Mathematics	Grades 3-8 & 11
MSP	Science	Grades 5 & 8
EOCs	Biology	Grade 10
MAPS	Reading/Mathematics	Grades K-11 (3 times per year)
DIBELS	Reading	K-5 (2 or more times per year)

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.

This waiver will provide the ability for Cascade to continue full-day parent conferences and as a result maintain instructional continuity. Half-day early release days for conferences resulted in short 30 minute classes at the secondary level, or classes not meeting to provide other classes

with a normal duration. The half-day early release days also caused disruptions in food service, transportation, and childcare for parents.

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

The state and local assessments and metrics stated in #3 will be used for this purpose.

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

The plan and goals will move from year to year with a possibility for changes only as data supports. Year to year calendar predictability is a plus under this waiver application.

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

This is waiver renewal from three-years ago. The Cascade Teaching and Learning Council consisting of administrators, teachers, and classified staff first proposed the calendar change. Parents were informed of the changes at the time and have appreciated the calendar consistency. Student surveys were conducted and found no calendar concerns other than the length of summer and winter breaks.

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.

Both CBAs address the development of the school calendar. In summary there are four early release days: the end of first quarter, to begin Thanksgiving break, the end of first semester, and the last day of school in June. The district utilizes Wednesday late starts for staff development twice per month. Student-led parent conferences are conducted two full days in the fall and two full days in the spring. There are no other interruptions to instructional time.

The following is a link to the CBAs on the Cascade website:
http://www.cascadesd.org/employmentnbsp_297.html

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

Student instructional days (as requested in application)	176
Waiver days (as requested in application)	4
Additional teacher work days without students	1
Total	181

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	Required	X	X	
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.

The district used the four full days to conduct student-led conferences as our earlier application described for the past three years. All were successful and deemed appropriate to continue.

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.

It's difficult to attribute the full-day conferences to achievement gains, however, 4 of 5 grade levels in reading and math showed growth an average of 3.7% in reading and 4.7% in mathematics referring to students meeting standards on state assessments. This would equate to 4 more reading students meeting standard and 5 math students in each grade level from grade level FTEs equaling approximately 100 students per grade. State assessment data is not available yet for 2014.

DIBELS and MAPS data showed strong gains in the primary grades K-2 in both reading and math while MAPS data was mixed other than grades 4 & 5 which showed very strong math gains matching state assessments through RIT scores.

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.

No changes are proposed in the waiver request or goals.

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.

Past results have shown growth in the past and should repeat through consistent application.

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.

Both union leadership groups have unanimously supported the continuation of the four waiver days for parent conferences. The Teaching and Learning Council has also unanimously requested the continuation. Parent communication during the four conference days has been very positive each year thus far.

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.

Option One Waiver Application Worksheet

District: Cascade
Date: 5/13/2015

Days requested: 4
Years requested: 3
New or Renewal: R

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

District: Cascade

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:”

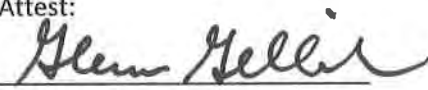
<p>WAC 180-18-040 (3)</p>	<p>(a) The degree to which the prior waiver plan's goals were met, based on the assessments or metrics specified in the prior plan.</p>	<p>(b) The effectiveness of the implemented activities in achieving the goals of the plan for student achievement.</p>	<p>(c) Any proposed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

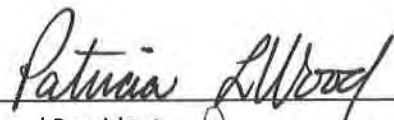
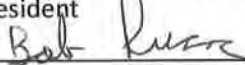
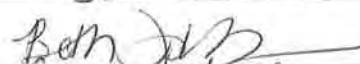
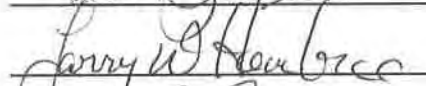

KELSO SCHOOL DISTRICT NO. 458
BOARD RESOLUTION
Board Resolution 14/15-2

- WHEREAS the state board of education's authority to grant waivers from the basic education program requirements is RCW 18A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers are WAC 180.18.030, WAC 180.18.040, and WAC 18.18.050; and
- WHEREAS the district is requesting a waiver for the 2015/2016, 2016/2017, 2017/2018 school years only; and
- WHEREAS the district is requesting a continuance of a one-day waiver of student attendance for incoming 7th, 8th, 10th 11th and 12th grade students that was started during the 2012/2013 school year; and
- WHEREAS the district believes that by providing incoming sixth and ninth grade students with a sense of connectedness and feeling of confidence around their ability to be successful and meet the demands of their new schools, transitioning students will be able to successfully navigate their new environments and be knowledgeable of the many resources available to them in the coming year; and
- WHEREAS the district expects greater academic success, lower disciplinary referrals, and increased satisfaction among students and parents; and
- WHEREAS, the district acknowledges that it is still required to meet the annual average of 1,027 hours of instructional offerings (RCW 28A150.220 and WAC 180.16.215).

THEREFORE BE IT RESOLVED that the Kelso School District requests from the State Board of Education a waiver of one day's attendance for incoming 7th, 8th, 10th, 11th and 12th grade students for the 2015/2016, 2016/2017, and 2017/2018 school years, dated this 27th date of April 2015.

Attest:


Glenn Gelbrich, Superintendent


Board President





Part A: For all new and renewal applications:

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

School District Information	
District	Kelso School District
Superintendent	Glenn Gelbrich
County	Cowlitz
Phone	360-501-1927
Mailing Address	Kelso School District 601 Crawford Kelso, WA 98626
Contact Person Information	
Name	Chris Rugg
Title	Director of Student Services and Supervision
Phone	360-501-1905
Email	chris.rugg@kelsosd.org
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	No
If no, then which schools or grades is the request for?	Coweeman Middle School 7 & 8 Huntington Middle School 7 & 8 Kelso High School 10, 11 & 12
How many days are requested to be waived, and for which school years?	
Number of Days	1
School Years	2015-2016, 2016-2017, 2017-2018
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	no
Remaining number of half days in calendar	4
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 this waiver is to provide one day for students to make a smooth transition from elementary to middle school, and from middle school to high school. Our goal is to have all staff involved in a variety of activities that will help build relationships with incoming students, which will help students feel a connection to staff as well as to the school. Throughout the transition day, students will be exposed to school expectations, building layout, culture of the school, clubs and activities offered, and a chance to build new friendships with other incoming students as each level mixes a variety of students from their school. Through these activities and experiences, we want students to feel a connection so they know where to turn for support. We also want that connectedness to foster the desire for students to attend school and do their best.

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.)

Our secondary schools currently use Indistar as their school improvement tool and have individually identified a climate and culture indicator. Each school works with its feeder schools to help in the transition process and to build relationships to help lower suspension rates, to increase attendance rates, and to raise graduation rates.

<http://www.indistar.org/app/Login.aspx> Huntington Middle School – Login/password guests7588

<http://www.indistar.org/app/Login.aspx> Coweeman Middle School - Login/Password guests7587

<http://www.indistar.org/app/Login.aspx> Kelso High School - Login/Password guests13871

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.

- Increased Attendance Rates
- Decrease Discipline Referrals (non-truancy/tardies)
- Decrease Number of Individuals Who Receive Referrals (non-attendance)
- Decrease OSS or Expulsions (non-attendance)
- Raise the Grade Point Average *Beginning in 2015-16 we will begin tracking class completion rather than grade point average*
- Raise Graduation Rates

See attached Data Sheet – Transition Data Waiver 2012_13_14

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.

Student leadership, along with teachers and administration participate in planning and running the day, giving them an opportunity to get to know the incoming class members. While each school has their own agenda, that are all involved in a number of activities to engage and transition students:

- Motivational Assemblies – Students will have the opportunity to hear from prior students and motivational speakers to get them excited about coming to school, attending on a regular basis, and persevering to graduation.
- Culture and Expectations Assemblies – Students will have an opportunity to learn about the culture of their school and the expectations for which they will be held accountable.

These activities will provided the same message to all students and help lower discipline rates as well as suspension.

- Modified Schedule – Students will explore the school and learn where there classes are. They will be on a shortened schedule that will allow them time to find their rooms, meet their teachers, hear about their class and start the relationship building with teachers and fellow students.
- Team-Building Activities – These activities will begin the relationship building process between teachers and students and student-to-student. New friendships will blossom and students will see familiar faces when they start school the next day with all in attendance.
- Parent Meeting – This meeting will give parents the opportunity to once again hear about the school and meet teachers and administrators. This will also build bridges between the school and parents, increasing communication and giving parents the peace of mind that their children are attending a great school.
- Activity Fair\Club Fair – This will allow students to sign up for different activities and clubs. This provides students another connection to school, helping achieve lower discipline rates and higher graduation rates.

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?

Each year we conduct a survey to understand student and parent perception of the transition day. Our main goal is to identify if it gets students off to a positive start in their new school. We will also use data collected through Skyward to monitor attendance, discipline, class completion rates and graduation rates.

See files – Data_All_21012, Data_All_21013, Data_All_21014, Staff_Data_All_21012,

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?

Each year we will collect information on the success of the transition day. Activities and events that are successful will continue from year to year to assist students in the transition. Less successful activities may be tweaked or dropped and replaced with new activities. Guest speakers' effectiveness will be evaluated and may or may not be invited to speak again to the student body.

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

Administration, teachers, student leadership and district staff collaborate to develop transition day activities and events. Each school team meets to decide how to divide the time. Our community members work with local businesses to obtain donations for the different events and activities; they also help set and man tables to distribute information including schedules, and help direct students and parents in the schools throughout the day.

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.

Full Instruction Days: 180
 Early-Release Wednesdays: 37
 Early Dismissal Days: 4
 Non-Instruction Days: 5
 Parent Conferences Elementary: 4
 Parent Conferences Middle School: 7
 Parent Conferences High School: 4

<http://www.kelso.wednet.edu/Portals/0/HR/KEA%20Bargaining%20Agreement%202012%20-2015.pdf>

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

Student instructional days (as requested in application)	179
Waiver days (as requested in application)	1
Additional teacher work days without students	5
Total	185

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

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100%	(1) District kick-off		
2	100%		(2) teacher in-service	
3	100%			(2) Teacher work day
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.

The waiver day gives teachers and incoming 6th and 9th graders the opportunity to build relationships. A full day will also provide students the opportunity to work with all teachers, attend a shortened schedule, get to know the building layout and learn about the culture and expectations of the school.

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.

At secondary levels, upper classmen and leadership students were trained to provide support to incoming 6th graders and freshmen. The incoming students attended an abbreviated schedule and participated in team-building activities, motivational assemblies and school tours, as well as informational sessions on school culture and expectations. Parents were also invited to their transitioning child's school for a meeting in which administration, counselors and teachers shared information about the school and ways to help their students be successful.

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.

We have seen a number of goals met through the last two years of the waiver. Being connected is our overall goal. We have experienced a decrease in discipline referrals for entire schools and in the number of students receiving a referral. We have also had a decrease in the number of out-of-school suspensions as well as expulsions. Sharing expectations and building relationships between students and teachers helps improve these numbers. We did not see the increase in attendance the first year, but in two of the three schools, the number has begun to improve. Our grade point average has dropped a bit but remained close to our original numbers. As we implement common core and raise our standards we would expect a drop in grade point levels.

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

We will be moving the day from a Wednesday Early Release Day to a full day. This will allow students more time with their teachers and school staff, and access to the building prior to the first day of school with the entire student body. Our goals to help students make a positive transition from elementary to middle school and from middle school to high school will remain the same.

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.

Each year brings a new group of students making the transition to a new school. It is important that each group of students is afforded the opportunity of a smooth transition to get them off to a positive start. Transition days will continue to help us help students make advancements towards fewer suspensions, high grade point averages and a higher graduation rate.

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

Parents and the community have been informed of our impacts through parent newsletters and our websites. Principals have written about the transition day to share the effect of the day. They have also shared survey results in PTO meetings and other methods. Attached are the survey results from the first two years. Through these results we can see the support for the waiver. See files – Newsletter 1, News letter 2

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.

Transition Indicators (6th and 9th grade classes)

Absence Rate (combined days missed excused/unexcused)			
	11-12	12-13	13-14
CMS	7.47	8.46	8.02
HMS	7.7	10.17	10.97
KHS	7.7	12.45	10.86

Absence Rate (combined days missed excused/unexcused)			
	11-12	12-13	13-14
MS	7.59	9.32	9.53
HS	7.7	12.45	10.86

Discipline Referrals (non-truancy/tardies)			
	11-12	12-13	13-14
CMS	511	450	183
HMS	396	279	381
KHS	733	561	528

Discipline Referrals (non-truancy/tardies)			
	11-12	12-13	13-14
MS	907	729	564
HS	733	561	528

Individuals who received a referral (non-attendance)			
	11-12	12-13	13-14
CMS	0.45	0.54	0.32
HMS	0.46	0.37	0.4
KHS	0.46	0.39	0.34

Individuals who received a referral (non-attendance)			
	11-12	12-13	13-14
MS	0.45	0.46	0.36
HS	0.46	0.39	0.34

Discipline (OSS or expulsion) (non-attendance)			
	11-12	12-13	13-14
CMS	30	23	15
HMS	103	64	50
KHS	162	98	82

Discipline (OSS or expulsion) (non-attendance)			
	11-12	12-13	13-14
MS	133	87	65
HS	162	98	82

Grade Point Average			
	11-12	12-13	13-14
CMS	2.93	2.66	2.7
HMS	2.96	2.79	2.65
KHS	2.76	2.64	2.57

Grade Point Average			
	11-12	12-13	13-14
MS	2.94	2.65	2.625
KHS	2.76	2.64	2.57

Graduation Rate			
	11-12	12-13	13-14
KHS	80.4	87.7	87

Option One Waiver Application Worksheet

Days requested: 1
Years requested: 3
New or Renewal: R

District: Kelso
Date: 5/13/2015

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: Kelso

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:”

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

TACOMA SCHOOL DISTRICT NO. 10
Resolution No. 1985

WHEREAS, the state legislature requires that the school year shall consist of a minimum of 180 school days, Tacoma School District No. 10 requests a waiver for grades K-12 of the minimum 180-day school year pursuant to RCW 28A.305.140 and WAC 180-18-040 for school years 2015-2016, 2016-2017, and 2017-2018; and

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

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

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

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

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

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

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

THEREFORE, be it resolved that the Board of Directors of Tacoma School District No. 10 request a three-year waiver (school years 2015-2016, 2016-2017, 2017-2018) of four school days from the State Board of Education pursuant to RCW 28A.305.140 and WAC 180-18-040 for the Tacoma School District No. 10;

ADOPTED by the Board of Directors of Tacoma School District No. 10 at its regular meeting on February 26, 2015;

DATED this 26th day of February, 2015.


ATTEST:



Carla Santorno, Board Secretary


BOARD OF DIRECTORS



President







Board Members

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	Tacoma Public Schools
Superintendent	Carla Santomo
County	Pierce
Phone	253.571.1011
Mailing Address	P.O. Box 1357 Tacoma, WA 98401-1357
Contact Person Information	
Name	Toni Pace
Title	Assistant Superintendent K-12 Support
Phone	253-571-1036
Email	tpace@tacoma.k12.wa.us
Application type:	
New Application or Renewal Application	New Application
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	4
School Years	2015-2016; 2016-2017; 2017-2018
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	
Remaining number of half days in calendar	
Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?	
Yes or No	Yes. We will meet the District Average of 1,027 hours

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

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

1. What are the purposes and goals of the proposed waiver plan?
The purpose and goals of this waiver are to establish continuous and consistent time for educators to learn about data, examine data, develop collaborative action plans and create individual lesson plans that will increase student achievement Tacoma Public Schools uses a multiple measure accountability to track and monitor progress - <http://www.tacoma.k12.wa.us/benchmarks/Pages/default.aspx>. Additionally, we are reorganizing services to provide greater alignment in support services and assessment. These efforts will provide increased focus, support and resources to our schools and the vulnerable learners we serve. Through the framework outlined below, school will develop team and individual plans that directly support the students they are currently serving.
2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

The Waiver Plan outlined above is directly tied to our District Improvement Plan and our District's Strategic Plan. Our District Improvement Plan provides a plan for teachers and principals to receive training on the use of an integrated assessment data system to inform instruction and to monitor the achievement of students on a regular basis (Indicator P5-A). In addition, our District's Strategic Plan identifies benchmarks for each of our 4 Goals: Academic Excellence, Early Learning, Safety and Community Partnerships. Those benchmarks are analyzed regularly and quarterly reports are presented to the Board identifying areas of concern, areas of gains and areas where we will be focusing on. The Waiver Day Plan presented here, will allow our District's staff members to work collaboratively to alter instruction to meet the needs of our diverse learners. Here is the link to the [District's Improvement Plan](#) and a link to the [District's Strategic Plan](#).

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

Tacoma Public Schools has invested in a multiple measure accountability system that provides transparent data to the public and to individual school staff. The public can access the data through - <http://www.tacoma.k12.wa.us/benchmarks/Pages/default.aspx>. Individual schools can access this data at the following levels: District, region, school, and individual student. This allows each school and classroom teacher to access data to build team intervention plans and individual classroom lessons to support a differentiated lesson plan. As articulated in question #1, each of our "Data Days" will facilitate a process in which staff members will be able to connect to relevant data and build action plans to support the students that are currently in the classes. The benchmarks (measurable data goals and sets) will remain consistent, however the specific data will be live and thus ever evolving.

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

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

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

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

Day 3 will be held approximately at the 18th week of school. This day will also be broken into four parts: (1) Professional Development on data analysis and the science of data; (2) Specific data analysis school wide, department/grade level teams, and individual classroom data from the second 9 weeks; (3) Team intervention planning; and (4) Individual classroom intervention planning.

Day 4 will be held approximately at the 27th week of school. This day will also be broken into four parts: (1) Professional Development on data analysis and the science of data; (2) Specific data analysis school wide, department/grade level teams, and individual classroom data from the second 9 weeks; (3) Team summer school planning; and (4) individual classroom intervention planning.

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

The following state and local assessments will be used:

High School Level: End of course exams, portfolios that are directly aligned to the standards, SAT, PSAT, and AP exams and released items, Smarter Balance Interim exams and classroom grades.

Middle School Level: End of course exams, portfolios that are directly aligned to the standards, Smarter Balance Interim exams and classroom grades.

Elementary School Level: Portfolios that are directly aligned to the standards, Smarter Balance Interim exams and classroom standards based report cards.

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

Additional data will include the following:

<http://www.tacoma.k12.wa.us/information/StrategicPlan/Documents/TPS-Measuring-the-Whole-Child.pdf>

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

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

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

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

Day 3 will be held approximately at the 18th week of school. This day will also be broken into four parts: (1) Professional Development on data analysis and the science of data;(2) Specific data analysis school wide, department/grade level teams, and individual classroom data from the second 9 weeks; (3) Team intervention planning; and (4) individual classroom intervention planning.

Day 4 will be held approximately at the 27th week of school. This day will also be broken into four parts: (1) Professional Development on data analysis and the science of data; (2) Specific data analysis school wide, department/grade level teams, and individual classroom data from the second 9 weeks; (3) team summer school planning; and (4) individual classroom intervention planning.

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

Collectively, our district has advocated for additional time to learn about data, analyze data and individually and collaboratively plan with data. Our Board has supported this application and its systematic approach. We believe that it is a critical step to support the most vulnerable and mobile students. With over 60% of our students living in poverty, over 13% special education, nearly 10% ELL, and over 1,200 homeless students, our educators need a systematic approach to use data to inform our daily learning activities, coordinate extended learning opportunities and collaboratively align resources to support student achievement.

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

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

The Tacoma Education Association (TEA) supports the request for four (4) waiver days beginning with the 2015 – 2016 school year. The Collective Bargaining Agreement (CBA) provides for up to seven (7) days which may be used for professional development. Further the CBA addresses the following issues:

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

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

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

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

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100	The district will direct the 4 main goals for each day	The building will choose the specific data (aligned to the district adopted benchmarks) and instructional materials for the professional development activities.	Teachers, will identify the action plans for improvement and activities for the individual lessons that they will create to improve student achievement

2	100	The district will direct the 4 main goals for each day	The building will choose the specific data (aligned to the district adopted benchmarks) and instructional materials for the professional development activities.	Teachers, will identify the action plans for improvement and activities for the individual lessons that they will create to improve student achievement
3	100	The district will direct the 4 main goals for each day	The building will choose the specific data (aligned to the district adopted benchmarks) and instructional materials for the professional development activities.	Teachers, will identify the action plans for improvement and activities for the individual lessons that they will create to improve student achievement
4	100	The district will direct the 4 main goals for each day	The building will choose the specific data (aligned to the district adopted benchmarks) and instructional materials for the professional development activities.	Teachers, will identify the action plans for improvement and activities for the individual lessons that they will create to improve student achievement
5				
6				
7				
Check those that apply				

11. If the district has teacher work days over and above the 180 school days (row three of table in item 9 above), please also explain the rationale for the additional need of waiver days. The additional days that are provided for teachers over and above the 180 days are "Optional Days" which means that teachers can opt to attend or not. Since the Waiver Days will be regular work days, teachers will not have to opt in or out. The Waiver Days will allow us to insure that all of our teachers are engaged in this very meaningful work.

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

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

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

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.

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.

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.

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.

C. Last Steps:

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

Thank you for completing this application.

Tacoma Public Schools
Proposed 2015-16 School Year Student Calendar
180 Days, 1080 Instructional Hours

DRAFT

SEPTEMBER 15

S	M	T	W	Th	F	S
		N	N	N	N	5
6	H	SS	9	10	KS	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7th Labor Day Holiday
 8th First Student Day
 11th Kindergarten Start Date
 17 days

OCTOBER 15

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	*21	E	E	24
25	26	27	28	29	30	31

21st Elementary Conferences
 *Early Release grades K-5
 22nd, 23rd All Grades Conferences
 *Early Release grades 1-12
 22nd, 23rd No school for Kindergarten Students
 22 days

NOVEMBER 15

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	H	12	13	14
15	*16	17	18	19	20	21
22	23	24	H	H	H	28
29	30					

11th Veterans' Day Holiday
 16th Elementary Trimester Break
 No school for elementary students only
 25th, 26th, 27th Thanksgiving Break
 16 days – elementary students
 17 days – secondary students

DECEMBER 15

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	N	N	N	H	H	26
27	N	N	N	N		

Dec 21 – Jan 1 Winter Break/
 No school
 24th, 25th Christmas Eve and
 Christmas Day
 31st New Year's Eve
 14 days

JANUARY 16

S	M	T	W	Th	F	S
					H	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	H	19	20	21	22	23
24	25	26	27	28	*29	30
31						

1st New Year's Day
 4th School resumes
 18th Martin Luther King Jr. Day
 29th Secondary Semester Break
 *No school for middle and
 high school students
 19 days – elementary students
 18 days – secondary students

FEBRUARY 16

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	H	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

15th Presidents' Day Holiday
 20 days

MARCH 16

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	E	E	19
20	21	22	23	24	25	26
27	28	29	30	31		

17th, 18th All Grades Conferences
 Early Release for all
 students
 23 days

APRIL 16

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

Apr 4 – Apr 8 Spring Break
 16 days

MAY 16

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	S	28
29	H	31				

27th Snow make-up day, if
 needed
 30th Memorial Day Holiday
 20 days

JUNE 16

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	E	18
19	X	X	X	23	24	25
26	27	28	29	30		

17th Last Day of School/
 Early Release
 20th, 21st, 22nd
 Additional snow make-up
 days, if needed
 13 days

N = Non-School Day **H** = Holiday (no school) **SS** = School Starts **KS** = Kindergarten Start Date **S** = Snow Make-Up Day
E = Early Release **X** = Additional Snow Make-Up Days if more are needed.

Option One Waiver Application Worksheet

District: Tacoma
Date: 5/13/2015

Days requested: 4
Years requested: 3
New or Renewal: N

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

District: Tacoma

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:”

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

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.]



Option Two Waiver from 180-Day School Year Requirement for Purposes of Economy and Efficiency

Districts with fewer than 500 students are eligible to receive a 180-day waiver for the purposes of economy and efficiency. The application materials must be submitted to the State Board of Education (SBE) no later than 30 days before the regular SBE meeting at which the request will be considered. The schedule of SBE meetings can be found at the SBE home page at the tab titled "Meetings."

Under the pilot program created in RCW [28A.305.141](#), SBE may grant waivers from the basic education requirement of a 180-day school year to districts that propose to operate one or more schools for purposes of economy and efficiency. The SBE has termed these "Option Two waivers." The waivers may be granted to no more than five districts. Two of the five may be granted to school districts with student populations of less than 150 students, and three to school districts with student populations of between 150 and 500. Waivers may be granted for up to three years.

Districts approved for the waiver must still offer an annual instructional hour offering of at least 1,000 hours, pursuant to RCW [28A.150.220](#).

The economy and efficiency waiver program expires on August 31, 2014.

The SBE has adopted criteria for evaluation of requests for Option Two waivers as WAC [180-18-065](#).

Application materials must include:

1. A proposed calendar for the school day and school year that demonstrates how the instructional hour requirement will be maintained.
2. A school board resolution requesting the waiver and affirming that the district will meet the requirements of RCW 28A.150.220(2) for minimum offerings of instructional hours.
3. The completed application form (attached).

Completed application materials should be submitted by e-mail no later than 30 days before each SBE meeting to:

Jack Archer
State Board of Education
PO Box 47206
Olympia, Washington 98504
360-725-6035; Fax 360-586-2357
Jack.archer@k12.wa.us

Applications must include all three documents listed above to be considered complete.



Option Two Waiver from 180-Day School Year Requirement for Purposes of Economy and Efficiency

Districts with fewer than 500 students are eligible to receive a 180-day waiver for the purposes of economy and efficiency. The application materials must be submitted to the State Board of Education (SBE) no later than 30 days before the regular SBE meeting at which the request will be considered. The schedule of SBE meetings can be found at the SBE home page at the tab titled "Meetings."

Under the pilot program created in RCW [28A.305.141](#), SBE may grant waivers from the basic education requirement of a 180-day school year to districts that propose to operate one or more schools for purposes of economy and efficiency. The SBE has termed these "Option Two waivers." The waivers may be granted to no more than five districts. Two of the five may be granted to school districts with student populations of less than 150 students, and three to school districts with student populations of between 150 and 500. Waivers may be granted for up to three years.

Districts approved for the waiver must still offer an annual instructional hour offering of at least 1,000 hours, pursuant to RCW [28A.150.220](#).

The economy and efficiency waiver program expires on August 31, 2014.

The SBE has adopted criteria for evaluation of requests for Option Two waivers as WAC [180-18-065](#).

Application materials must include:

1. A proposed calendar for the school day and school year that demonstrates how the instructional hour requirement will be maintained.
2. A school board resolution requesting the waiver and affirming that the district will meet the requirements of RCW 28A.150.220(2) for minimum offerings of instructional hours.
3. The completed application form (attached).

Completed application materials should be submitted by e-mail no later than 30 days before each SBE meeting to:

Jack Archer
State Board of Education
PO Box 47206
Olympia, Washington 98504
360-725-6035; Fax 360-586-2357
Jack.archer@k12.wa.us

Applications must include all three documents listed above to be considered complete.

Application for Option 2 Waiver from 180-day Requirement for Purposes of Economy and Efficiency

1. Contact Information (Please complete all information below)

Name	JOHN SEATON
Title	SUPERINTENDENT
School District	PATERSON NO. 50
Phone	509-875-2601
Email	johnse@paterson.wednet.edu
Mailing Address	PO Box 189, Paterson, WA 99345

2. Student Count:

	Count	Year
Most recent student count for the district (please identify year)	129 (3/1/15)	2014-15
Forecast for the next student count (if available)	136 est.	2015-16

3. Does the district currently have any waivers? If yes, please explain.

YES	<i>In the fall of 2013, the State Board of Education re-approved a Paterson School District's program waiver of 34 days. At this time, Paterson has been on an alternate academic calendar for nearly six school years.</i>
-----	---

4. Is the request for all schools in the district? If no, which schools or grades are included?

Yes	If no:	Schools	Grades
		Paterson School District	K-8

5. Number of waiver days requested:

School Years	2015-16	2016-17	2017-18
Number of Days	34	34	34

6. If the request is granted, will the district meet the requirement of RCW 28A.150.220(2) that all districts offer a minimum 1,080 instructional hours in each of grades 7-12 and 1,000 instructional hours in each of grades 1-6?

Yes, Paterson will exceed the minimums set by RCW.28A.150.220.2a ("...at least one thousand instructional hours for students in grades one through eight...; in fact, Paterson's grades K-8 all follow the same school calendar. The calendar has 1046 instructional hours and, additionally, 24 hours for conferences.

7. Explain and estimate the economies and efficiencies expected to be gained from compressing the instructional hours into fewer days.

The Paterson District anticipates that we will continue to see the same economies and efficiencies that are evident in the prior five-to-six years of the modified flexible calendar. Monetary savings on fuel, food, utilities and salaries of some classified workers has been noted.

8. Estimate the expected savings in expenditures for substitutes, fuel, food service, utilities, and salaries of district and school employees.

	Pre-December 2009 ESTIMATED SAVINGS	2010-2011 SY SAVINGS	2013-2014 SY SAVINGS
Personnel (Classified):	\$(11,000)	\$(21,171)	\$(22,250)
Benefits (34%):	\$ (3,350)	\$ (7,198)	\$(7565)
Substitutes:	\$ (1,500)	\$ (8,030)	\$(8,500)
Utilities:	\$(3,000)	\$ (2,470)	\$(2800)
Food:	\$ (5,120)	\$ (5,862)	\$(6100)
Transportation (Fuel/Tires):	\$ (4,500)	\$ 717	\$(1500)
TOTAL SAVINGS:	\$ (28,470)	\$ (44,014)	\$(48,715)

9. Explain how monetary savings from the proposal will be redirected to support student learning.

The waiver has allowed Paterson to maintain the fidelity of proven, successful programs. With the loss of state and federal grants beginning in 2009, Paterson has been able to redirect the monetary savings we have recouped (almost \$100,000 during the years 2012-13 and 2013-14 SY; nearly \$250,000 over the duration of the waiver) into Tier 1 and Tier 2 programs.

10. Explain how unscheduled days may be used for activities such as professional development, planning, tutoring, special programs, and to make up for lost days due to weather or other disruptions to the calendar.
- Building staff meetings and staff development opportunities are planned outside of the regular instructional day
 - Reduced the need for substitutes
 - Reduced the disruption to the student learning process
 - Maintains instructional momentum for staff and predictability for families regarding child-care, etc.
 - Teachers do extended individual and block/team planning outside of the regular student day
 - Provides additional time during the student instructional calendar for direct instruction, projects, Socratic seminars, writing and reading as well as working with students in the classroom.

- Days lost to inclement weather (Snow Days) are made up on the unscheduled Fridays
 - This has allowed the District to maintain the integrity of the calendar year.
- Adventure Friday concept was developed, implemented, and expanded because of the opportunities afforded by the modified 146-day calendar
 - Children return to the school on selected Fridays during the calendar year for enrichment programs: e.g., “Engineering is Everywhere” made available by the Boston Museum of Science. Furthermore, this year, Paterson revised its Science Fair to become a STEM Fair (grades 1-8) and two Adventure Fridays helped students prepare their projects. The district uses funding from appropriate federal and state grants as well as BEA monies to support these activities.
- Paterson uses monetary savings from the unscheduled days to provide an extended day intervention program beyond the regular student day, Monday—Thursday.
 - The monetary savings pays for staffing and transportation costs
 - The extended day runs from 3:45 to 4:30
 - Students work at the school on Fridays for homework support as staff are present.

11. Summarize the comments received at one or more public hearings on the proposal and how concerns will be addressed.

(see APPENDIX D: Advocacy Documents as well as comments below)

The issue of the modified/flexible calendar continues to be supported parents, staff and the school board. It has been discussed at a variety of different meetings (PTO, PAC, professional development/staff meetings, school board, 1:1 and small group discussions) on a regular basis.

Paterson’s daily schedule has the student day start at 8:05AM and end at 3:40 PM. This day provides 7.16hrs of instruction daily, with 146 calendar days per year (1045.4 hrs). Kindergarten students have the same schedule as the 1st-8th grades.

General Comments:

- “We are excited about the larger blocks of time for instruction.”
- “This schedule makes it easier to do projects, science experiments, and reading.”
- “I feel that we will be better able to provide interventions to struggling students.”
- “Really like the extra Fridays to work with students on big projects.”

Kindergarten:

The modified schedule allows more observation time and one to one time with students. Most assessments in kindergarten take place by observation and direct student/teacher interaction (such as the WA-Kids evaluation). And, additionally, the extra time in Kindergarten day is used for free choice time or intervention activities. This gives the children a chance to review and complete activities they have worked on throughout the day. They also have the time to play and interact one with another—learning necessary social and community skills. In the past, I have felt this piece missing with such a fast pace and rigorous learning schedule. They look forward to the last forty minutes for these reasons. -- Mrs. Clark, Kindergarten

Grade 1 and 2:

In my opinion, the four-day school schedule has been extremely beneficial for my students. The additional time we now spend in school has allowed me to spend more time in all subjects. Previously, it was not uncommon to run out of class time before finishing a lesson. The lesson would then have to be carried over to the next school day which often resulted in the momentum of the lesson being lost in reviewing. My students have been better prepared for class since we switched to the four-day week. They appear to be more rested and I have witnessed fewer absences. Professionally, having no students on Fridays has allowed me necessary time to prepare better lessons for my students. Additionally, I have noticed an increase in the number of students turning in completed homework assignments.

--Mrs. Steinbock 1st-2nd grades

Grade 3-5 Block:

- *From my teacher's perspective, the benefit I see most from a modified, four day week calendar is the longer school day. This affords us time to give more in-depth instruction and meaningful practice each school day. With extended time for each subject area, there are fewer starts and stops which means less time is wasted in transitions.*
- *After several years of having a four day school week I honestly think our rural students and families are better served. Students spend significantly less time on a bus being transported to and from school. If we actually do the math, the students with the longest commutes cut over 150 hours of travel from their school year. That is a lot of time to a six year old. That is time that can be better spent with parents who really like having their children home with them.*
- *And while I do not have statistics, it seems as though there are fewer nonmedical absences. Families in our district have long drives to get to appointments, grocery stores or even gas stations. It wasn't uncommon for students to be absent at least one day a month, sometimes two, simply because their parents had to go to town and needed their children to be with them. Having one day a week for such errands has lessened our absentee rate. -- Betty Craig, Elementary Grades, Reading*

Personally, I am very pleased and excited for the opportunity to participate in this pilot program. I feel we are spending a greater percentage of time actually delivering classroom instruction using our new schedule. I have been able to add an additional 15 minutes a day of math and science instruction to each of the grades. The vocabulary program for grades 3-5 (Wordly Wise) is now able to meet 4 times a week and deliver much better instruction. The longer day has given me more instructional flexibility. Making the commute 4 days a week is markedly better than 5 days per week.

--Mr. Stoddard, 3-5 grades, Math and Science

Grade 6-8 Block:

Our offerings change with the needs of the students. This year we are able to offer Speech class as well as the Junior Achievement Finance Park program. We also have our students participating in National History Day. In addition, we can offer intervention in both reading and math everyday in small groups or one on one. The Fridays give them time to work on projects. As I am here every Friday, the kids are welcome to come in and work on projects. This gives them one on one time with me if they need it, or just extended time to get work done. The kids have full days. The extended day calendar has become part of their culture. They know their time in school is not to be squandered. They work hard while they are here and there are expectations for outside reading when they are home. The families love it and the kids are academically successful as well.

The calendar has been really great. The kids have never really treated Thursday like Friday. What I mean is that on Thursday afternoon they are still focused, unlike what often happened on Friday afternoons. They have to work a little harder to get everything in, which lessens downtime which makes classroom management much simpler. They have ample time at home to work on projects as they have all day Friday! The new schedule has allowed for the middle school students to add more language arts time. We have started daily literature circles with the students. They are reading non-fiction historical pieces. This is not only benefitting them with reading and vocabulary but it is increasing their knowledge of historical eras. Every student is receiving a minimum of four hours of math instruction a week. Those students who need additional intervention support are receiving up to eight hours of math instruction a week. The longer days are great! The Fridays have given me additional time to keep up on correcting work, and it allows me more time to plan lessons

--Mrs. Monica Burnett -- Language Arts, Speech, Honors Reading

The quality of learning has increased since the inception of the shorter week. The students are able to be immersed within instructional settings for a longer period of time and it promotes more meaningful teaching and learning. Students have more time to practice the skills they are learning with an extended period and day--, students' scores are an example of this. Also, the students are excited to learn and know they get Fridays to do their homework or catch up on their projects. So they are working diligently all four days and are take their learning serious. The discipline problems have decreased because students are more engaged in learning.

The modified schedule has prevented students from having to miss school because of needs like dental appointments since they can be scheduled on a Friday. In my classroom, with the extended period length, I find that the for students to be seated, take attendance, and get their materials out is reduced since I don't need to do it five times a week.. With a 4-day school week, classes are longer, and the time lost to necessary "housekeeping routines" is saved and reclaimed for instruction.

Finally, the modified schedule allows me to plan for the next week and the next units more efficiently. Additionally, I try to make all my doctor appointments on Fridays so my classroom is not affected or stressed with a substitute teacher. --Ms. Kerry Evans, **Math and Science, 6th-8th Grades**

The modified schedule has allowed me to incorporate Literature Groups into the daily schedule, which helps supplement topics/issues that are being covered in History. Additionally the modified schedule has allowed for 15-20 more minutes of instruction time for each of my classes that help complete topics in a more timely fashion. The modified schedule has been a positive benefit to our History classes. We are able to tackle projects and hold seminars in an extended manner. This is the second year we have had National History Day project, then gone on to regional and state NHD competitions. -- **Mr. Corey Ingvalson -- History, Social Studies**

Parent Comments, Petition of Support, and Student Letters: (see APPENDIX D as well)

- *Children and I enjoy the schedule!*
- *I love having my children home more.*
- *It was hard to adjust to the homework schedule and longer days at first. Now we use our Fridays to get homework completed and our weekends are free to do family activities.*
- *Love all of the activities on Adventure Fridays!*
- *We now schedule all of our appointments on Fridays. My children are missing less school.*

- *Absolutely love it!!! We feel very blessed to be in such a great environment for our kids. We are spoiled!*
- *My children are doing better in their classes.*
- *As a parent, I have found the extended day/no Friday weeks superior to the traditional shorter day/five day a week program. I find that we are able to spend more time together when we have a full day. We have more time to do educational activities at home and to discuss how they are doing in general. Furthermore, we are able to schedule medical and dental appointments for these days, thereby eliminating having to do so during school time. My children prefer the four-day week as well. Thank you for creating this opportunity for our families.*

12. Explain the expected impact on students who rely upon free and reduced-price school child nutrition services.

- *All Paterson children will continue to be provided with FREE breakfast and lunch.*
- *The District's long history of community support to ensure that ALL children are provided with FREE breakfast and lunches will continue and is part of the commitment in the M&O levy funding.*
- *Further, the District will continue to provide up to 15 extra enhancing and enriching days (e.g., Adventure Friday, academic remediation days or test prep days) on the non-scheduled Fridays. All students who attend on these days are provided with a free snack and lunch. (The meals provided on non-scheduled Fridays are not reimbursable meals – the total cost for these meals is supported by the community.)*

13. Explain the expected impact on the ability of the child nutrition program to operate an economically independent program.

- *The District receives reimbursement for approximately 55% of the total cost that we spend for food and labor.*
- *The unfunded balance of these costs has been support by the community through their M&O taxes and/or absorbed through basic education dollars.*
- *By moving to the modified/flexible calendar we have been able to save approximately \$6100 in the overall cost for running this program allowing the BEA funds to support instructional programs*

14. Explain the expected impact on the ability to recruit and retain employees in education support positions.

Some time ago, with the heightened funding difficulties beginning in the 2009/10 school year, Paterson School District found itself in a situation where we had to eliminate two classified teacher assistant positions. Furthermore, the District lost the funding for part of its certificated reading specialist. However, the savings due to the Efficiency and Economy waiver allowed Paterson to retain the classified support staff that otherwise would have been eliminated.

- *The loss of hours for classified employees as Paterson moved from a 5-day/week calendar to a 4-day/week calendar is partially recouped by offering the staff the option of working on the non-scheduled Fridays using federal dollar as well as support through our M&. Naturally, the longer school day itself keeps many of the hours intact.*

It is important to note that Paterson is a remote location (30+/- miles from Prosser and 35+/- miles to the Tri-Cities), and the lack of housing in the district, requires nearly all employees to travel up to 70 miles per day to work. By moving to a modified calendar, staff is able to save up to 20% of their out-of-pocket travel expenditures.

On professional development days held on Fridays, the staff meets at the Benton County Fire Station or the PUD building in Prosser—thus, teachers can meet effectively for several hours (3-4 hours) to collaborate without having those PD hours at the end of the traditional school day, and due to our remote location, PD of that duration within a traditional model would get staff home to their families at around 8:30 or 9:00pm.

Many smaller remote schools express difficulty finding and retaining staff members. Many of the Paterson staff have worked together for several years: as the district recruits and selects new staff members, the modified calendar—when coupled with the academic successes of the students, the strong bonds between the school and families of the students, the commitment to equity and closing the opportunity gap—provides a “tipping point” when making an employment decision that weighs “quality of the environment”, “work/life balance”, where to work and why. Paterson School’s improved quality of life for students, staff, and families is enhanced by the modified calendar whose instructional time clearly exceeds the minimum requirements by approximately 5%—the additional hours are the equivalent of 7-8 days of instruction, or think of it this way: a school with a 180 day calendar and meeting a minimum standard would need to increase to an 187-day calendar in order to match Paterson’s instructional time.

How can we feel confident about these conclusions? Simple. Paterson’s student population is growing: in October, 2010—78 students; October, 2012—111 students; and, October, 2014—132 students. Parents from neighboring districts are ‘choicing in’ their children to Paterson. Thus, Paterson can add additional staff members and increase opportunities. Currently, over 55% of Paterson’s enrolled students have “waived in” to the district—despite the distance and the travel time, they have chosen Paterson because of its success and climate of high expectations. And when families talk about a successful school such “word of mouth” spreads quickly which, again, makes recruitment and retention of employees less difficult—and it improves the talent pool of interested candidates.

15. Explain the expected impact on students whose parents work during the missed school days.

- *Paterson is a unique, remote, and rural farming community. Many families are multi-generational households and have at least one parent or one grandparent off work throughout the year or from the time harvest ends in the Fall until crops are again ready to be planted in the spring.

 - *In order to adapt to the needs of the families, Adventure Friday dates are clustered in early fall and late spring when parents might be working. Even remediation days or test prep days can be scheduled readily.**
- *In our agricultural community, many parents or households work a modified, shortened schedule (Monday thru Thursday) during the winter months. So, a non-school Friday becomes an advantage during long period of the academic year. (see the next bullet)*
- *The pay day for many of the agricultural workers is Thursday evening. So families plan their shopping trips and appointments for Fridays. The long distance (up to 45 miles one way) for parents to travel for services, food, medical/dental/legal appointments, means they often plan routine appointments for their children on the same day that they do their banking and shopping—which is on Friday.*
- *The modified calendar has resulted in lower student absenteeism.*
- *The longer educational day (8:05--3:40 PM) has not had a negative impact for our students

 - *Prior to the implementation of the modified calendar, many students would arrive at the school before 8:00 AM and would stay for after-school activities on most evenings until staff left at 4:10 PM**

16. Explain how instruction will be adjusted to accommodate the waiver calendar for elementary and secondary grade levels.

- *PACING CALENDARS: In preparation to implement the modified calendar in January 2010, the staff adjusted their instructional calendars so they could complete a full year's worth of student learning (180 day) in a 146 day schedule. Due to the extended length of the day and its class periods, the change to a 146 day calendar continues to be neither onerous for staff nor rushed for students.*
- *INTEGRITY OF INSTRUCTIONAL BLOCKS: The educational week has been structured to maintain the number of minutes provided in each core curricular area.*
 - *For example, the older 90 minute daily reading blocks became 113 minute instructional blocks. (450 minutes per week)*
- *INTERRUPTIONS: Interruptions are kept to a minimum during the regular school week.*
 - *Many of the "other" activities (field trips, student leadership meetings, etc.) have been shifted to Adventure Fridays.*
- *ABSENTEEISM for both staff and students has been greatly reduced.*
 - *Parents and staff have been able to take advantage of the unscheduled Fridays to take care of personal appointments—which previously meant that staff and students would miss hours of school for medical/dental appointments due to Paterson's geographical distance from Prosser or the Tri-Cities. Thus, during a time when "subs" are notoriously difficult to find for so many districts, Paterson has reduced its need for substitute teachers since staff generally schedule personal appointments for Friday and PD is conducted on a non-school day Friday.*
- *INTERVENTION TIME: More Tier 1 and Tier 2 Intervention time is available in the core curriculum areas every day.*
 - *Additional 10-25 minutes in math, language arts and science*
 - *Further, students can take advantage of remediation or tutoring opportunities on Friday.*
- *ADVANCED LEARNERS: More learning opportunities are available for advanced students:*
 - *HS Geometry, Advanced Math/HS Algebra, Speech, Honors Reading and National History Day Competitions.*

17. Describe the assessments and observations the district will use to analyze student achievement over the course of the waiver.

The Paterson School District will continue to use MAPS or IXL assessment results (Grade 2-8 throughout the year), Dibels, MSP State Assessments), WELPA, MSP results from previous years, SBAC results from the current and future years, student and staff attendance records, end of unit tests, teacher created assessments, and student work itself to analyze student achievement over the course of the waiver.

18. Provide a set of student achievement data for the two previously-analyzed years (provide attachments, if preferred). If the district is applying for a renewal, skip this question and answer Question 30 instead.

GO TO #30 AND APPENDIX C: Achievement Data, Demographics, et al)

19. Indicate the potential academic benefits that the district expects from a flexible calendar and why the district anticipates such results (e.g. lower absenteeism of students and staff, fewer long commutes for students, additional time on off day to provide enrichment and enhancement activities, enhanced quality of instruction).

Academic Benefits for Paterson Students and Families due to modified calendar:

- *Longer blocks of time available to complete lessons or projects such as lab, STEM projects, National History Day projects, community service events, drafting and editing essays*
- *More opportunities to personalize education to meet the needs of our students*
- *Lower absenteeism of students and teachers*
 - *Staff schedule more routine appointments on Fridays*
 - *Reduced need for substitute teachers has reduced the disruption to the student learning process and has increased the direct instructional time students spend with their regular classroom teacher*
 - *Parents schedule more routine appointments for their children on Fridays*
- *Additional direct instruction time and academic remediation is available for math and reading interventions. (This will positively impact our fragile learners, and in particular Paterson’s ELL students.)*
- *More opportunities to continue our curriculum review, improve professional development and create an enhanced PLC aligned with the state’s aspirations for improving teacher quality*
- *Building staff meetings and staff development are planned outside of the student instructional day*
 - *Reduced the need for substitutes*
 - *Reduced the disruption to the student learning process*
- *Teachers do all individual and block/team planning outside of the regular student day*
 - *Provides additional time during the student instructional day for direct instruction*
- *Overall quality of teaching and the lessons has improved through the use of the modified calendar*
- *Fewer long commutes for students and staff: some students spend 1.5-2 hours/day on the bus; all certificated staff drive 70+/- miles/day*
- *Paterson has continued our Adventure Friday opportunities to provide enrichment and enhancement activities such as field trips, fine arts, special project-based learning (STEM Fair, National History Day, “Engineering is Everywhere”), homework support – this will limit the disruptions to the regular instructional schedule. The Adventure Friday days are in addition to the 146-days (1046+/-hours) of instructional time. A plan will be presented to voters in 2016 to use M&O Levy funds to support Adventure Fridays as well as provide transportation to expand the number of students who can participate in the extended day in the event that federal dollars or other grant dollars are lost or reduced...*
- *Days lost to unforeseen emergencies or inclement weather (Snow Days)*
 - *Made up as soon as possible on the first available unscheduled Friday. This has allowed the District to maintain the integrity of the calendar year.*

For Renewal Requests

20. Explain and estimate the economies and efficiencies that were gained from compressing the instructional hours into fewer days.

	Pre-December 2009 ESTIMATED SAVINGS	2010-2011 SY SAVINGS	2013-2014 SY SAVINGS
Personnel (Classified):	\$(11,000)	\$(21,171)	\$(22,250)
Benefits (34%):	\$ (3,350)	\$ (7,198)	\$(7565)
Substitutes:	\$ (1,500)	\$ (8,030)	\$(8,500)
Utilities:	\$(3,000)	\$ (2,470)	\$(2800)
Food:	\$ (5,120)	\$ (5,862)	\$(6100)
Transportation (Fuel/Tires):	\$ (4,500)	\$ 717	\$(1500)
TOTAL SAVINGS:	\$ (28,470)	\$ (44,014)	\$(48,715)

21. Explain the effect that the waiver had on the financial condition of the district, including savings in expenditures for substitutes, fuel, food service, utilities, and salaries of district and school employees.

The successful model that we have in place at Paterson has allowed us to weather some of the current and ongoing fiscal storms. The waiver has allowed Paterson to maintain the fidelity of our basic programs; however, we have also been able to expand some of the more personalized instructional opportunities for both our fragile learners and our advanced students.

- *Classified positions (TAs, kitchen staff, and bus drivers) were modified to reflect the longer student day, but reduced school week*
- *Reduced benefits are a direct reflection of the reduced wages*
- *Staff missed fewer days due to illness, appointments, staff development during the regular instructional day—consequently, Paterson had a reduced need for substitutes*
- *Utility savings aren't quite as high as initially projected but still significant. But, the modified calendar has made it easier to absorb rate spikes in power, natural gas, waste management, etc.*
- *The savings we found in our food services budget is significant. ALL children are provided with FREE breakfast and lunches. Since the district started the "all kids eat for free" program in September 2010, we have seen a dramatic increase in the average daily meals that are served to students. Breakfast counts went from 40% participation to 75-85%. Lunch participation went from 72% to 85-90%.*
- *The full day kindergarten program runs on the same 146-day schedule*
- *Our Pre-K program includes 60 days with two, 2.5 hour blocks each day – AM class and PM class*
- *This year we were able to introduce a music appreciation and enrichment program in to our schedule for all grade levels.*

22. Explain how monetary savings from the proposal were redirected to support student learning.

The waiver has allowed Paterson to maintain the fidelity of proven, successful programs. With the loss of state and federal grants beginning in 2009, Paterson has been able to redirect the monetary savings we have recouped (almost \$100,000 during the years 2012-13 and 2013-14 SY; nearly \$250,000 over the duration of the waiver) into Tier 1 and Tier 2 programs.

Specifically, the savings has allowed for the following:

- Monetary savings on fuel, food, utilities and salaries of some workers have been redirected to maintain the integrity of Tier 1 and Tier 2 programs
 - Allowed for continuation of the preschool program
 - Maintain part-time bilingual specialist
 - Has conducted a full day Kindergarten on a 146-day calendar schedule (1046 hours) for two and one-half years
- Teacher assignments changed to block scheduling – allows teachers to teach to their strengths. The District successfully utilizes the “walk to learn” process for students.
 - K-2 Block (with part-time reading specialist from 3-5 block)
 - 3-5 Block (math/science, language art/social studies, reading)
 - 6-8 Block (math/science, language arts/reading, social studies/history)
- Personalized education meets the needs of students
 - Additional 55 minutes of instruction time is provided during the school day for math, language arts as well as reading intervention and enrichment
 - Personalized education has positively impacted fragile learners, and in particular ELL students
 - Personalized education has positively impacted higher-level learners (HS Algebra, HS Geometry, Honors Reading, Speech)

Additional positive impacts:

- *The savings in our food services budget is significant. ALL children are provided with FREE breakfast and lunches. Since the district started the “all kids eat for free” program in September 2010, we have seen a dramatic increase in the average daily meals that are served to students. Breakfast counts went from 40% participation to 75-85%. Lunch participation went from 72% to 85-90%.*
- *Our Pre-K program includes 60 days with two, 2.5 hour blocks each day – AM class and PM class*
- *This year we were able to introduce a music appreciation and enrichment program into our schedule for all grade levels.*

23. Describe how non-school days were used (e.g. for activities such as professional development, planning, tutoring, special programs, and to make up for lost days due to weather or other disruptions to the calendar).

- Building staff meetings and staff development are planned outside of the student instructional day
 - Reduces the need for substitutes and keeps the teacher with her/his students
 - Reduced the disruption to the student learning process
 - Maintains instructional momentum for staff and predictability for families regarding child-care, etc.
- Teachers do individual and block/team planning outside of the regular student day
 - Provides additional time during the student instructional day and calendar for direct instruction, projects, Socratic seminars, writing and reading and working with students in the classroom

- Days lost to inclement weather (Snow Days) are made up on the unscheduled Fridays
 - This has allowed the District to maintain the integrity of the calendar year.
- Adventure Friday concept was developed, implemented, and expanded because of the opportunities afforded by the modified 146-day calendar
 - Children return to the school on selected Fridays during the calendar year for enrichment programs: e.g., “Engineering is Everywhere” made available by the Boston Museum of Science. Furthermore, this year, Paterson revised its Science Fair to become a STEM Fair (grades 1-8) and two Adventure Fridays helped students prepare their projects.. The district uses funding from appropriate federal and state grants as well as BEA monies to support these activities.
- Paterson uses monetary savings from the unscheduled days to provide an extended day intervention program beyond the regular student day, Monday—Thursday.
 - The monetary savings pays for staffing and transportation costs
 - The extended day runs from 3:45 to 4:30
- Adventure Fridays used federal grant dollars (Gear UP) to bring children back into the school during the year for enhancing and enriching activities
 - Allows the District to maintain and, in some cases, expand important enrichment activities
 - Shifts the financial burden from our basic operating budget for these additional days
 - The AF program is dependent on continuation of federal or other appropriate grant dollars
- Adventure Friday model allows us to maximize the staffing resources
 - For any small rural district, the greatest challenge that we face is finding quality staff to deliver enriching programs
 - The District’s certificated staff and classified staff have been involved in teaching and supporting activities held on non-school Fridays: e.g., “Engineering is Everywhere”; National History Day; community service projects.
 - Our delivery model has allowed us to maximize the resources that we already have available....and has created a win-win situation for children
- Delivery model has allowed us to bring in local experts for special projects, as well as lengthen our instructional program time to better support “project learning”
 - A local Benton County fisheries biologist is working with elementary students as a partnership of our “Salmon in the Classroom” program
 - All of Paterson’s students will tour McNary Dam after the salmon release in May
 - Medieval enthusiasts, dressed in the attire of the era, presented a program on the Middle Ages to students

24. Summarize the comments received at one or more public hearings on the proposal and how concerns were addressed.

Please refer to APPENDIX D: ADVOCACY DOCUMENTS

25. Explain the impact on students who rely upon free and reduced-price school child nutrition services and the impact on the ability of the child nutrition program.

All children will continue to be provided with FREE breakfast and lunch.

The District’s long history of community support to ensure that ALL children are provided with FREE breakfast and lunches; they will continue and it is part of the commitment in the M&O levy funding.

Since the district started the “all kids eat for free” program in September 2010, we have seen a dramatic increase in the average daily meals that are served to students. Breakfast counts went from 40% participation to 75-85% (85-95 students). Lunch participation went from 72% to 85-90% (105-115 students).

Further, the District will continue to provide up to 15 extra enhancing and enriching days (e.g., Adventure Friday, academic remediation days or test prep days) on the non-scheduled Fridays. All students who attend on these days are provided with a free snack and lunch. (The meals provided on non-scheduled Fridays are not reimbursable meals – the total cost for these meals is supported by the community.)

26. Describe the impact on the district’s ability to recruit and retain employees.

Some time ago, with the heightened funding difficulties beginning in the 2009/10 school year, Paterson School District found itself in a situation where we had to eliminate two of classified teacher assistant positions. Furthermore, we lost the funding for part of our certificated reading specialist. However, the savings due to the Efficiency and Economy waiver allowed Paterson to retain the classified support staff that otherwise would have been eliminated. The loss of hours for classified employees as Paterson moved from a 5-day/week calendar to a 4-day/week calendar is partially recouped by offering the staff the option of working on the non-scheduled Fridays using Federal dollars. Naturally, the longer school day itself keeps a substantial number of the hours intact.

It is important to know and emphasize that Paterson is a remote location (30+/- miles from Prosser and 35+/- miles to the Tri-Cities), and the lack of housing in the district, requires nearly all employees to travel up to 70 miles per day to work. By moving to a modified calendar, staff is able to save up to 20% of their out-of-pocket travel expenditures.

On professional development days held on Fridays, the staff meets at the Benton County Fire Station or the PUD building in Prosser—thus, teachers can meet effectively for several hours (3-4 hours) to collaborate without having those PD hours at the end of the traditional school day, and due to our remote location, PD of that duration would get them home to their families at around 8:30 or 9:00pm.

- *Staff use the off-schedule Fridays for grade level meetings and staff development thereby increasing the direct instructional time M-Th that teachers spend with their students.*
- *Staff use the unscheduled Fridays for professional development : Science Kit Training, PLC professional development, plan time, tutoring, special programs or to make up lost days due to inclement weather while still maintaining integrity of calendar.*
- *Staff have expressed that the ability to use a full day and uninterrupted day on Fridays for tasks such as lesson planning, collaboration, or grading has improved the overall quality of the lessons that they are deliver to students.*

Many smaller remote schools express difficulty finding and retaining staff members. Many of the Paterson staff have worked together for several years: as the district recruits and selects new staff members, the modified calendar—when coupled with the academic successes of the students, the strong bonds between the school and families of the students, the commitment to equity and closing the opportunity gap—provides a “tipping point” when making an employment decision that weighs “quality of the enviroment”, “work/life balance”, where to work and why. Paterson School’s improved quality of life for students, staff, and families is enhanced by the modified calendar whose instructional time clearly exceeds the minimum requirements by approximately 5%--the additional hours are the equivalent of 7-8 days of

instruction, or think of it this way: a school with a 180 day calendar and meeting a minimum standard would need to increase to an 187-day calendar in order to match Paterson's instructional time.

How can we feel confident about these conclusions? Simple. Paterson's student population is growing: in October, 2010—78 students; October, 2012—111 students; and, October, 2014—132 students. Parents are 'choicing in' their children to Paterson. Thus, we are able to add additional staff members and increase opportunities. Currently, over 55% of Paterson's enrolled students have "choiced-in" to the district—despite the distance and the travel time, they have chosen Paterson because of its success and climate of high expectations. And when families talk about a successful school such "word of mouth" spreads quickly which, again, makes recruitment and retention of employees less difficult—and it improves the talent pool of interested candidates.

27. Describe the impact on students whose parents work during the missed school day.

- *Paterson is a unique, remote, and rural farming community. Many families are multi-generational households and have at least one parent or one grandparent off work throughout the year or from the time harvest ends in the Fall until crops are again ready to be planted in the spring.*
 - *In order to adapt to the needs of the families, Adventure Friday dates are clustered in early fall and late spring when parents might be working. Even remediation days or test prep days can be scheduled readily.*
- *In our agricultural community, many parents or householdwork a modified, shortened schedule (Monday thru Thursday) during the winter months. So, a non-school Friday becomes an advantage during long period of the academic year. (see the next bullet)*
- *The pay day for many of the agricultural workers is Thursday evening. So families plan their shopping trips and appointments for Fridays. The long distance (up to 45 miles one way) for parents to travel for services, food, medical/dental/legal appointments, means they often plan routine appointments for their children on the same day that they do their banking and shopping—which is on Friday.*
- *The modified calendar has resulted in lower student absenteeism.*
- *The longer educational day (8:05--3:40 PM) has not had a negative impact for our students*
 - *Prior to the implementation of the modified calendar, many students would arrive at the school before 8:00 AM and would stay for after-school activities on most evenings until staff left at 4:10 PM*

28. Describe how instruction was adjusted to accommodate the waiver calendar for elementary and secondary grade levels.

- *PACING CALENDARS: In preparation to implement the modified calendar in January 2010, the staff adjusted their pacing calendars so that they could complete a full year's worth of student learning (180 day) in a 146 day schedule. Due to the extended length of the day and its class periods, the change to a 146 day calendar continues to be neither onerous for staff nor rushed for students.*

- *INTEGRITY OF INSTRUCTIONAL BLOCKS: The educational week has been structured to maintain the number of minutes provided in each core curricular area.*
 - *For example, the older 90 minute daily reading blocks became 113 minute instructional blocks. (450 minutes per week)*
- *INTERRUPTIONS: Interruptions are kept to a minimum during the regular school week.*
 - *Many of the “other” activities (field trips, student leadership meetings, etc.) have been shifted to Adventure Fridays.*
- *ABSENTEEISM for both staff and students has been greatly reduced.*
 - *Parents and staff have been able to take advantage of the unscheduled Fridays to take care of personal appointments—which previously meant that staff and students would miss hours of school for medical/dental appointments due to Paterson’s geographical distance from Prosser or the Tri-Cities. Thus, during a time when “subs” are notoriously difficult to find for so many districts, Paterson has reduced its need for substitute teachers since staff generally schedule personal appointments for Friday and PD is conducted on a non-school day Friday Furthermore, it was not unusual for non-English speaking parent to take their child out of school in order to help translate when conducting family business—now those appointments can be held on Fridays and students don’t miss school.*
- *INTERVENTION TIME: More Tier 1 and Tier 2 Intervention time is available in the core curriculum areas every day.*
 - *Additional 10-25 minutes in math, language arts and science*
 - *Further, students can take advantage of remediation or tutoring opportunities on Fridays as staff are available.*
 -
- *ADVANCED LEARNERS: More learning opportunities are available for advanced students:*
 - *HS Geometry, Advanced Math/HS Algebra, Speech, Honors Reading and National History Day Competitions.*

29. Provide a set of student achievement data for the previous waiver years (provide attachments, if preferred). Describe and explain student achievement trends.

SEE APPENDIX C: Achievement Data, Demographics, et al

30. Describe the academic benefits that the district gained from the flexible calendar (e.g. lower absenteeism of students and staff, fewer long commutes for students, additional time on off day to provide enrichment and enhancement activities, enhanced quality of instruction).

Academic Benefits for Paterson Students and Families due to modified calendar:

- *Longer blocks of time available to complete lessons or projects such as lab, STEM projects, National History Day projects, community service events, drafting and editing essays*
- *More opportunities to personalize education to meet the needs of our students*
- *Lower absenteeism of students and teachers*
 - *Staff schedule more routine appointments on Fridays*
 - *Reduced need for substitute teachers has reduced the disruption to the student learning process and has increased the direct instructional time students spend with their regular classroom teacher*
 - *Parents schedule more routine appointments for their children on Fridays*
- *Additional direct instruction time and academic remediation is available for math and reading interventions. (This will positively impact our fragile learners, and in particular Paterson’s ELL students.)*
- *More opportunities to continue our curriculum review, improve professional development and create an enhanced PLC aligned with the state’s aspirations for improving teacher quality*
- *Building staff meetings and staff development are planned outside of the student instructional day*
 - *Reduced the need for substitutes*
 - *Reduced the disruption to the student learning process*
- *Teachers do all individual and block/team planning outside of the regular student day*
 - *Provides additional time during the student instructional day for direct instruction*
- *Overall quality of teaching and the lessons has improved through the use of the modified calendar*
- *Fewer long commutes for students and staff: some students spend 1.5-2 hours/day on the bus; all certificated staff drive 70+/- miles/day*
- *Paterson has continued our Adventure Friday opportunities to provide enrichment and enhancement activities such as field trips, fine arts, special project-based learning (STEM Fair, National History Day, “Engineering is Everywhere”), homework support – this will limit the disruptions to the regular instructional schedule. The Adventure Friday days are in addition to the 146-days (1046+/-hours) of instructional time. A plan will be presented to voters in 2016 to use M&O Levy funds to support Adventure Fridays as well as provide transportation to expand the number of students who can participate in the extended day in the event that federal dollars or other grant dollars are lost or reduced...*
- *Days lost to unforeseen emergencies or inclement weather (Snow Days)*
 - *Made up as soon as possible on the first available unscheduled Friday. This has allowed the District to maintain the integrity of the calendar year.*

APPENDIX A

PATERSON CALENDARS

PATERSON School District No. 50

2015-2016 Student School Calendar

July			2015			August			2015			September			2015			
M	T	W	Th	F	S	M	T	W	Th	F	S	M	T	W	Th	F		
		1	2	3		3	4	5	6	7				1	2	3	4	
6	7	8	9	10		10	11	12	13	14		7	8	9	10	11		
13	14	15	16	17		17	18	19	20	21		14	15	16	17	18		
20	21	22	23	24		24	25	26	27	28		21	20	21	22	23	24	25
27	28	29	30	31		31						28	29	30				
18 DAYS						4 DAYS						17 DAYS						
October			2015			November			2015			December			2015			
M	T	W	Th	F	S	M	T	W	Th	F	S	M	T	W	Th	F		
		1	2	3		2	3	4	5	6				1	2	3	4	
5	6	7	8	9		9	10	11	12	13		7	8	9	10	11		
12	13	14	15	16		16	17	18	19**	20		14	15	16	17	18		
19	20	21	22	23		23	24	25	26	27		21	22	23	24	25		
26	27	28	29	30		30						28	29	30	31	Jan 1st		
18 DAYS						14 DAYS						11 DAYS						
January			2016			February			2016			March			2016			
M	T	W	Th	F	S	M	T	W	Th	F	S	M	T	W	Th	F		
		1	2	3		1	2	3	4	5				1	2	3	4	
4	5	6	7	8		8	9	10	11	12		7	8	9	10	11		
11	12	13	14	15		15	16	17	18	19		14	15	16	17	18		
18	19	20	21	22		22	23	24	25	26		21	22	23	24	25		
25	26	27	28	29		29						28	29	30	31	1-Apr		
15 DAYS						16 DAYS						20 DAYS						
April			2016			May			2016			June			2016			
M	T	W	Th	F	S	M	T	W	Th	F	S	M	T	W	Th	F		
		1	2	3		2	3	4	5	6				1	2	3		
4	5	6	7	8		9	10	11	12	13		6	7	8	9	10		
11	12	13	14	15		16	17	18	19	20		13	14	15	16	17		
18	19	20	21	22		23	24	25	26	27		20	21	22	23	24		
25	26	27	28	29		30						27	28	29	30			
12 DAYS						17 DAYS						2 DAYS						

TRIMESTER END DATES: (1) NOVEMBER 19** (2) MARCH 3** (3) JUNE 2

146 Day Student Year

8:00 to 3:40 Instructional Day

All calendar make-up days (snow, etc.) will be scheduled on 1ST available Fridays.

August 21 and 24--	FIRST DAYS for Teachers and Staff
August 25--	FIRST DAY OF SCHOOL
July 20 -- Aug 6	Summer School (tentative)
Sept 7	No School Labor Day
Oct 12-16	Conferences
Nov-11	NO SCHOOL VETERANS' DAY
Nov 25-27	HOLIDAY, Thanksgiving
Dec 21-Jan 1	HOLIDAY, Christmas Break
Jan 4----	Back to School
Jan 18--	NO SCHOOL M.L.K DAY
Feb 15--	NO SCHOOL PRESIDENTS' DAY
Mar 28-Apr 1	Conferences
Apr 4-8	HOLIDAY, Spring Break
May 30--	NO SCHOOL I MEMORIAL DAY
Jun 1	Graduation
Jun 2	First and Last Student Day
Jun 3	Teacher work day
Adventure Fridays	TBD



PATERSON SCHOOL DISTRICT NO. 50

P.O. Box 189 – Paterson, WA 99345 – Phone (509)875-2601 – Fax (509) 875-2067

Daily Schedule (7.17 hrs/day x 146 days/yr = 1046.82 instructional hours):

- 7:45 Building Opens/Certificated Staff Arrival
- 7:45-8:00 Buses Arrive
- 8:05-8:15 Homeroom/Academic check-in
- 8:15-11:45 AM Instructional Block
- 11:45 – 12:25 Lunch and recess for students (teachers at lunch)
- 12:25-3:40 PM Instructional Block
- 3:40 Student Dismissal
- 3:45 Buses Depart
- 3:45-4:30 Extended Day Program/Academic Assistance w/ Intervention Staff
- 4:10 Certificated Staff Departure

APPENDIX B

PATERSON SCHOOL BOARD:

RESOLUTION #02-2015



PATERSON SCHOOL DISTRICT NO. 50

P.O. Box 189 Paterson, WA 99345 Phone (509)875-2601 Fax (509) 875-2067

Option 2 Waiver from 180-Day Requirements for Economy and Efficiency RESOLUTION # 02-2015

WHEREAS, the Paterson School District is applying to the State Board of Education for an **Option 2 Waiver from 180-Day Requirements for Economy and Efficiency**; and,

WHEREAS, the Paterson School District #50 requests a waiver of 34 days for each of the 2015/2016, 2016/2017 and 2017/2018 school years; and,

WHEREAS, the Paterson School District #50 understands at the end of each school year, if the State Board of Education determines student learning is adversely affected, Paterson School District #50 shall discontinue the flexible calendar as soon as possible, but not later than the beginning of the next school year after the determination has been made; and,

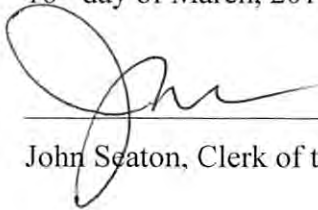
WHEREAS, the Paterson School District #50 assures it will meet an annual instructional hour offering of at least 1,000 hours, pursuant to RCW 28A.150.220; and,

WHEREAS, the Paterson School District #50 assures it will collect and provide data upon request on attendance rates, student achievement, and staff and parent satisfaction.

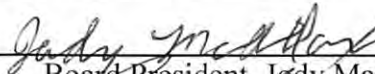
NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of Paterson School District, Benton County, Washington, the request for an **Option 2 Waiver from the 180-day Requirements for Economy and Efficiency** be approved.

Board of Directors,
PATERSON SCHOOL DISTRICT NO. 50

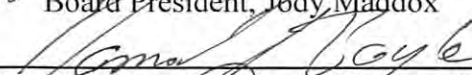
Adopted and Signed this
16th day of March, 2015



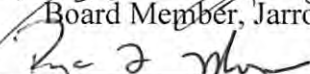
John Seaton, Clerk of the Board



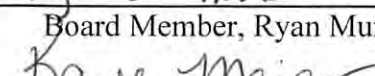
Board President, Jody Maddox



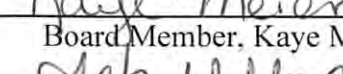
Board Member, Jarrod Boyle, Vice-President



Board Member, Ryan Munn



Board Member, Kaye Meier



Board Member, Sarah Maddox

APPENDIX C: ACHIEVEMENT DATA

DEMOGRAPHICS: PATERSON/WASHINGTON STATE

END OF COURSE EXAM (EOC): ALGEBRA

WLPT RESULTS: PATERSON/VALLEY SCHOOLS

LONGITUDINAL RESULTS: PATERSON/WASHINGTON STATE

**MSP RESULTS: PATERSON/VALLEY SCHOOLS/WASHINGTON--
2014 and 2013**

The children we serve have multiple at-risk characteristics that jeopardize their academic success. Below are the demographics for our student body over the last two years as compared to the state demographics.

Paterson School District Student Demographics 2013-2014

Enrollment		
October 2013 Student Count		104
May 2014 Student Count		117
Gender (October 2013)		
Male	56	53.8%
Female	48	46.2%
Race/Ethnicity (October 2013)		
Native Hawaiian / Other Pacific Islander	1	1.0%
Hispanic / Latino of any race(s)	45	43.3%
White	58	55.8%
Special Programs		
Free or Reduced-Price Meals (May 2014)	114	97.4%
Special Education (May 2014)	7	6.0%
Transitional Bilingual (May 2014)	36	30.8%
Migrant (May 2014)	26	22.2%
Section 504 (May 2014)	0	0.0%
Foster Care (May 2014)	0	0.0%
Other Information (more info)		
Unexcused Absence Rate (2013-14)	0	0.0%

State-Wide Student Demographics 2013-2014

Enrollment	
Gender (October 2013)	
Male	51.6%
Female	48.4%
Race/Ethnicity (October 2013)	
Native Hawaiian / Other Pacific Islander	1.0%
Hispanic / Latino of any race(s)	21.1%
White	58.0%
Special Programs	
Free or Reduced-Price Meals (May 2014)	45.9%
Special Education (May 2014)	13.2%
Transitional Bilingual (May 2014)	9.7%
Migrant (May 2014)	1.9%
Section 504 (May 2014)	2.4%
Foster Care (May 2014)	0.7%
Other Information (more info)	
Unexcused Absence Rate (2013-14)	0.5%

Student Demographics 2012-2013

Enrollment		
October 2012 Student Count		111
May 2013 Student Count		110
Gender (October 2012)		
Male	57	51.4%
Female	54	48.6%
Race/Ethnicity (October 2012)		
Hispanic / Latino of any race(s)	56	50.5%
White	55	49.5%
Special Programs		
Free or Reduced-Price Meals (May 2013)	107	97.3%
Special Education (May 2013)	14	12.7%
Transitional Bilingual (May 2013)	36	32.7%
Migrant (May 2013)	34	30.9%
Section 504 (May 2013)	0	0.0%
Foster Care (May 2013)	0	0.0%
Other Information (more info)		
Unexcused Absence Rate (2012-13)	15	0.1%

State-Wide Student Demographics 2012-2013

Enrollment	
Gender (October 2012)	
Male	51.6%
Female	48.4%
Race/Ethnicity (October 2012)	
Native Hawaiian / Other Pacific Islander	0.9%
Hispanic / Latino of any race(s)	20.4%
White	59.1%
Special Programs	
Free or Reduced-Price Meals (May 2013)	46.1%
Special Education (May 2013)	13.0%
Transitional Bilingual (May 2013)	9.0%
Migrant (May 2013)	1.7%
Section 504 (May 2013)	2.3%
Foster Care (May 2013)	0.2%
Other Information (more info)	
Unexcused Absence Rate (2012-13)	0.5%

COMPARISON INFORMATION: PATERSON SCHOOL AND VALLEY SCHOOLS

End of Course (EOC) Exam – High School Algebra

During the 2013/14 school year the District offered High School Algebra to sixteen students (4- 8th graders and 12- 7th graders). All sixteen students took the State's EOC Algebra exam. 87.5% successfully passed this high school test and have fulfilled this part of their obligation for graduation.

Paterson WLPT II Student Scores Spring 2014:

Transitional (English Proficient)	7.6%
Level 4 (Transitional)	7.6%
Not Transitional (Limited English)	92.3%
Level 3 (Advanced English)	66.6%
Level 2 (Intermediate English)	25.6%
Level 1 (Beginning English)	0.0%
No Score*	0.0%
Total	39 100.0%

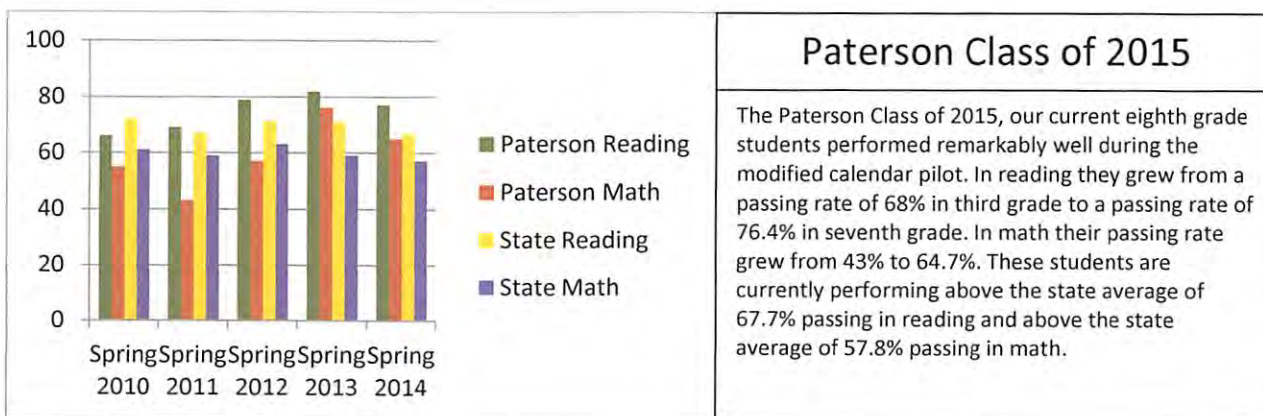
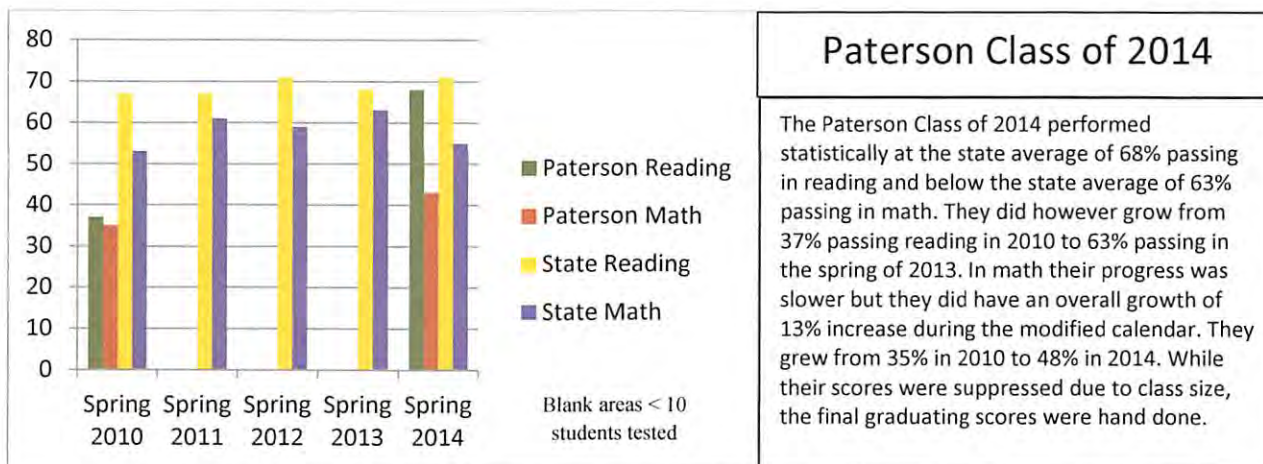
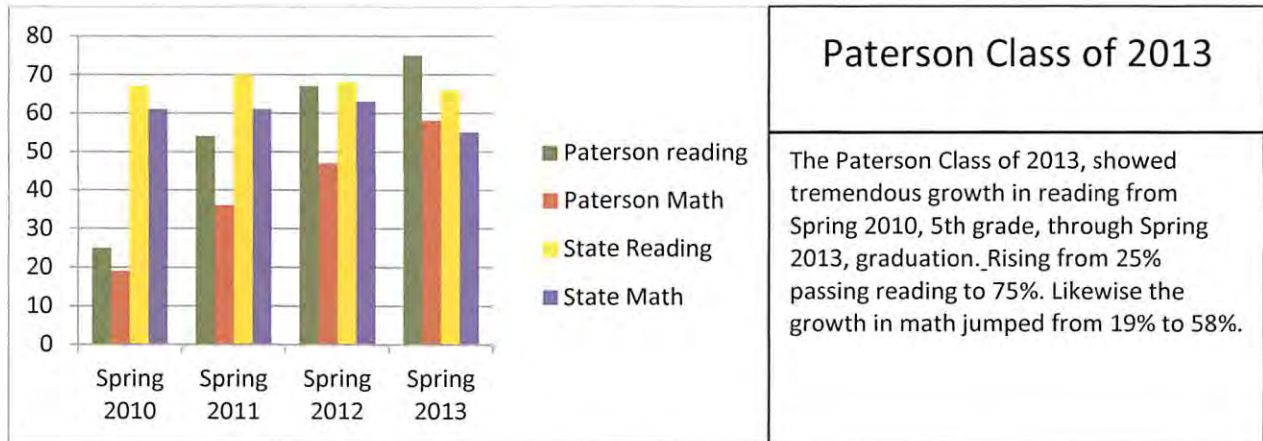
Valley Feeder Schools WLPT II Student Scores Spring 2014:

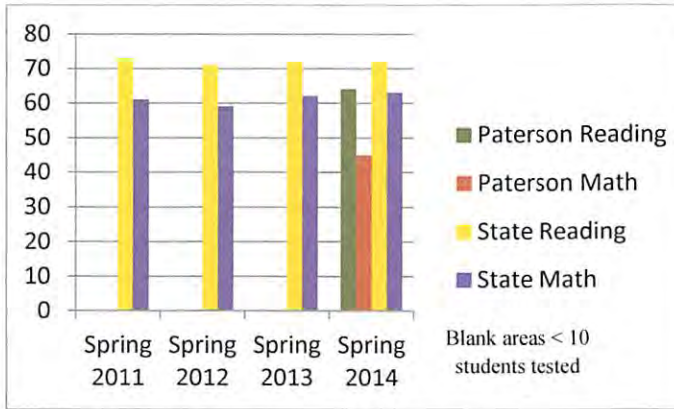
Transitional (English Proficient)	6.15%
Level 4 (Transitional)	6.15%
Not Transitional (Limited English)	93.85%
Level 3 (Advanced English)	59.5%
Level 2 (Intermediate English)	31.3%
Level 1 (Beginning English)	2.06%
No Score*	0.99%
Total	100.0%

*Valley Feeder Schools have included Prosser, Ki-Be, Grandview, and Sunnyside Schools

A Longitudinal Look at Paterson MSP Scores: 2010 - Present

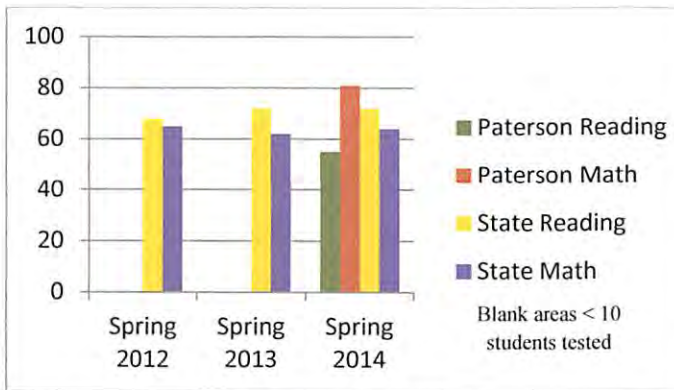
Paterson School implemented the modified calendar in January of 2010. That spring, the state changed state assessments from WASL to MSP. The following information is individual grade state testing progress throughout the modified calendar from 2010-present.





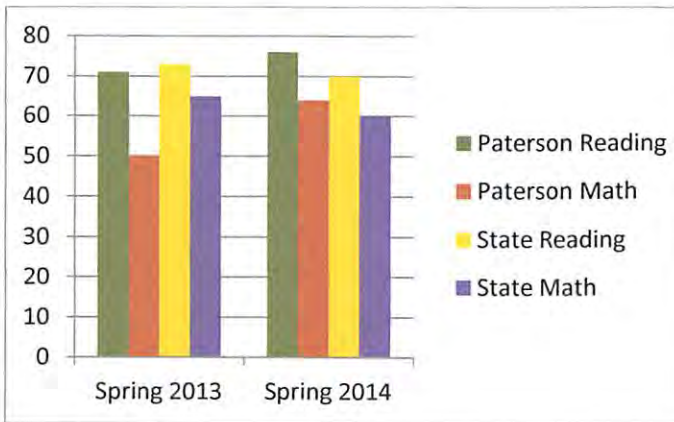
Paterson Class of 2016

The Paterson Class of 2016, the current seventh grade, is very small and their enrollment fluctuates due to migrant movement. This class has suppressed information beginning in 3rd grade. However, last year they had 11 students testing as two new students came to us from Mexico. Each student accounts for 9 percentage points. Last year they passed MSP reading at 63.6% and MSP math at 45.4%.



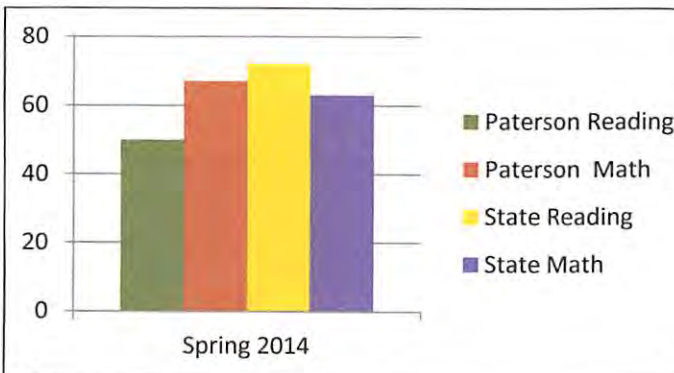
Paterson Class of 2017

The Paterson Class of 2017, our current sixth grade had their scores in 3rd and 4th suppressed due to the low enrollment. Their class grew to 11 students in the fifth grade and they passed reading at 54.5% and math at 81.8%.



Paterson Class of 2018

The Paterson Class of 2018, our current fifth grade had 14 students tested in the spring of 3rd grade. Each student represented approximately 7 percentage points. For the first year testing, the students performed statistically at the state average in reading. Our students were slightly below the state average of passing in math. In fourth grade their scores increased to 76.4% passing reading and 64.7% passing math.



Paterson Class of 2019

The Paterson Class of 2019, our current fourth grade had 12 students tested in the spring of 3rd grade. Each student represented approximately 8.3 percentage points. For the first year testing, the students averaged of 50% passing in reading and 66.6% passing in math.

COMPARISON INFORMATION: PATERSON SCHOOL, VALLEY SCHOOLS, AND WASHINGTON STATE

MSP State Test Results – Spring 2014: Overall, the District’s students continue to show academic growth in all areas. The Paterson District met the State’s AYP (Adequate Yearly Progress) again for 2013/14. The demographics of the District mirror the school districts in the Yakima Valley – high poverty and ESL. The charts below compare the Spring 2014 MSP results of the Paterson District to the other Yakima Valley schools and to the over-all statewide scores.

READING	State	Valley Feeder Schools*	PATERSON
3	72.0%	52.1%	50.0%
4	70.0%	47.83%	76.4%
5	72.4%	48.6%	54.5%
6	72.7%	50.2%	63.6%
7	67.7%	43.97%	76.4%
8	71.6%	50.07%	suppressed
NOTE: suppressed = <10 students			

WRITING	State	Valley Feeder Schools*	PATERSON
4	62.1%	46.2%	41.1%
7	71.1%	58.9%	76.4%

MATH	State	Valley Feeder Schools*	PATERSON
3	63.0%	46.8%	66.6%
4	60.8%	37.47%	64.7%
5	63.5%	35.97%	81.8%
6	63.6%	45.6%	45.4%
7	57.8%	44.93%	64.7%
8	55.9%	45.66%	suppressed
EOC Algebra	58.3%	47.26	87.5%
NOTE: suppressed = <10 students			

*Valley Feeder Schools have included Prosser, Ki-Be, Grandview, and Sunnyside Schools

COMPARISON INFORMATION: PATERSON SCHOOL, VALLEY SCHOOLS, AND WASHINGTON STATE

MSP State Test Results – Spring 2013: Overall, the District's students continue to show academic growth in all areas. The Paterson District met the State's AYP (Adequate Yearly Progress) again for 2012/13. The demographics of the District mirror the school districts in the Yakima Valley – high poverty and ESL. The charts below compare the Spring 2013MSP results of the Paterson District to the other Yakima Valley schools and to the over-all statewide scores.

READING	State	Valley Feeder Schools*	PATERSON
3	73.0%	59.5%	71.4%
4	72.5%	56.5%	suppressed
5	72.7%	56.75%	suppressed
6	71.5%	54.3%	82.3%
7	68.7%	48.825%	suppressed
8	66.3%	55.9%	suppressed
NOTE: suppressed = <10 students			

WRITING	State	Valley Feeder Schools*	PATERSON
4	62.1%	54.2%	suppressed
7	71.0%	50.9%	suppressed

MATH	State	Valley Feeder Schools*	PATERSON
3	65.2%	46.8%	50.0%
4	62.5%	51.3%	suppressed
5	62.6%	53.73%	suppressed
6	59.3%	54.6%	76.4%
7	63.8%	45.5%	suppressed
8	53.3%	45.66%	suppressed
EOC Algebra	53.1%	42.4%	suppressed
NOTE: suppressed = <10 students			

*Valley Feeder Schools have included Prosser, Ki-Be, Grandview, and Sunnyside Schools

APPENDIX D

ADVOCACY DOCUMENTS:
COMMUNITY SUPPORT PETITION,
PARENT LETTERS,
and
STUDENT LETTERS



PATERSON SCHOOL DISTRICT No. 50

P.O. Box 189 – Paterson, WA 99345 – Phone (509)875-2601 – Fax (509) 875-2067

TO THE WASHINGTON STATE BOARD OF EDUCATION: WE SUPPORT THE PATERSON SCHOOL DISTRICT ACADEMIC SCHOOL YEAR CALENDAR

The academic schedule at Paterson School has been beneficial for my student and for our family. Since Paterson is a remote and rural location, we use Friday for things like medical or dental appointments consequently our student doesn't miss class time. The Adventure Friday enrichment program provides Paterson students with opportunities to experience enrichment activities related to science and engineering ("*Engineering is Everywhere*") or to receive tutorial assistance in math, English, or reading. Since many of Paterson's students ride the bus for up to two hours a day, we also find that the four-day a week academic school year calendar gives families more time together.

Rachelle Munn

Katherine Moore

Lesly S. Day

Jimmy Munn

Patty Clark

Kerry S. Ann

Jan Stemming

Seri Tucker

Billie Day

Jessie J. Crow

Rubiege S. S.

~~Paterson~~

John Durr

Marco Oliver



PATERSON SCHOOL DISTRICT No. 50

P.O. Box 189 – Paterson, WA 99345 – Phone (509)875-2601 – Fax (509) 875-2067

PARA LA JUNTA DE EDUCACION DEL ESTADO DE WASHINGTON: APOYAMOS EL CALENDARIO ACADEMICO DEL AÑO ESCOLAR DEL DISTRITO DE PATERSON

El Calendario Académico de la escuela de Paterson es beneficioso para mi hijo y para nuestra familia. Dado que Paterson es un lugar remoto y rural, usamos viernes para cosas como citas médicas o dentales en favor de que nuestro alumno no pierda tiempo de clases. El programa de enriquecimiento de Viernes de Aventura ofrece a los estudiantes experimentar actividades de enriquecimiento relacionados con la ciencia y la Ingeniería (La Ingeniería está en todas partes) o para recibir asistencia en tutoría en matemáticas, Ingles o lectura. Dado que muchos de nuestros estudiantes de Paterson viajan en autobús por un máximo de 2 horas al día, también encontramos que la semana escolar de calendario académico de cuatro días da a las familias más tiempo para estar juntos.

Maria T Magaña de C.

Rosendo Arriaga

Maria E Lemus

Laura Armenta Garcia

Juan Nicolas

Miguel A. Mendoza

Jose Mendoza

Maria Blancarte

Lupe Blancarte

Mano Carrizales

Irene Arriaga

Teresa Garcia Mendoza

Maria Lilia Garcia

Nora Reyes



PATERSON SCHOOL DISTRICT No. 50

P.O. Box 189 – Paterson, WA 99345 – Phone (509)875-2601 – Fax (509) 875-2067

TO THE WASHINGTON STATE BOARD OF EDUCATION: WE SUPPORT THE PATERSON SCHOOL DISTRICT ACADEMIC SCHOOL YEAR CALENDAR

The academic schedule at Paterson School has been beneficial for my student and for our family. Since Paterson is a remote and rural location, we use Friday for things like medical or dental appointments consequently our student doesn't miss class time. The Adventure Friday enrichment program provides Paterson students with opportunities to experience enrichment activities related to science and engineering ("*Engineering is Everywhere*") or to receive tutorial assistance in math, English, or reading. Since many of Paterson's students ride the bus for up to two hours a day, we also find that the four-day a week academic school year calendar gives families more time together.

Sherryk Dittaker 3/18/15
Yali Martin 3/18/15
Jillisa E. Myan 3/18/15
Amy Byer 3/18/15 !!!
Ashley Belgood 3/18/15
[Signature] 3/18/15
Eloum 3/18/15
Amy K. Beightel 3/18/15
Emily Murch 3/18/2015
Keri Obo 3-18-15
Marco Oliver 3-18-15
N. Yglaston 3/18/15
[Signature] 3/18/15
[Signature] 3/18/15
Lauri Hauker 3/19/15
Megan Blunn 3/19/15

Flint Orr, MD
Mikki Symonds, MA
1118 Playfield Ave
Prosser, WA 99350

March 10, 2015

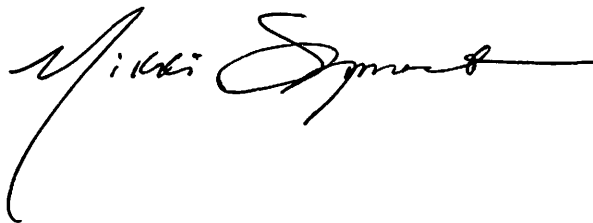
To the Washington State Board of Education:

As a parent, we find the four-day school week ideal superior to the five-day week. We have a day that we can use for medical, dental and optometry appointments and not take our children out of instruction time. Given that one of our children was diagnosed with strabismus and had to have braces, we would have had to take him out of school quite a lot. More importantly, we have more family time together. Although the children come home later, we feel that Fridays give us more time to explore cultural experiences or academic subjects or engage in athletic or nature-appreciation activities together. It also made taking short trips together easier because we did not need to take our children out of class on Friday in order to have enough time to make a camping trip or visit to family worthwhile.

Our oldest child is on the autism spectrum, and like many other people on the spectrum, he has had a more difficult time with change than "neurotypical" individuals. He had to change to the four-day week when he went to Paterson for middle school, and he had to change back to the five-day week when he went to Prosser High School. Neither time did he experience any difficulties, although he did report that he preferred the four-day school week.

If you would like to discuss the matter further, please feel free to contact us at 509-786-2460.

Thank you for your time and attention,



3/17/15 -

The Carrizales family like a 4 day school week because on Fridays is when we have our ~~doctors~~ doctors/dentists appointments and go grocery shopping. In a PTO meeting we agreed that Fridays would be for appointments so kids wouldn't miss out in school.

Maria T Magaña de Carrizales.

I support Paterson School to continue with the Modified School Program. The Modified School Schedule helps decrease absences because parents are allowed make appointments on Fridays. Also it provides extracurricular activities, such as Adventure Friday. These activities help my children have time to work on science projects, art classes etc.

Sincerely,



Nora Reyes

I Leticia Castaneda support the 4-days of school program.
I agree with Adventure Friday because our children
learned a lot of things.

Thank you.

Leticia Castaneda

Parent.

Yo Leticia Castañeda
estoy de acuerdo que quedan cuatro
días de clases y vernes de
aventura Para que aprendan más
nuestros ojos Gracias

LETICIA CASTAÑEDA

As a parent of a student in The Patulum School I cannot think of a better environment for my child to study, grow and become a member of this hard-working rural community. The fact that most parents have jobs related to agriculture in this town make difficult to spend time with their children at specific times of the year, so enjoying one extra day of family time, to study, do extra-curricular activities or just being together, means a lot to us. At the same time, working as a substitute teacher in this district I ~~have~~ get see the wonderful atmosphere of study, self confidence and independence that our students have and that translates in high grades and an enthusiasm in learning that I haven't encountered before in my 15 years of teaching.

Dear State Board of Education,

As a student at Paterson School that has experienced the four day school week, I have felt the many benefits that this has provided for not only me but also my family. The extra day added to our weekend gives us the chance to plan appointments, vacations, extra-curricular activities, or even have a day of relaxation to catch up on homework or chores. I have had many doctor, dentist, orthodontist, etc.... appointments scheduled on Fridays. This has made it possible for me to keep myself healthy and enables me to become more intelligent without missing a day of school. I love spending time with my family and going on vacation to spend valuable family time together. With a relative suffering from cancer in a different state, I have experienced the positive effects of the four day week. It has made traveling circumstances easier for my whole family. My mother is a Kindergarten teacher here at Paterson, as well. This program helps us to be more flexible when put in sudden situations. We are at grade level. We are thriving. We are continuing on to be high-school and college-ready. I am grateful for the four day school week and hope to see it continue at Paterson School.

Sincerely,

[Redacted Name]

Paterson School 8th grader.

Dear State Board of Education,

I am here to address you about the four day school schedule, which, as well as being beneficial to the school itself, is very beneficial to every last student in the Paterson school. Four day school schedules help students by keeping their attention throughout the school week, because the school still has the same amount of hours as a five-day week do to increased school hours, but prevents boredom and lack of attention on the last day of the school week. This also gives all students more time to work on academic projects, which makes all students less stressful when large projects come along.

I myself have been benefited by the four-day school week. I switched schools to Paterson School at the third grade, and the four-day school week schedule has been with me all my time in Paterson. The four-day week schedule gives me more time to work on school projects, keeps my focus on school, and helps me from losing interest in school.

But Paterson's unique four-day school schedule doesn't only help students-it helps the school itself. The four-day school week helps the school save money-and lots of it. The school doesn't have to pay for the bussing, staff, food, materials, and other costs of having a school day. In such a small town, this helps the school survive-the town of Paterson doesn't have as many resources as larger towns. This shows that the four-day week schedule helps everyone, in many different ways, who are associated with the school.

I know that this letter probably isn't helping me much-I am an eighth grader, and I will be leaving the school by the end of the year. But I hope that every student in the school will have the same opportunity I had, and I hope that the school and town of Paterson can save large amounts of money by continuing to use and profit from the four-day school schedule.

Sincerely,



Dear State Board of Education,

I have always enjoyed the four day school week. It allows me to get more done in one day, enjoy a longer weekend, and it gives me a longer break before returning to school and trying to get the best education possible. I think it is a good thing to have the longer day because I know that I have more time to study and I know that my teachers can help me in that time period. I like having time to complete all my work because I am involved in my church and I have a lot of evening activities. Being able to get everything done and have my teachers available to help me has been really important for my success. I like having the longer week end so I can get the right amount of sleep in order to start the next with all the energy I have. Additionally, I am on a competitive fast pitch softball team in the tri cities. The long weekend allows me to be in tournaments and not fall behind in school. I think it is a good thing that we have this four day week because it gives us more hours in a school day, allows us to enjoy a longer weekend, and it gives us enough rest to start the next week of school with a lot of energy.

Sincerely,



Dear State Board of Education,

I am 14 and go to school in Paterson, Washington I am in the 8th grade. I am sending this particular letter for the four day week schedule. The four day week it has allowed me to have more academic time and it takes some of the pressure off to learn in an easier and more developed environment. This has made it to where I am able to be in high school geometry were as in a close by town the 8th graders are only in algebra. When I took algebra they were in pre algebra. It has also made my family closer together. I have a friend that came from the close by town but transferred into this school and he says that it is easier to learn than in the other school because he knows that the three day weekend will give him more time to figure out the academic problems. Before we had the four day system I missed a lot of school caused by doctor appointments and now I miss only when ill and a family emergency happens. The reason behind this am that I am able to schedule my doctor appointments on Fridays. The growth of the school is based on the fact that they see that the environment is calm and family friendly. When I leave to go to the high school I will still have younger family members in the school district and I hope that they and all the children of Paterson can have the same benefits as I did when I was at this school.



Dear State Board of Education

In my three years as a Paterson student, I have seen many advantages to a four day school week. With the extra time on Fridays, I have more time to participate in my hobbies such as reading. It is easier to complete my homework with my siblings going to schools with three day weekends. Throughout the week I have to wake up at five AM to get ready for school so the three day weekend replenishes my sleep. (I have to get up so early because I live in Grandview and travel all the way to Paterson for school.) My mom has an easier time setting appointments for me without taking me out of school. With more hours in a school day one can find time to finish a lot of homework. A four day week is deeply rewarding to me and my family. I know I won't be at Paterson next year because I am in the eighth grade, but I wanted to let you know how much my family and I like the schedule.

Yours Truly,



To whom it may concern,

I would like to address you on our current 4 day school schedule. This schedule has allowed my family to be able to have a better weekend and has allowed me to be able to work on the farm on Fridays and allows me to help my Dad and Grandpa on the farm making their work load easier. It has also allowed me to be able to have my orthodontic appointments on Friday so I don't miss school. Even though we don't have school Fridays I still believe that we are learning a lot. With talking with students at Housel Middle School during sports, I have found that in our schedule we get more done in a week then they do and they have a five day week. For example in a week we get a whole chapter of algebra done while they only get half of it done. Even though I'm leaving the school next year for high school one of my little sisters will still be here next year so I hope that you will still allow us to keep the 4 day week, Without it our lives would change dramatically and would put more stress on my parents which they don't need. So please allow us to keep this schedule.

Sincerely,



Dear State Board of Education,

Having a 4 day school week here at Paterson School has been excellent! Having Friday off every week has been very helpful to my parents, and is a relief to students.

It helps my parents because we can schedule all our appointments and lessons on Friday, so we don't miss a school day for them. Our families can go on more vacations on the 3 day weekends and not miss any school days.

Students feel a relief for having an extra day in the weekend after working very hard in the school week. A 4 day school week is very beneficial to the families and students here at Paterson School, so thank you!

Sincerely,


Paterson 8th Grader

Dear State Board of Education,


As an eighth grade student in Paterson School District I will be going on to high school within the next school year. But throughout the majority of the time I attended Paterson School District I had a great time with the four day school week. But as I continue on to high school it has been brought to my attention that our four day school weeks might be taken away and we may be forced to go to school on Fridays! Even though I am an eighth grader moving on to high school, and this idea of having a five day school week at Paterson will not affect me very much, I still wish the oncoming students to experience the four day school weeks. The four day school weeks provide many benefits not only for students but as well as legal guardians of the students.

One benefit of having a four day school week is that during a single school day we are able to accomplish a lot during a four day week rather than a school with five. For instance, I am an eighth grade student and I have advanced through the Washington State math courses and I have already been learning geometry, a high school class, along with many of my peers. This school also allows me to learn more in a day-for instance, kids from the nearby school district of Housel Middle School, Prosser, Washington, can only achieve about one section of math a week! With a five day week! While here at Paterson School District we accomplish one section in a school day! That's a major difference and it allows kids to have a longer academic learning period with the four day week schedule.

This is one of the main reasons I love the four day school week, but since I can't list twenty pages of the benefits of having a school week I must go spend my three day weekend with my family and get recharge for the upcoming four day school week.

Sincerely,


Kelby Steinmetz

A handwritten signature in cursive script that reads "Kelby Steinmetz". The signature is written in black ink and is positioned above a solid horizontal line that spans the width of the signature.

Dear State Board of Education,

Speaking as a participant of the four day school week, I have found that there are several benefits to this program. Having Fridays off school give us time for occupations that may otherwise take up school time, such as Orthodontist appointments, or family vacations. With the four day week, students at Paterson such as myself have more time for schoolwork, as well. Also, students at Paterson do not go home early on Wednesdays and have extended school days so education that could be done on a Friday is completed regardless. In conclusion, the four day week system is very beneficial to the students of Paterson, and in my opinion, should be maintained.

Sincerely,


Paterson School
8th grade

Dear State Board of Education,

I would like to inform you of some of the reasons a four day week is very affective in raising the academic ability of the students and their ability to gain a well honed work ethic. I would also like to thank you for putting all the options on the table and taking everything into consideration for the well being of the educational system in the state of Washington. I am convinced that the system that is being utilized in this period of time is a tremendously affective form for situation at hand.

I myself only just moved back to this school from a Sunnyside private school in which a five day system was being used, as I began transitioning one of the greatest changes I realized was the four day week. I soon came to the realization that the system gives more time for working on long term projects and allows me to come back refreshed and ready to learn to an extent to which I have did not experience throughout the five day system.

Another reason for this system is the lower need of supplies for the school day such as lunches and breakfast which by the way is supplied for free to the students by the funds of the community. This allows the school to throw the funds from the Fridays that the students do not attend into curriculum, busses, books and additional staff that we would have otherwise would not have been able to keep under our employment.

My final argument for this system would be the ability for the students to accomplish their curriculum by reason of the longer periods. This happens by cause of the longer days to account for the missing day, we are able to sit and work until we have reached the point which we needed to reach. In this system the time in which we have to work is hardly ever a problem for reaching our goals.

So I hope that this letter has given you relevant reasons for making the decision at hand. I sincerely hope that your decision comes to the conclusion of allowing us to have a short week and allow the students attending our school to use the same system which has worked extremely well over the past several years.

Sincerely,



3/19/15

Dear State Board of Education,

As a student whom has a personal experience of attending a school program of a four day school week, I have personally seen and felt the many benefits of having Fridays off. To start with, a major reward for having a four day school week is having Fridays to attend doctors, dentist, orthodontists, and many other appointments without missing any homework tests and absent for an interesting and useful lesson in my classes. Another useful point when speaking of a shorter school week is having more time to do homework, projects, essays, reading novels or articles, or other helpful activities relating to educational involvements. Next, a helping situation, for me, is when my family and I are able to go on trips or out of town for a longer period of time.

Sincerely,

[Redacted Signature]

Dear State Board of Education,

In my opinion, 4 day school weeks at Paterson are not detrimental to our education. In fact, I think they benefit our education. As an 8th grader at Paterson School, I like the 4 day weeks because the school days are extended so more classes, and school work can be put into a day. The 4 day week also allows us to have Friday off, which most students use for homework, appointments, and sports, so they don't miss any school hours doing these things. The 4 day week is also very helpful in staying close to family. Having Friday off allows me to go fishing with my dad, or go on a road trip to Portland, without missing anything important at school. The 4 day week is an amazing, innovative idea mostly because students have extended school days to get more work done; it provides Fridays off for anything, and they give you more time to spend with family.

Sincerely,

Paul Hudak

Dear State Board of Education:

I am a graduating 8th grader from Paterson School and I would like to say that the four day week is the best idea that has come from the State Board of Education. By allowing this, you have created a way that we can do as much work as any other school and only have to go four days a week. We have done as much as a school that goes five days a week.

Also you should know that it doesn't affect our learning time. We get a lot of reading and math every day. I have one hour of Spring Board, twenty minutes of reading in the morning and 30 minutes of reading in the afternoon with Mrs. Tucker. I also have a whole hour of math every day, and we get down to work and we don't waste any time because we have a short week. I will tell you that at first I didn't like it and I got mad because I thought we were doing too much work but I saw that we had more time to do homework on weekends. I also am not tired all of the time like I used to be.

My family and I really like the idea of having just a four day week. My parents were surprised we could do the same amount of work as a normal five day week. So you can see, that out of everything, this really is the best idea that you, the State Board of Education, has come up with and I really like it.

Sincerely,



Dear Washington State Board of Education,

I would like to inform you about our four day school week schedule. To me the four day schedule is very nice, because we go to school Monday through Thursday from 8:00am-3:40pm. Because we only go four days a week, we have Fridays off for stuff like doctor's appointments and outside activities. Where we live it is a small town. We don't even have 200 people living here. We are an unincorporated town. On the three day weekends, we can go to friend's houses on Fridays because on Saturdays we have to go to the Tri-Cities to run errands, and on Sundays we have to go to church. If we had to go to school five days a week, we couldn't go to our friend's houses to play our favorite games. We like to play video games and outside activities.

Our school four day schedule gives us longer school days and we get more school work done in one day then other schools. In one day we get at least one and a half math lessons done in one period. In history we get to learn more history then my friends in five day school weeks.

I hope this informed you about our community and school and we can keep the four day week.

Sincerely,



Dear State Board of Education,

The way we go to school at Paterson is very helpful to me. It gives me more time to do what I need to so I can finish all of my academic work. This year for STEM Fair, I worked with a group of friends and the longer weekends gave us time to work on what we needed to get done. We rebuilt and changed riding lawn mowers to see which tread could pull the most weight. It also gives me way more family time, and it gives me way more time to finish my homework. We often finish two whole lessons in one math class and I can get my homework done in the afterschool program. It gives us a lot of time for after school activities like sports. It also gives us time to make some money. In the fall and in planting time I can help my dad work in the fields to make more money for my family. Also, my mom can make my doctor's appointments on Fridays so I don't miss any school. I hope you let this schedule stand for the reasons I said. My little sisters and brother are in this school and they should have what I had.

Sincerely,



Dear State Board of Education:

I think the four day a week schedule is good because it gives me a lot of time to spend with my family, and it also gives me time to play with my friends. When my little brother Rodrigo had cancer, my mom lived with him in Spokane at the Ronald Mc Donald house. My dad, brother, and I went up to see them a lot and we didn't have to miss a lot of school because we had Fridays off of school. Sometimes I would miss because my mom would let me stay with her and Rodrigo so I could help translate. It is also good because we get more time to do our homework and we get better grades, and that will lead to a better future for us. The three days that we get on weekends is good because we get a good rest and on Monday we are ready for school. When I was in 2nd grade we had five day weeks and I remember being really tired, but now I am in 8th grade and it feels good to have time. I also go places with my family and sometimes I can go to work with my dad. I hope you let Paterson keep the four day week.

Sincerely,



RCW 28A.305.141

Waiver from one hundred eighty-day school year requirement —
Criteria. (Expires August 31, 2017.)

(1) In addition to waivers authorized under RCW [28A.305.140](#) and [28A.655.180](#), the state board of education may grant waivers from the requirement for a one hundred eighty-day school year under RCW [28A.150.220](#) to school districts that propose to operate one or more schools on a flexible calendar for purposes of economy and efficiency as provided in this section. The requirement under RCW [28A.150.220](#) that school districts offer minimum instructional hours shall not be waived.

(2) A school district seeking a waiver under this section must submit an application that includes:

(a) A proposed calendar for the school day and school year that demonstrates how the instructional hour requirement will be maintained;

(b) An explanation and estimate of the economies and efficiencies to be gained from compressing the instructional hours into fewer than one hundred eighty days;

(c) An explanation of how monetary savings from the proposal will be redirected to support student learning;

(d) A summary of comments received at one or more public hearings on the proposal and how concerns will be addressed;

(e) An explanation of the impact on students who rely upon free and reduced-price school child nutrition services and the impact on the ability of the child nutrition program to operate an economically independent program;

(f) An explanation of the impact on employees in education support positions and the ability to recruit and retain employees in education support positions;

(g) An explanation of the impact on students whose parents work during the missed school day;
and

(h) Other information that the state board of education may request to assure that the proposed flexible calendar will not adversely affect student learning.

(3) The state board of education shall adopt criteria to evaluate waiver requests. No more than five districts may be granted waivers. Waivers may be granted for up to three years. After each school year, the state board of education shall analyze empirical evidence to determine whether the reduction is affecting student learning. If the state board of education determines that student learning is adversely affected, the school district shall discontinue the flexible calendar as soon as possible but not later than the beginning of the next school year after the determination has been made. All waivers expire August 31, 2017.

(a) Two of the five waivers granted under this subsection shall be granted to school districts with student populations of less than one hundred fifty students.

(b) Three of the five waivers granted under this subsection shall be granted to school districts with student populations of between one hundred fifty-one and five hundred students.

(4) This section expires August 31, 2017.

[2014 c 171 § 1; 2009 c 543 § 2.]

Notes:

Finding -- 2009 c 543: "The legislature continues to support school districts seeking innovations to further the educational experiences of students and staff while also realizing increased efficiencies in day-to-day operations. School districts have suggested that efficiencies in heating, lighting, or maintenance expenses could be possible if districts were given the ability to create a more flexible calendar. Furthermore, the legislature finds that a flexible calendar could be beneficial to student learning by allowing for the use of the unscheduled days for professional development activities, planning, tutoring, special programs, parent conferences, and athletic events. A flexible calendar also has the potential to ease the burden of long commutes on students in rural areas and to lower absenteeism.

School districts in several western states have operated on a four-day school week and report increased efficiencies, family support, and reduced absenteeism, with no negative impact on student learning. Small rural school districts in particular could benefit due to their high per-pupil costs for transportation and utilities. Therefore, the legislature intends to provide increased flexibility to a limited number of school districts to explore the potential value of operating on a flexible calendar, so long as adequate safeguards are put in place to prevent any negative impact on student learning." [2009 c 543 § 1.]

WAC 180-18-065

Waiver from one hundred eighty-day school year requirement for purposes of economy and efficiency—Criteria for evaluation of waiver requests.

(1) In order to be granted a waiver by the state board of education under RCW [28A.305.141](#) to operate one or more schools on a flexible calendar for purposes of economy and efficiency, a school district eligible for such waiver must meet each of the requirements of RCW [28A.305.141\(2\)](#).

(2) In the event that a greater number of requests for waivers are received that meet the requirement of subsection (1) of this section than may be granted by the state board of education under RCW [28A.305.141\(3\)](#), priority shall be given to those plans that best redirect monetary savings from the proposed flexible calendar to support student learning.

[Statutory Authority: RCW [28A.305.140\(2\)](#) and [28A.305.141\(3\)](#). WSR 12-24-049, § 180-18-065, filed 11/30/12, effective 12/31/12.]



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	School visit	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input checked="" type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	None	
Possible Board Action:	<input type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>We will meet at the Tri-Tech Skills Center Café at 8:00 am on Thursday for continental breakfast prepared by the culinary arts students at the Center. After breakfast, we will tour the facility for an hour and return to the Café for a half-hour question and answer period with Paul Randall, director of the center.</p> <p>Tri-Tech Skills Center 5929 W Metaline Ave Kennewick, WA 99336 (509) 222-7300</p>	



Tri-Tech Skills Center in Kennewick

The following is an excerpt from the Skills Center website:

Tri-Tech Skills Center (TTSC) is one of 11 Skills Centers in Washington State. Skills Centers are dedicated to offering high quality tuition free technical and professional training for high school aged students.

TTSC operates as a cooperative school of seven local school districts. Member districts are; Kennewick, Pasco, Richland, Finley, Columbia Burbank, Kiona-Benton and North Franklin. Tri-Tech also serves students from the Prosser School District, on-line schools and home school students. Tri-Tech serves as a branch campus of all area high schools providing programs that would normally not be offered in a comprehensive high school due to high operative and equipment costs or not enough student enrollment at the school.

TTSC is designed to help students get a head start on their career goals by providing focused training in specific professions. Programs are designed in three period blocks allowing the extended time to not only learn the theory of a subject but to also get real hands-on experience. The programs are also personalized. Instructor to student ratios is low, allowing the Skills Center staff the time to get to know each student and address their unique learning styles.

The following are programs available at Tri-Tech Skills Center:

- Auto Body Technology
- Auto Systems Technology
- Computer Science / Cyber Security
- Construction Trades
- Cosmetology
- Culinary Arts
- Dental Assisting
- Diesel Technology
- Digipen
- Digital Video and TV Production
- Early Childhood Education
- Fire Fighting
- Graphic Communication
- Health Informatics
- Law Enforcement
- Pre-Nursing
- Pre-Veterinary Technician
- Radio Broadcasting and Production
- Teen Parenting
- Welding Technology





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

Title:	Student Presentation	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input checked="" type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:		
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	Student presentations allow SBE board members an opportunity to explore the unique perspectives of their younger colleagues. In her final presentation to the Board, Student Representative Mara Childs will present on her past, present and future plans.	



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Title: Executive Director Summary (Achievement Index)

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

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

- Policy Considerations / Key Questions:**
- Key Questions:
- Has the transition to the SBAC assessments and new learning standards necessitated any changes to the school accountability system?
 - How many schools were identified as Priority or Focus for the 2015-16 school year?
 - How many schools received 2014 Washington Achievement Awards?

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

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

Synopsis:

The 2014-15 Index Version based on 2011-12, 2012-13, and 2013-14 assessment data was publicly released through the WAI website on April 30th. The current version of the Index “copied data forward” for 2013-14 for school participating in the SBAC Field Test because (as planned) student results were not computed by the SBAC. While the Achievement Index incorporates different assessments and different learning standards over the next several years, the OSPI proposes changes to the manner in which Priority and Focus School identification process.

The Washington Achievement Awards ceremony was attended by more than 700 educators representing approximately 250 of the 400 recognized schools. The memo shows that the number of 2014 awards approximates the number of 2013 awards.

The OSPI announced the list of Priority and Focus Schools for differentiated supports for the 2015-16 school year. The list is comprised of 121 Priority Schools and 133 Focus Schools. The memo explains how the schools were identified.



ACHIEVEMENT INDEX

Summary

- The 2014 Achievement Index website into production on April 30th with minimal changes from the previous year.
- Changes to the PLA identification process are proposed by the OSPI to accommodate changes to the assessment system and reflected in the Achievement Index.
- 401 schools received one or more Washington Achievement Awards at the April 28th ceremony at Spanaway Lakes High School near Tacoma.
- 121 schools were identified as Priority Schools and 134 schools as Focus Schools. Roughly one third of these schools were not Title I served.

Discussion

Achievement Index

The 2014 Washington Achievement Index (AI) website was placed into production on April 30th with minimal updates or enhancements. The public and website users will see that participation in Dual Credit programs (Advanced Placement and Running Start for example) is displayed for the 2014 AI but did not factor into the 2014 AI ratings as recommended by the Achievement and Accountability Workgroup.

The SBE and OSPI have been collaborating to resolve process issues involving the Achievement Index calculations and PLA identification given the complexities related to the 2013-14 SBAC Field Test. The results of that collaboration form the basis of the [Policy Position of the State Board of Education regarding use of the Achievement Index during the transition to new Washington State Learning Standards](#) document expected to be discussed at the May board meeting in Pasco.

With regards to the 2013-14 SBAC Field Test participation and school accountability, two groups of schools were created based on the number of years of assessment results that would be unique for inclusion in the Index:

- Schools taking the old assessments (MSP, HSPE, and EOCs), which continued to generate three years of comparable assessment data for the Index
- Schools that participated in the SBAC Field Test, which had only two years of unique data because the field test participants were not provided with results.

The figures below (2014-14 Index Version) illustrate the current year index. All schools have comparable assessment data for the 2011-12 and 2013-13 assessment years, but not all schools have Washington assessment data for 2013-14 due to SBAC Field Test participation. To accommodate for this circumstance and to be consistent with what was done for the NCLB AYP computations and calculations, each field test school's prior year's proficiency rates (2013-13) and SGP medians were carried over for 2013-14 accountability decisions. In essence, one year counted for two in the ratings.

All Washington schools administered the SBAC in the 2014-15 school year to measure the new state learning standards in English language arts and math. Beginning with the Index using 2014-15 Smarter

Balanced assessment results (2015-16 Index Version from above), schools will no longer have three years of assessment data measuring the same learning standards. However, comparability across schools will be maintained, as all public school students will be sitting for the same assessment in the 2014-15 school year.

2014-15 Index Version			2015-16 Index Version		
2011-12	2012-13	2013-14	2012-13	2013-14	2014-15
Pre-SBAC		Field Test Year*	Pre-SBAC	Field Test	All Schools-SBAC
<i>*Mix of Schools Field Testing vs. Not</i>					
2016-17 Index Version			2017-18 Index Version		
2013-14	2014-15	2015-16	2014-15	2015-16	2016-17
Field Test	All Schools-SBAC		All Schools-SBAC		

As is clearly illustrated above, the 2014-15, 2015-16 and 2016-17 Index Versions will include a combination of SBAC and previous Washington assessments (MSP, HSPE, and EOC). After the 2016-17 SBAC assessments are concluded, the OSPI and SBE will generate the first Achievement Index (2017-18 Index Version) exclusively derived from the SBAC assessments. It is understood that the Index will continue to include the MSP for science and the Biology EOC until new assessments are available to assess the Next Generation Science Standards (NGSS). In addition,

- The Achievement Index will be published each year, and the underlying data used for the Index computations will be made available to the public as is the current practice, subject to OSPI data suppression rules to protect student privacy.
- The school tier ratings will continue to be norm-referenced until several years of data allow an appropriate determination of a criterion reference. This means that the tier ratings will continue to reflect normative scaling. The OSPI and SBE expect AI ratings to be lower during the transition; approximately the same number of schools will be placed in the ‘underachieving’ or ‘priority’ school categories. The same is true for the ‘exemplary’ and ‘very good’ categories.
- The Washington Achievement Awards will be given each year, but award criteria will be modified each year to ensure fairness during the Index/SBAC transition.

While the Index incorporates different assessments and different learning standards over the next several years, changes are being proposed to the Priority and Focus School identification protocol. These changes would include the following:

- Because the latest list of Priority and Focus (P & F) Schools maximizes the OSPI service capacity and to maintain the P & F list size, P & F School identifications will be suspended for two years while the schools newly identified in 2015 are served for the 2015-16, 2016-17, and 2017-18 school years. Through this three-year service period, the total number of P & F schools being served will remain roughly constant.
- Recognizing that previously identified P & F schools may meet exit criteria in the course of the above referenced three-year period, the OSPI may add schools to the P & F list in 2015-16 on a limited basis and if unusual circumstances require intervention.
- New P & F schools will be identified for service beginning in the 2018-19 school year. The identification will be based on the 2015-16, 2016-17, and 2017-18 SBAC assessment results.
- In accordance with state law, the annual list of Persistently Lowest Achieving Schools will be published, but the list may not change much from one year to the next. The index will be used in each year to establish this list, as is the current practice.

Washington Achievement Awards

On April 13, 2015 the OSPI issued a press release announcing the recipients of the 2014 Washington Achievement Awards. A list on the award recipients, award criteria, and other information are found at <http://www.k12.wa.us/EducationAwards/WashingtonAchievement/>.

The 2014 Washington Achievement Awards ceremony was held April 28th at Spanaway Lakes High School in the Bethel School District near Tacoma. More than 700 educators representing approximately 250 of the 401 schools that were identified attended the ceremony (Table 1). A total of 527 awards were made, and comprised the same categories from the previous year (High Performance, English Language Acquisition, High Progress, Special Recognition-High Growth Reading, Special Recognition-High Growth Math, and Special Recognition-High Graduation Rate).

Given the tight turnaround and the complexity of the calculations, the OSPI did not have the resources to compute and verify the Special Recognition-Gap Reduction awards in time for the awards ceremony. The OSPI and SBE will recognize schools making the greatest gains in performance gap reductions in a yet-to-be-determined manner.

Table 1: Distribution of Washington Achievement Awards by Category.

Award	2013 Awarded Schools	2014 Awarded Schools
Overall Excellence	100	90
High Progress	217	187
Special Recognition – English Language Acquisition	42	53
Special Recognition – High Growth Reading	97	89
Special Recognition – High Growth Math	93	82
Special Recognition – High Graduation Rate (5-Year)	19	26
Total Awards	568	527

Persistently Lowest Achieving School Identification

On March 31, 2015 the OSPI publicly released the list of Persistently Lowest Achieving (PLA) schools for the 2015-16 school year. The PLA list included 121 Priority Schools, of which 101 schools were Continuing Priority Schools and 20 were characterized as New Priority Schools. Of the 121 Priority Schools identified for the 2015-16 school year, 28 were not Title I served. The OSPI also identified 134 Focus Schools based on low performance of one or more subgroups over three years. The distribution of Focus Schools by identification criteria is shown in Table 2. Of the 133 Focus Schools identified for the 2015-16 school year, 50 were not Title I served.

Table 2: Distribution of Focus Schools by Identification Criteria.

Identification Criteria	2013	2014
Focus - ELL	24	20
Focus - SWD & ELL	23	18
Focus - SWD	81	81
Focus - Graduation Rate	9	15
Focus - Continuing	26	0
Total Focus Schools	163	134

The OSPI followed the school identification methodology that was developed in the spring of 2014 in collaboration with the SBE, with one modification following the U.S. Department of Education (USED) guidance. Per the USED’s “hold-harmless” guidance, the OSPI excluded 2013-14 SBAC Field Test schools from the PLA consideration pool. Implementing this one-year-only change means that schools participating in the SBAC Field Test would not be newly identified as a Priority or Focus School. The PLA documentation and identified schools can be found on the OSPI website at <http://www.k12.wa.us/ESEA/Schools/PrioritySchools2015-16.aspx>.

As was communicated at the March board meeting in Tacoma, no Priority Schools were identified in the Renton, Onalaska, and Morton school districts, which is one of the Required Action District (RAD) exit criteria. As was anticipated and communicated to the Board earlier, one Priority School (Soap Lake Elementary School) was identified in the fourth RAD, Soap Lake School District. Additional information regarding the academic progress of students at each RAD is presented and discussed in a separate board packet memo.

Action

No Board action is proposed.

Please contact Andrew Parr at andrew.parr@k12.wa.us if you have questions about this memo.



REQUIRED ACTION DISTRICTS

Policy Considerations

RCW 28A.657.100 calls for the OSPI to recommend to the State Board of Education (SBE) that districts be released from required action based on the following criteria (RCW 28A.657.100, WAC 392-501-740, WAC 291-501-720):

1. The district no longer has a school that is persistently lowest achieving
2. The district has shown progress in closing the achievement gap
3. The school (or schools) that were on the persistently lowest-achieving list have had a positive improvement trend in reading and math on state assessments in the “all students” category for the past three years.

At the March 2015 Board meeting, the Office of the Superintendent of Public Instruction (OSPI) recommended releasing three required action districts from required action: Morton, Onalaska and Renton School Districts. In addition, the OSPI recommended one district, Soap Lake district, remain in Level 1 required action status. OSPI reported that all districts had made progress, but Soap Lake district had a school, other than the school originally designated for required action, that is on the persistently lowest achieving, Priority, list.

RCW 28A.657.100 directs the SBE to release districts from required action status if recommended by OSPI upon confirmation that requirements for release have been met.

- This memo confirms that the requirements for release from required action status have been met for Morton, Onalaska, and Renton School Districts.

The statute also requires that prior to making these designations the SBE’s finding be submitted to the Education Accountability System Oversight Committee, and provide the committee an opportunity to review and comment on the findings. A letter (attached) was sent to the committee on March 31, 2015.

Summary

The SBE staff initiated a study to determine whether four schools made sufficient progress to warrant the release from required action status for their respective districts. The schools (and districts) are Lakeridge ES (Renton SD), Soap Lake MHS (Soap Lake SD), Morton JSHS (Morton SD), and Onalaska MS (Onalaska SD). The data included in this memo shows that each of the four schools have demonstrated excellent improvement over multiple years.

- Each of the schools posted proficiency rates in each of the years higher than the proficiency rate floor of 40 percent that is used for Priority School identification.
- Where reportable in the Achievement Index (AI), subgroup performance increased and gaps decreased over the three assessment years.

Findings

The table below shows the three-year average performance (2012, 2013, and 2014) for reading and math proficiency, reading and math growth, and graduation rates for the four schools involved as part of the Required Action District (RAD) process. The data in this table show that each of the four schools is performing above the proficiency floor (40 percent) and graduation floor (60 percent) used for Priority School Identification. Morton JSHS posted a Composite AI rating of 4.993, which places the school in the bottom quartile of schools based on the Composite AI cut point of 5.050.

District	School	Comp AI	3-YR Grad*	3-YR Read Pro*	3-YR Math Pro*	3-YR R&M Pro*	3-YR RSGP	3-YR MSGP
RENTON SD	LAKERIDGE ES	6.040		60.9	55.0	58.0	51.2	62.7
SOAP LAKE SD	SOAP LAKE MHS	6.264	89.8	56.4	52.7	54.6	56.5	49.8
MORTON SD	MORTON JSHS	4.993	68.8	58.6	46.0	52.3	55.7	44.0
ONALASKA SD	ONALASKA MS	6.983		67.0	60.2	63.6	56.2	60.5

*Note: measure shown as a percentage.

The table below shows the reading and math (combined) proficiency rate for the four schools involved in the RAD process. The table shows that each of the four schools is performing above the proficiency floor (40 percent) for each of the three most recent years, which indicates a reasonable degree of sustainability.

District	School	ALL RM Pro 2012*	ALL RM Pro 2013*	ALL RM Pro 2014*
RENTON SD	LAKERIDGE ES	46.4	56.9	70.5
SOAP LAKE SD	SOAP LAKE MHS	51.6	57.2	54.9
MORTON SD	MORTON JSHS	44.1	58.1	54.8
ONALASKA SD	ONALASKA MS	57.6	64.1	69.1

*Note: measure shown as a percentage.

Lakeridge ES is the only RAD school with a reportable Black student group. The table below shows that the proficiency rate for the Black student group increased approximately 30 percentage points over the three assessment years. The White-Black performance gap cannot be measured for 2013 and 2014 because the White student group is not reportable due to a small student count. The three years of steady improvement for the Black student group is evidence of systematized sustainability.

District	School	Black RM Pro 2012*	Black RM Pro 2013*	Black RM Pro 2014*	White-Black Pro Gap 2012 [†]	White-Black Pro Gap 2013 [†]	White-Black Pro Gap 2014 [†]
RENTON SD	LAKERIDGE ES	36.79	49.51	66.83	15.38		
SOAP LAKE SD	SOAP LAKE MHS						
MORTON SD	MORTON JSHS						
ONALASKA SD	ONALASKA MS						

*Note: measure shown as a percentage.

[†]Note: gap is measured as a difference in proficiency rate and is shown as percentage points.

The table below shows the performance of the Hispanic student group at Soap Lake MHS and Lakeridge ES, the schools with a reportable Hispanic student group. The negative value for the White-Hispanic Pro Gap measure indicates that the Hispanic student group outperforms the White student group by approximately 9.5 percentage points in 2012. For Soap Lake MHS, the White-Hispanic performance gap was reduced by approximately 14.5 percentage points over the three assessment years. The proficiency rate for the Hispanic student group increased approximately 13.5 percentage points over the three assessment years. Institutionalized improvement is evident at Soap Lake MHS.

District	School	Hispanic RM Pro 2012*	Hispanic RM Pro 2013*	Hispanic RM Pro 2014*	White-Hispanic Pro Gap 2012 ⁺	White-Hispanic Pro Gap 2013 ⁺	White-Hispanic Pro Gap 2014 ⁺
RENTON SD	LAKERIDGE ES	61.67			-9.49		
SOAP LAKE SD	SOAP LAKE MHS	28.85	41.43	44.12	29.49	22.6	14.85
MORTON SD	MORTON JSHS						
ONALASKA SD	ONALASKA MS						

*Note: measure shown as a percentage.

⁺Note: gap is measured as a difference in proficiency rate and is shown as percentage points.

Lakeridge ES is the only RAD school with a reportable Asian student group. The table below shows that the proficiency rate for the Asian student group increase approximately 16 percentage points over the three assessment years. The negative value for the White-Asian Pro Gap measure indicates that the Asian student group outperforms the White student group by approximately 9.8 percentage points. The White student group was not reportable in 2013 or 2014, so no other gap measures were calculable.

District	School	Asian RM Pro 2012*	Asian RM Pro 2013*	Asian RM Pro 2014*	White-Asian Pro Gap 2012 ⁺	White-Asian Pro Gap 2013 ⁺	White-Asian Pro Gap 2014 ⁺
RENTON SD	LAKERIDGE ES	61.9	76.19	77.78	-9.73		
SOAP LAKE SD	SOAP LAKE MHS						
MORTON SD	MORTON JSHS						
ONALASKA SD	ONALASKA MS						

*Note: measure shown as a percentage.

⁺Note: gap is measured as a difference in proficiency rate and is shown as percentage points.

Only partial data for the ELL student group performance and gap measurements are possible for Lakeridge ES. The table below shows that the proficiency rate for the ELL student group increased and the performance gap decreased for the years available.

District	School	ELL RM Pro 2012*	ELL RM Pro 2013*	ELL RM Pro 2014*	NotELL-ELL Pro Gap 2012 ⁺	NotELL-ELL Pro Gap 2013 ⁺	NotELL-ELL Pro Gap 2014 ⁺
RENTON SD	LAKERIDGE ES	18.42	36.84		34.74	25.95	
SOAP LAKE SD	SOAP LAKE MHS						
MORTON SD	MORTON JSHS						
ONALASKA SD	ONALASKA MS						

*Note: measure shown as a percentage.

⁺Note: gap is measured as a difference in proficiency rate and is shown as percentage points.

The proficiency rates for the Students with a Disability (SWD) student group increased in each of the three years at Lakeridge ES. In addition to the proficiency rate increasing nearly 33 percentage points, the gap between SWD and Not SWD student groups was reduced by a little more than 11 percentage points. The data shown below indicates a level of systematized improvement.

District	School	SWD RM Pro 2012*	SWD RM Pro 2013*	SWD RM Pro 2014*	NotSWD-SWD Pro Gap 2012 ⁺	NotSWD-SWD Pro Gap 2013 ⁺	NotSWD-SWD Pro Gap 2014 ⁺
RENTON SD	LAKERIDGE ES	5.88	16.07	38.46	49.06	49.04	37.73
SOAP LAKE SD	SOAP LAKE MHS						
MORTON SD	MORTON JSHS						
ONALASKA SD	ONALASKA MS						

*Note: measure shown as a percentage.

⁺Note: gap is measured as a difference in proficiency rate and is shown as percentage points.

The proficiency rates for students qualifying for Free and Reduced Price Lunch (FRL) increased for each of the schools from a low of approximately 7 percentage points at Soap Lake MHS to a high of approximately 23 to 24 percentage points at Lakeridge ES and Morton JSHS. Gap reduction data are available for Morton JSHS and Onalaska only: the Not FRL-FRL gap at Morton decreased approximately 29.5 percentage points while the gap at Onalaska declined approximately 11 percentage points.

District	School	FRL RM Pro 2012*	FRL RM Pro 2013*	FRL RM Pro 2014*	NotFRL-FRL Pro Gap 2012 ⁺	NotFRL-FRL Pro Gap 2013 ⁺	NotFRL-FRL Pro Gap 2014 ⁺
RENTON SD	LAKERIDGE ES	45.83	54.7	69.48	4.17		
SOAP LAKE SD	SOAP LAKE MHS	47.48	57.2	54.76	16.21		
MORTON SD	MORTON JSHS	28.21	52.7	51.77	37.31	11.81	7.85
ONALASKA SD	ONALASKA MS	47.83	60.12	63.22	25.06	9.55	14.28

*Note: measure shown as a percentage.

⁺Note: gap is measured as a difference in proficiency rate and is shown as percentage points.

Action

Staff recommends that at the May 13-14, 2015 Board Meeting:

- The Board release Morton, Onalaska and Renton School Districts from required action status.
- Designate Soap Lake School District to remain in required action Level I.

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



THE WASHINGTON STATE BOARD OF EDUCATION

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March 31, 2015

Dear Members of the Education Accountability System Oversight Committee:

This letter is being sent to the Education Accountability System Oversight Committee in compliance with RCW 28A.657.100(3) on behalf of the State Board of Education.

The four Required Action Districts in Cohort One, designated in 2011, have completed three years of implementation of a Required Action Plan, and we now have assessment data from those implementation years. The districts are Morton, Onalaska, Renton, and Soap Lake. Under RCW 28A.657.100:

The superintendent of public instruction must recommend to the state board of education that a school district be released from the designation as a required action district after the district implements a required action plan for a period of three years; has made progress, as defined by the superintendent of public instruction using the criteria adopted under RCW [28A.657.020](#) including progress in closing the educational opportunity gap; and no longer has a school within the district identified as persistently lowest-achieving. The state board shall release a school district from the designation as a required action district upon confirmation that the district has met the requirements for a release.

At the March 2015 SBE meeting, OSPI recommended the following three districts be released from Required Action:

- Morton School District
- Onalaska School District
- Renton School District

At its May 2015 meeting, the Chair intends to recommend the Board confirm these districts have met the requirements, and release them from Required Action status.

OSPI did not recommend Soap Lake School District for release from Required Action status. Pursuant to WAC 392-501-720, OSPI has identified Priority Schools for the 2015-2016 school year. The original school that caused the district to be designated for Required Action in 2011 has exited the Priority Schools List, but another school within the district has been identified as a Priority School. Under RCW 28A.657.100, if any school within the district is identified as a Priority School, the district cannot be released from Required Action status. RCW 28A.657.100(3) also requires that:

Before making a determination of whether to recommend that a school district that is not making progress remain in required action or be assigned to level two of the required action process, the state board of education must submit its findings to the education accountability system oversight committee under RCW [28A.657.130](#) and provide an opportunity for the oversight committee to review and comment.

The Board finds that Soap Lake School District is not making the progress required for release and recommends that the district remain at Required Action Level I rather than progressing to Level II. The original school that caused the district to be designated for required action, Soap Lake Middle and High School, shows a positive trajectory of improvement.

Isabel Muñoz-Colón, Chair • Ben Rarick, Executive Director

*Dr. Deborah Wilds • Kevin Laverty • Madaleine Osmun • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Jeff Estes • Janis Avery
Randy Dorn, Superintendent of Public Instruction*

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The Chair intends to recommend that the Board retain Soap Lake School District in Required Action Level I at the May 13-14, 2015 meeting; however, a full board discussion will take place at that time. With this letter, the Board is providing the "opportunity for review ... and comment" as required under RCW 28A.657.100(3). We look forward to any input you may wish to provide to the Board, and please feel free to call with questions.

Thank you,

A handwritten signature in black ink that reads "Ben Rarick". The signature is written in a cursive style with a large, prominent "B" and "R".

Ben Rarick

cc: Isabel Muñoz-Colón, State Board of Education
Susan Mielke, Senate Committee on Early Learning & K-12 Education
Cece Clynch, House Education Committee
Randy Dorn, Office of Superintendent of Public Instruction
Gil Mendoza, Office of Superintendent of Public Instruction
Andrew Kelley, Office of Superintendent of Public Instruction



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CHARTER SCHOOL AUTHORIZER APPLICATION

May 2015

School District: _____

District Contact: _____ **Title:** _____

Mailing Address: _____

Telephone: _____ **Fax:** _____

E-mail: _____

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. The person named as the contact person for the application is authorized to serve as the primary contact for this application on behalf of the school district.

Signature *Title*

Printed Name *Date*

A complete application must be received by the State Board of Education by electronic mail to sbe.k12.wa.us no later than **October 15** (WAC 180-19-030). Please direct questions to Jack Archer at 360-725-6035 or jack.archer@k12.wa.us.

I. AUTHORIZER STRATEGIC VISION FOR CHARTERING

Statutory Requirement

"The applicant's strategic vision for chartering." -- RCW 28A.710.090(2)(a)

Guiding Question

Does the applicant school district present a clear and compelling vision for chartering, aligned with the purposes of Washington's charter school law?

Instructions

The district must state:

- The district's purposes for wishing to be a charter school authorizer, with reference to the findings and intents set forth in RCW 28A.710.005, as well as any district-specific purposes it may have.
- The educational goals the district wishes to achieve by being an authorizer of charter schools.
- The characteristics of the schools the district is most interested in authorizing.
- How the district will give priority to authorizing charter schools that will serve at-risk students as defined in RCW 28A.710.010(2) or students from low-performing schools.
- How the district will respect and protect the autonomy of any charter schools it may authorize.
- How the district intends to promote and ensure the accountability of any charter schools it may oversee.

Criteria for Evaluation: Strategic Vision for Chartering

- The vision clearly aligns with the statutory intent and purposes for charter schools. The vision need not address every statutory purpose; however, it should align clearly with at least one of those purposes.
- The district clearly articulates any additional purposes it may have for chartering that are particular priorities for the district. Any additional purposes address clearly identified educational needs of the district, and are supported by specific evidence and examples that illustrate the identified needs.
- The district articulates in specific terms how it will give priority to proposals to serve at-risk students or students from low-performing schools.
- The district's response describes with specificity the desired characteristics of the schools it will charter, such as types of schools, student populations to be served, and geographic areas to be served, along with the demographic data and instructional research it will use to evaluate needs.
- The response reflects a commitment to providing flexibility for charter schools in day-to-day operations, including respecting the autonomy of the charter school board.
- The response demonstrates a sound understanding of and commitment to performance-based accountability.

II. AUTHORIZER CAPACITY AND COMMITMENT

Statutory Requirement

“A plan to support the vision presented, including explanations and evidence of the applicant’s budget and personnel capacity and commitment to execute the responsibilities of quality charter school authorizing.” -- RCW 28A.710.090

Guiding Question

Does the district demonstrate the capacity and commitment to carry out the duties of a quality charter school authorizer?

Instructions

- Provide a detailed description of the staff resources to be devoted to charter authorizing and oversight, at a level sufficient to fulfill its authorizing responsibilities in accordance with NACSA Principles and Standards for Quality Charter Authorizing and Chapter 28A.710 RCW.
- Define the roles and responsibilities of authorizing staff or staff positions. Provide an organizational chart showing where primary authorizing responsibilities will lay within the district.
- Provide job titles, job descriptions and brief bios or resumes of district personnel with anticipated authorizing responsibilities, demonstrating access to expertise in all areas essential to charter school oversight.
- Describe any external resources on which the district intends to rely in the execution of its authorizing responsibilities.
- Provide estimates of the district’s projected financial needs, supported by verifiable data, and, to the extent feasible, projected financial resources, supported by the authorizer oversight fee and any other anticipated resources, for carrying out the responsibilities of a charter school authorizer under RCW 28A.710.100.

Criteria for Evaluation: Authorizer Capacity and Commitment

- The description of capacity conveys a clear and accurate understanding of the district's duties and responsibilities as a charter school authorizer, in accordance with Washington's charter school law and the *Principles and Standards for Quality Charter School Authorizing* developed by the National Association of Charter School Authorizers.
- Staff resources to be devoted to charter authorizing and oversight are appropriate to fulfill the district's authorizing responsibilities in accordance with the *Principles and Standards of Quality Charter School Authorizing* and the provisions of Chapter 28A.210 RCW.
- The district clearly defines the roles and responsibilities of its chartering staff, and provides clear job descriptions. The organizational chart shows clear lines of reporting and authority for decision-making.
- The district demonstrates that it has or will secure access, through staff, contractual relationships or interagency collaboration, to expertise in all areas essential to charter school authorizing and oversight, including school leadership; curriculum, instruction and assessment; special education, English language learners and other diverse learning needs; performance management; law, finance, and facilities.
- The estimates of the financial needs of the authorizer and projected resources for authorizing are reasonable and supported, to the extent possible, by verifiable data, including such data about the district's overall financial condition as will demonstrate capacity for the new task.

III. REQUEST FOR PROPOSALS

Statutory Requirement

“A draft or preliminary outline of the request for proposals that the applicant would, if approved as an authorizer, issue to solicit charter school applicants.” – RCW 28A.710.190(2)(c).

Guiding Question

Does the district propose decision-making standards, policies and procedures for approval or denial of charter school applications based on applicants’ demonstrated preparation and capacity to operate a quality charter school?

Instructions

- Provide as an attachment to this application a draft or preliminary outline of the request for proposals that the district would, if approved as an authorizer, issue to solicit charter applicants.
- Identify any outstanding issues the district needs to resolve with respect to the RFP. Discuss the district’s current assessment and direction with respect to these outstanding issues, and how they will be resolved by the date established by the Board for issuance of the RFP.

Criteria for Evaluation: Request for Proposals

- The draft or outline of the RFP meets the requirements for RFPs in RCW 28A.710.130(1)(b), including the criteria that will guide the authorizer’s decision to approve or deny a charter application.
- The draft or outline of the RFP demonstrates that the district intends to implement a comprehensive application process that follows fair procedures and rigorous criteria, based on a performance framework meeting the requirements of Washington’s charter school law.
- The RFP has clearly articulated criteria for evaluating the charter applicant’s proposed mission and vision that are aligned with the purposes of Washington’s charter school law.
- The RFP has clearly articulated criteria for evaluating evidence of need for the charter school and of parent and community support.
- The RFP has clear and rigorous requirements for presenting and criteria for evaluating the applicant’s proposed educational program, including but not limited to:
 - The academic program aligned with state standards;
 - The proposed instructional design, including the type of learning environment, class size, curriculum, and teaching methods;
 - Plans for assessments to measure and report student progress;
 - Plans to identify and successfully serve students with disabilities and other students with special needs;
 - School calendar and sample daily schedule;
 - Discipline policies, including for special education students.
- The RFP has clear and rigorous requirements for presenting and criteria for evaluating the applicant’s organizational plan, including but not limited to:
 - The legal status of the applicant as specified in RCW 28A.710010(1);
 - The proposed organizational structure of the school;
 - The roles and responsibilities of the school’s proposed governing board, leadership, management team, and any external organizations;
 - Staffing plan;
 - Plan for recruiting and developing school leadership and staff;
 - Employment policies, including performance evaluation plans;
 - Student enrollment and recruitment plan;
 - Plan for parent involvement.
- The RFP has clear and rigorous requirements for presenting and criteria for evaluating the applicant’s proposed business plan, including but not limited to:
 - Start-up plan, with tasks, timelines and responsible individuals;
 - Financial plan and policies, including financial controls;
 - Start-up and five-year cash-flow projections;
 - Plan for providing transportation, food service, and other support services;
 - Facilities plan.
- The RFP has clear and rigorous requirements for demonstrating and criteria for evaluating the applicant’s capacity to implement the proposed program effectively, with particular focus on the capacity of the proposed governing board and school leadership.
- For applicants that operate one or more charter schools in any state or nation, the RFP provides for

thorough review of evidence of the applicant's past performance.

IV. PERFORMANCE FRAMEWORK

Statutory Requirement

“A draft of the performance framework that the district would, if approved as an authorizer, use to guide the establishment of a charter contract and for ongoing oversight and evaluation of charter schools.” -- RCW 28A.710.090(2)(d)

Guiding Question

Does the district’s draft performance framework provide a clear and effective guide for charter school contracting and for ongoing oversight and evaluation of charter schools?

Instructions

Provide as an attachment to this application a draft of the district’s proposed performance framework. The draft performance framework must at a minimum:

- Meet each of the requirements of RCW 28A.710.170.
- Include measures and metrics for each of the indicators enumerated in RCW 28A.710.170(2).
- Provide that student academic proficiency, student academic growth, achievement gaps in both proficiency and growth, graduation rates, and career and college readiness are measured and reported in conformance with the Achievement Index developed by the State Board of Education.
- Identify any key issues that require resolution in order to finalize the performance framework. Discuss the district’s current assessment and direction with respect to these issues, and how they will be resolved.

Criteria for Evaluation: Performance Framework

- The draft performance framework meets the requirements for performance frameworks in RCW 28A.710.170, including indicators, measures and metrics for each component enumerated in the law.
- The district clearly states any additional, district-selected indicators, measures and metrics of student and school performance it may include in its draft performance framework. Any district-selected indicators, measures and metrics are rigorous, valid and reliable.
- The district identifies the sources of all data supporting the indicators, measures and metrics included in its draft performance framework.
- The draft performance framework requires the disaggregation of all student performance data by major student subgroup as specified in RCW 28A.710.170(5).
- The draft performance framework includes clear, valid and objective criteria for evaluating the financial performance and sustainability of the charter school.
- The draft performance framework includes clear, valid and objective criteria for evaluating the organizational performance of the charter school, including governance, management and administration. The criteria should hold schools accountable for compliance with all applicable laws and the terms of the charter contract, while respecting their primary responsibility and authority to manage their day-to-day operations.

V. RENEWAL, REVOCATION, AND NONRENEWAL PROCESSES

Statutory Requirement

“A draft of the applicant’s proposed renewal, revocation, and nonrenewal processes, consistent with RCW 28A.710.190 and 28A.710.200.” – RCW 28A.710.090(2)(e)

Guiding Question

Does the district have proposed processes for renewal, revocation, and nonrenewal of charter contracts that base decisions on clear, measurable and transparent standards, and meet the requirements of RCW 28A.710.190 and RCW 28A.710.200?

Instructions

Submit as an attachment to this application a draft of the district’s proposed charter renewal, revocation and nonrenewal processes. The proposed renewal, revocation and nonrenewal plans must, at a minimum, provide for transparent and rigorous processes that:

- Outline a plan to take appropriate actions, per RCW 28A.710.180, in response to identified deficiencies in a charter school’s performance or legal compliance with applicable state and federal laws and the terms of the charter contract.
- Establish clear standards for renewal, nonrenewal and revocation of charters that meet the requirements set forth in RCW 28A.710.190 and RCW 28A.710.200.
- Describe how academic, financial and operational data will drive decisions to renew, revoke or decline to renew a charter contract.

Criteria for Evaluation: Renewal, Revocation and Nonrenewal Processes

- The plan clearly articulates a process for continual monitoring and oversight of school performance, consistent with the expectations set forth in the charter contract and performance framework, including collection and analysis of data to support ongoing evaluation.
- The plan identifies corrective actions, short of revocation, in response to identified deficiencies in a charter school's performance, based on the charter contract and the performance framework set forth in the charter contract.
- The plan shows how academic, organizational and financial data, based on the performance framework, will drive decisions whether to renew, revoke, or decline to renew a charter contract.
- The plan sets reasonable and effective timelines for actions to renew, revoke or decline to renew a charter contract, including for notification of the charter school board of the prospect of and reasons for revocation or nonrenewal.
- There are sound plans for communicating the standards for decisions on renewal, revocation and nonrenewal of charters to the charter school board and leadership during the term of the charter contract, and for providing guidance on the criteria for renewal in the renewal application.
- The plan clearly sets forth how opportunity will be provided for the charter school board to present evidence and submit testimony challenging the stated reasons for revocation or nonrenewal of a charter contract.
- The plan considers under what exceptional circumstances a charter contract might be considered for renewal if, at the time of the renewal application, the charter school's performance falls in the bottom quartile of schools on the Achievement Index developed by the State Board of Education.

Notice of Intent Charter Authorizer Application

_____ School District herein submits a notice of intent to submit an application for approval as a charter school authorizer under RCW 28A.710.090 and WAC 180-19.

In submitting this notice I recognize that (1) A district may not file an authorizer application in a calendar year unless it has filed a notice of intent to file such application by October 1 of that year; (2) The filing of a notice of intent shall not be construed as an obligation for the district to submit an application in any year; (3) The State Board of Education will post all notices of intent on its public web site upon receipt. (WAC 180-19-020-030.)

[Name, Superintendent or Chair/President, Board of Directors]

[Signature]

[Title]

Rules to RCW 28A.710.090. Charter school authorizers – Approval process.
WAC 180-10-020-020.

Action	2015 Applications And Ongoing
SBE posts district authorizer application on public web site.	May 15, 2015
District notice of intent to submit authorizer application	June 15, 2015
Closing date for submission of authorizer applications to SBE.	October 15, 2015
Closing date for SBE to approve or deny authorizer applications.	February 1, 2016

180-19-020

Notice of intent to submit an authorizer application.

(Effective until May 15, 2015)

A school district intending to file an application during a calendar year to be approved as a charter school authorizer must submit to the state board of education a notice of intent to file such application by October 1st of that same year. A district may not file an authorizer application in a calendar year unless it has filed a timely notice of intent as provided for herein. A notice of intent shall not be construed as an obligation to submit an application under these rules. The board shall post on its public web site a form for use by districts in submitting notice of intent, and shall post all notices of intent upon receipt.

(Effective May 15, 2015)

A school district intending to file an application during a calendar year to be approved as a charter school authorizer must submit to the state board of education a notice of intent to file such application by June 15th of that same year. A district may not file an authorizer application in a calendar year unless it has filed a timely notice of intent as provided for herein. A notice of intent shall not be construed as an obligation to submit an application under these rules. The board shall post on its public web site a form for use by districts in submitting notice of intent, and shall post all notices of intent upon receipt.

[Statutory Authority: RCW [28A.710.090](#), 28A.710.130, 28A.710.140, and 28A.710.150. WSR 14-19-107, § 180-19-020, filed 9/16/14, effective 10/17/14. Statutory Authority: RCW [28A.710.090](#). WSR 13-07-065, § 180-19-020, filed 3/19/13, effective 4/19/13.]

180-19-030

Submission of authorizer application.

(Effective until May 15, 2015)

(1) The state board of education shall develop and make available on its web site, no later than October 1st of each year, an "authorizer application" that must be used by school districts seeking to be approved as a charter school authorizer. The application may include such attachments as deemed required by the board to support and complete the application.

(2) A school district seeking approval to be a charter school authorizer must submit an "authorizer application" to the state board of education by December 31st of the year prior to the year the district seeks approval as an authorizer. The district's completed application must be submitted via electronic mail to sbe@k12.wa.us by the date specified in this section. The board shall post on its web site each application received from a school district.

(3) A school district must provide sufficient and detailed information regarding all of the following in the authorizer application submitted to the board:

(a) **The district's strategic vision for chartering.** The district must state the purposes that it expects to fulfill in being an authorizer of charter schools, with reference to the findings and intents set forth in RCW

[28A.710.005](#), as well as any district-specific purposes that are a priority for the district; the characteristics of the school or schools it is most interested in authorizing, while maintaining a commitment to considering all charter applicants based on the merits of their proposals and the likelihood of success; the educational goals it wishes to achieve; how it will give priority to serving at-risk students, as defined in RCW [28A.710.010\(2\)](#), or students from low-performing

schools; and how it will respect the autonomy and ensure the accountability of the charter schools it oversees.

(b) **A plan to support the vision presented**, including explanations and evidence of the applicant's budget and personnel capacity and commitment to execute the responsibilities of quality charter authorizing. "Budget and personnel capacity" means the district's capability of providing sufficient oversight, monitoring, and assistance to ensure that the charter schools it authorizes will meet all fiscal, academic and operational requirements under chapter [28A.710](#) RCW and comply with all applicable state and federal laws. A district's evidence of budget and personnel capacity shall consist, at a minimum, of a detailed description of the following:

(i) Staff resources to be devoted to charter authorizing and oversight under chapter [28A.710](#) RCW, in full-time equivalent employees, at a level sufficient to fulfill its authorizing responsibilities in accordance with the *NACSA Principles and Standards* and the provisions of chapter [28A.710](#) RCW;

(ii) Job titles, job descriptions, and brief bios and resumes of district personnel with anticipated authorizing responsibilities under RCW [28A.710.030](#), demonstrating the district's access to expertise in all areas essential to charter school oversight including, but not limited to: School leadership; curriculum, instruction and assessment; special education, English language learners and other diverse learning needs; performance management and law, finance and facilities, through staff and any contractual relationships or partnerships with other public entities; and

(iii) An estimate, supported by verifiable data, of the financial needs of the authorizer and a projection, to the extent feasible, of sufficient financial resources, supported by the authorizer oversight fee under RCW [28A.710.110](#) and any other resources, to carry out its authorizing responsibilities in accordance with the *NACSA Principles and Standards* and the provisions of chapter [28A.710](#) RCW.

(c) **A draft or preliminary outline of the request for proposal** that the district would, if approved as an authorizer, issue to solicit charter school applications. The draft or preliminary outline of the request for proposal(s) shall meet all of the requirements set forth in RCW [28A.710.130](#) (1)(b) and demonstrate that the district will implement a comprehensive charter application process that follows fair procedures and rigorous criteria, and an evaluation and oversight process based on a performance framework meeting the requirements of RCW [28A.710.170](#).

(d) **A draft of the performance framework** that the district would, if approved as an authorizer, use to guide the execution of a charter contract and for ongoing oversight and performance evaluation of charter schools. The draft of the performance framework shall, at a minimum, meet the requirements of RCW [28A.710.170](#)(2) including descriptions of each indicator, measure and metric enumerated therein, and shall provide that student academic proficiency, student academic growth, achievement gaps in both proficiency and growth, graduation rates, and postsecondary readiness are measured and reported in conformance with the achievement index developed by the state board of education under RCW [28A.657.110](#).

(e) **A draft of the district's proposed renewal, revocation, and nonrenewal processes**, consistent with RCW [28A.710.190](#) and 28A.710.200. The draft provided must, at a minimum, provide for the implementation of transparent and rigorous processes that:

(i) Establish clear standards for renewal, nonrenewal, and revocation of charters it may authorize under RCW [28A.710.100](#);

(ii) Set reasonable and effective timelines for actions that may be taken under RCW [28A.710.190](#) and 28A.710.200;

(iii) Describe how academic, financial and operational performance data will be used in making decisions under RCW [28A.710.190](#) and 28A.710.200;

(iv) Outline a plan to take appropriate corrective actions, or exercise sanctions short of revocation, in response to identified deficiencies in charter school performance or legal compliance, in accordance with the charter contract and the provisions of RCW [28A.710.180](#).

(4) A district must sign a statement of assurances submitted with its application, which shall be included as an attachment to the authorizing contract executed between the approved district and the state board of education, stating that it seeks to serve as an authorizer in fulfillment of the expectations, spirit, and intent of chapter [28A.710](#) RCW, and that if approved as an authorizer it will:

(a) Seek opportunities for authorizer professional development, and assure that personnel with significant responsibilities for authorizing and oversight of charter schools will participate in any authorizer training provided or required by the state;

(b) Provide public accountability and transparency in all matters concerning charter authorizing practices, decisions, and expenditures;

(c) Solicit applications for both new charter schools and conversion charter schools, while appropriately distinguishing the two types of charter schools in proposal requirements and evaluation criteria;

(d) Ensure that any charter school it oversees shall have a fully independent governing board and exercise autonomy in all matters, to the extent authorized by chapter [28A.710](#) RCW, in such areas as budgeting, personnel and instructional programming and design;

(e) Ensure that any contract it may execute with the governing board of an approved charter school under RCW [28A.710.160](#) provides that the school will provide educational services to students with disabilities, students who are limited English proficient, and any other special populations of students as required by state and federal laws;

(f) Include in any charter contract it may execute with the governing board of an approved charter school, in accordance with RCW [28A.710.160](#)(2), educational services that at a minimum meet the basic education standards set forth in RCW [28A.150.220](#).

(Effective May 15, 2015)

(1) The state board of education shall develop and make available on its web site, no later than May 15th of each year, an "authorizer application" that must be used by school districts seeking to be approved as a charter school authorizer. The application may include such attachments as deemed required by the board to support and complete the application.

(2) A school district seeking approval to be a charter school authorizer must submit an "authorizer application" to the state board of education by October 15th of the year prior to the year the district seeks approval as an authorizer. The district's completed application must be submitted via electronic mail to sbe@k12.wa.us by the date specified in this section. The board shall post on its web site each application received from a school district.

(3) A school district must provide sufficient and detailed information regarding all of the following in the authorizer application submitted to the board:

(a) **The district's strategic vision for chartering.** The district must state the purposes that it expects to fulfill in being an authorizer of charter schools, with reference to the findings and interests set forth in RCW [28A.710.005](#), as well as any district-specific purposes that are a priority for the district; the characteristics of the school or schools it is most interested in authorizing, while maintaining a commitment to considering all charter applicants based on the merits of their proposals and the likelihood of success; the educational goals it wishes to achieve; how it will give priority to serving at-risk students, as defined in RCW [28A.710.010](#)(2), or students from low-performing schools; and how it will respect the autonomy and ensure the accountability of the charter schools it oversees.

(b) **A plan to support the vision presented,** including explanations and evidence of the applicant's budget and personnel capacity and commitment to execute the responsibilities of quality charter authorizing. "Budget and personnel capacity" means the district's capability of providing sufficient oversight, monitoring, and assistance to ensure that the charter schools it

authorizes will meet all fiscal, academic and operational requirements under chapter [28A.710](#) RCW and comply with all applicable state and federal laws. A district's evidence of budget and personnel capacity shall consist, at a minimum, of a detailed description of the following:

(i) Staff resources to be devoted to charter authorizing and oversight under chapter [28A.710](#) RCW, in full-time equivalent employees, at a level sufficient to fulfill its authorizing responsibilities in accordance with the *NACSA Principles and Standards* and the provisions of chapter [28A.710](#) RCW;

(ii) Job titles, job descriptions, and brief bios and resumes of district personnel with anticipated authorizing responsibilities under RCW [28A.710.030](#), demonstrating the district's access to expertise in all areas essential to charter school oversight including, but not limited to: School leadership; curriculum, instruction and assessment; special education, English language learners and other diverse learning needs; performance management and law, finance and facilities, through staff and any contractual relationships or partnerships with other public entities; and

(iii) An estimate, supported by verifiable data, of the financial needs of the authorizer and a projection, to the extent feasible, of sufficient financial resources, supported by the authorizer oversight fee under RCW [28A.710.110](#) and any other resources, to carry out its authorizing responsibilities in accordance with the *NACSA Principles and Standards* and the provisions of chapter [28A.710](#) RCW.

(c) **A draft or preliminary outline of the request for proposal** that the district would, if approved as an authorizer, issue to solicit charter school applications. The draft or preliminary outline of the request for proposal(s) shall meet all of the requirements set forth in RCW [28A.710.130](#) (1)(b) and demonstrate that the district will implement a comprehensive charter application process that follows fair procedures and rigorous criteria, and an evaluation and oversight process based on a performance framework meeting the requirements of RCW [28A.710.170](#).

(d) **A draft of the performance framework** that the district would, if approved as an authorizer, use to guide the execution of a charter contract and for ongoing oversight and performance evaluation of charter schools. The draft of the performance framework shall, at a minimum, meet the requirements of RCW [28A.710.170](#)(2) including descriptions of each indicator, measure and metric enumerated therein, and shall provide that student academic proficiency, student academic growth, achievement gaps in both proficiency and growth, graduation rates, and postsecondary readiness are measured and reported in conformance with the achievement index developed by the state board of education under RCW [28A.657.110](#).

(e) **A draft of the district's proposed renewal, revocation, and nonrenewal processes**, consistent with RCW [28A.710.190](#) and 28A.710.200. The draft provided must, at a minimum, provide for the implementation of transparent and rigorous processes that:

(i) Establish clear standards for renewal, nonrenewal, and revocation of charters it may authorize under RCW [28A.710.100](#);

(ii) Set reasonable and effective timelines for actions that may be taken under RCW [28A.710.190](#) and 28A.710.200;

(iii) Describe how academic, financial and operational performance data will be used in making decisions under RCW [28A.710.190](#) and 28A.710.200;

(iv) Outline a plan to take appropriate corrective actions, or exercise sanctions short of revocation, in response to identified deficiencies in charter school performance or legal compliance, in accordance with the charter contract and the provisions of RCW [28A.710.180](#).

(4) A district must sign a statement of assurances submitted with its application, which shall be included as an attachment to the authorizing contract executed between the approved district and the state board of education, stating that it seeks to serve as an authorizer in fulfillment of the expectations, spirit, and intent of chapter [28A.710](#) RCW, and that if approved as an authorizer it will:

(a) Seek opportunities for authorizer professional development, and assure that personnel with significant responsibilities for authorizing and oversight of charter schools will participate in any authorizer training provided or required by the state;

(b) Provide public accountability and transparency in all matters concerning charter authorizing practices, decisions, and expenditures;

(c) Solicit applications for both new charter schools and conversion charter schools, while appropriately distinguishing the two types of charter schools in proposal requirements and evaluation criteria;

(d) Ensure that any charter school it oversees shall have a fully independent governing board and exercise autonomy in all matters, to the extent authorized by chapter [28A.710](#) RCW, in such areas as budgeting, personnel and instructional programming and design;

(e) Ensure that any contract it may execute with the governing board of an approved charter school under RCW [28A.710.160](#) provides that the school will provide educational services to students with disabilities, students who are limited-English proficient, and any other special populations of students as required by state and federal laws;

(f) Include in any charter contract it may execute with the governing board of an approved charter school, in accordance with RCW [28A.710.160](#)(2), educational services that at a minimum meet the basic education standards set forth in RCW [28A.150.220](#).

[Statutory Authority: RCW [28A.710.090](#), 28A.710.130, 28A.710.140, and 28A.710.150. WSR 14-19-107, § 180-19-030, filed 9/16/14, effective 10/17/14. Statutory Authority: RCW [28A.710.090](#). WSR 13-07-065, § 180-19-030, filed 3/19/13, effective 4/19/13.]



Elementary and Secondary Education Act (ESEA) Update

On April 14, 2015 the Senate Health, Education, Welfare and Pensions Committee unanimously passed the bipartisan Every Child Achieves Act of 2015, which would replace the No Child Left Behind Act of 2002. In the table below we compare the recommendations of the SBE in its March 16, 2015 letter to the state’s Congressional delegation to provisions of the Senate bill as passed committee.

SBE Recommendation	Every Child Achieves Act of 2015
Protect data collection and reporting. Require rigorous and accessible reporting of assessment data and other indicators of academic achievement. Continue to require disaggregation of data by student subgroup.	Requires states to prepare and disseminate widely an annual state report card, in an understandable and uniform format, that includes information on specified academic assessments and any other indicators used by the state, disaggregated by student category. Requires reporting of graduation rates, teacher professional credentials, and school and district performance.
Maintain requirements for annual assessments.	Maintains NCLB requirements for annual statewide assessments in English and math in grades 3-8 and a science assessment once in each of three grade spans. Authorizes state pilots for competency-based assessments.
Require career and college-ready standards, while allowing the states to define career and college-readiness for themselves.	Requires states to set challenging academic standards for all students. Prohibits Secretary of Education from mandating or incentivizing states to adopt or maintain any particular set of standards.
Provide for strong accountability while increasing state flexibility.	Federally mandated assessments must be included in accountability systems, but states may determine the weight of the tests in their systems. States set their own goals for improvement. States must include certain measures in their systems, but may include others. States are required to identify low-performing schools, but not to designate any certain percentage for targeted assistance. Prohibits Sec. of Ed. from prescribing any specific steps that must be taken to improve low-performing schools.
Ensure strong support for English Language Learners.	Requires states to measure school district progress in providing language instruction that ensures that English learners meet the same academic standards as all other students. Provides incentives to implement policies and practices for improved instruction of English learners.
Promote equitable distribution of teachers and principals.	Eliminates Highly Qualified Teacher provision of NCLB. Authorizes states to use funding to implement teacher and leader evaluation systems, reform certification systems, and improve equitable access to effective teachers and leaders for all students.
Provide for early childhood education.	Does not add new title to ESEA, but authorizes states, districts and schools to spend ESEA dollars to improve early childhood education under Titles 1, II and III.

Summary of Proposed Amendments to WAC 180-90-105 Private Schools

- 1) Adds that OSPI staff will work with applicants to correct minor deviations in the applications for private school approval to correct the deviations prior to submitting to the Board for approval.
- 2) Adds more definition to “major”, “minor” and “unacceptable” deviations.
- 3) Modifies definition of “non-Washington state certificated teacher.” Strikes the description of specific number of credits beyond a BA degree and a minimum number of years of experience, as well as language that aligns with the definition of conditional certifications found in WAC 181-79A-231.
- 4) Modifies definition of “exceptional case,” in which the educational program will be significantly improved by employment of a non-Washington state certificated teacher to specify that such schools “must employ at least one Washington state certified teacher, administrator or superintendent who provides general supervision to any non-Washington state certificated teacher.” Strikes the requirement that there be a one certificated teacher for every twenty-five FTE students.
- 5) Adds language that “in the case of major deviations, the private school may request that the state board of education grant provisional status for up to one year so the private school may take action to meet the requirements.” This language is added to align with the statute
- 6) Cleans-up language in WAC180-90-145. The changes are intended to clarify and correct the text of the rule, and do not change the content.
- 7) Adds “superintendent” to list of certificated personnel who can provide general supervision to non-certificated staff in the Certificate of Compliance. This addition reflects the modified definition in 4) above.
- 8) Specifies that private schools may lose approval if they fail to have students enrolled for any six consecutive calendar months “in the school’s physical facility.” This clarifies that private school law is based on a physical facility, and a purely online school could not be approved.
- 9) Modify language that following initial approval a school may submit evidence of current accrediting and fill out an abbreviated, rather than full, annual certificate of compliance form.
- 10) Rearranges the language in 180-90-145 for clarity.
- 11) Adds new section on the process for complaints against private school.

Draft Proposed Amendments to Chapter 180-90 Private Schools

180-90-105

Purpose and authority.

(1) The purpose of this chapter is to establish the procedures and conditions governing the approval of private schools by the state board of education and rescission of such approval.

(2) The authority for this chapter is RCW [28A.195.040](#) which authorizes the state board of education to promulgate rules and regulations for the approval of private schools for the purpose of implementing RCW [28A.225.010](#).

[Statutory Authority: RCW [28A.195.040](#). WSR 03-04-053, § 180-90-105, filed 1/29/03, effective 3/1/03. Statutory Authority: 1990 c 33. WSR 90-17-009, § 180-90-105, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW [28A.02.240](#). WSR 85-24-056 (Order 23-85), § 180-90-105, filed 12/2/85.]

180-90-112

Definitions.

The definitions in this section apply throughout this chapter unless the context clearly requires otherwise.

(1) "Approved private school" means a nonpublic school or nonpublic school district conducting a program consisting of kindergarten and at least grade one, or a program consisting of any or all of grades one

through twelve which has been approved by the state board of education in accordance with the minimum standards for approval as prescribed in this chapter.

(2)(a) "Reasonable health requirements" means those standards contained in chapter 246-366 WAC as adopted by the state board of health.

(b) "Reasonable fire safety requirements" means those standards adopted by the state fire marshal pursuant to chapter 43.44 RCW.

(3)(a) "Minor deviation" means a variance from the standards established by these regulations which represents little or no threat to the health or safety of students and school personnel, and which does not ~~raise a question as to~~impact the ability of the school to provide an educational program which is in substantial compliance with the minimum standards set forth in WAC 180-90-160, and which, therefore, does not preclude the granting of full approval.

(b) "Major deviation" means a variance from the standards established by these regulations which represents little or no threat to the health or safety of students and school personnel ~~but raises a question as to the~~but may impact the ability of the school to provide an educational program which substantially complies with the minimum standards set forth in WAC 180-90-160, but is not so serious as to constitute an unacceptable deviation.

(c) "Unacceptable deviation" means a variance from the standards established by these regulations which either:

(i) Constitutes a ~~serious, imminent~~ threat to the health or safety of students or school personnel; or

(ii) Demonstrates that the school is not capable of providing an educational program which substantially complies with the minimum standards set forth in WAC 180-90-160.

(4) "Total instructional hour offering" means those hours when students are provided the opportunity to engage in educational activity planned by and under the direction of school staff, as directed by the administration and board of directors, inclusive of intermissions for class changes, recess and teacher/parent-guardian conferences which are planned and scheduled by the approved private school for the purpose of discussing students' educational needs for progress, and exclusive of time actually spent for meals.

(5)(a) "Non-Washington state certificated teacher" means a person who has:

(i) A K-12 teaching certificate from a nationally accredited preparation program, other than Washington state, recognized by the U.S. Department of Education; or

~~(ii) A minimum of forty five quarter credits beyond the baccalaureate degree with a minimum of forty five quarter credits in courses in the subject matter to be taught or in courses closely related to the subject matter to be taught; or~~

~~(iii) A minimum of three calendar years of experience in a specialized field. For purposes of this subsection the term "specialized field" means a specialized area of the curriculum where skill or talent is applied and where entry into an occupation in such field generally does not require a baccalaureate degree, including,~~

~~but not limited to, the fields of art, drama, dance, music, physical education, and career and technical or occupational education.~~

(ii) High qualifications and experience in the subject matter to be taught and has unusual distinction or exceptional talent demonstrated through public records of accomplishments and/or awards and has general supervision by a Washington state certified teacher.

(b) "Exceptional case" means that a circumstance exists within a private school in which:

(i) The educational program offered by the private school will be significantly improved with the employment of a non-Washington state certificated teacher. Each teacher not holding a valid Washington state certificate shall have experience or academic preparation appropriate to K-12 instruction and consistent with the school's mission. Such experience or academic preparation shall be consistent with the provisions of (c) of this subsection; and

(ii) The school employs at least one Washington state certified teacher, administrator, or superintendent who provides general supervision to any non-Washington state certificated teacher and annual written statements must be submitted to the office of the superintendent of public instruction reporting and explaining such circumstances; and ~~The school which employs a non Washington state certificated teacher or teachers pursuant to this subsection employs at least one person certified pursuant to rules of the state board of education and (c) of this subsection to every twenty five FTE students enrolled in grades kindergarten through twelve. The school will report~~

~~the academic preparations and experience of each teacher providing K-12 instruction; and~~

(iii) The non-Washington state certificated teacher of the private school, employed pursuant to this section ~~and as~~, has been verified by the private school, as ~~meetings~~ the age, good moral character, and personal fitness requirements of WAC 181-79A-150 (1) and (2), and has not had his or her teacher's certificate revoked by any state or foreign country consistent with ~~(WAC 181-79A-155 (5)(a).)~~

(c) "Unusual competence": As applied to an exceptional case wherein the educational program as specified in RCW 28A.195.010 and WAC 180-90-160(7) will be significantly improved with the employment of a non-Washington state certificated teacher as defined in (a) of this subsection.

(d) "General supervision" means that a Washington state certificated teacher or administrator shall be generally available at the school site to observe and advise the teacher employed under provision of (c) of this subsection and shall evaluate pursuant to policies of the private school.

[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, § 180-90-112, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW 28A.195.040. WSR 03-04-053, § 180-90-112, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.02.240. WSR 85-24-056 (Order 23-85), § 180-90-112, filed 12/2/85.]

180-90-130

Approval—Annual certification—Adverse findings.

(1) At least ninety days prior to the commencement of the annual school term or period, the chief administrator of each private school shall file with the superintendent of public instruction, in accordance with procedures established by the superintendent of public instruction, a certificate of compliance in the form and substance set forth in WAC 180-90-160.

(2) The superintendent of public instruction shall review each certificate. The review shall be completed within thirty days after receipt of a completed application.

(3) If the superintendent of public instruction finds no minor, major, or unacceptable deviations, the superintendent of public instruction shall ~~so notify the private school and shall~~ recommend full approval of the private school to the state board of education.

(4) If the superintendent of public instruction finds deviation, the private school shall be notified ~~in writing of~~ through written or electronic communication of any minor, major, or unacceptable deviations which must be corrected.

(5) If the superintendent of public instruction finds ~~minor~~, major, or unacceptable deviations, the superintendent of public instruction shall not transmit the recommendation regarding approval status to the state board of education until the private school submits a narrative report indicating agreement or not with the findings of the superintendent of public instruction and any proposed remedial action to address the reported deviations. Upon receipt of the narrative

report, the superintendent of public instruction shall transmit the recommendation and the narrative report to the state board of education. Minor deviations will be resolved with the office of the superintendent of public instruction staff prior to submission for approval. In the case of major deviations, the private school may request that the state board of education grant provisional status for up to one year so the private school may take action to meet the requirements.

[Statutory Authority: RCW 28A.195.040. WSR 03-04-053, § 180-90-130, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.02.240. WSR 85-24-056 (Order 23-85), § 180-90-130, filed 12/2/85. Statutory Authority: RCW 28A.04.120(4). WSR 82-04-004 (Order 3-82), § 180-90-130, filed 1/21/82; Order 2-77, § 180-90-130, filed 3/24/77; Order 1-75, § 180-90-130, filed 2/4/75.]

180-90-139

Approval action by SBE.

The state board of education shall take one of the following actions:

(1) If no deviations are found, the state board of education shall grant full approval.

(2) If minor deviations are found and the private school has resolved the deviations ~~acknowledges the existence of such deviations~~

~~and indicates an intent to correct such deviations in its narrative response,~~ the state board of education shall grant full approval.

(3) If major deviations are found and the private school in its narrative report ~~assures~~ provides satisfactory assurance of compliance by the commencement of the annual school term, the state board of education shall grant full approval.

(4) If major deviations are found and the private school in its narrative report, supplemented by direct testimony to the state board of education, demonstrates it is not practical to correct such major deviations prior to the commencement of the annual school term but establishes to the satisfaction of the state board of education its ~~commitment~~ ability to correct such deviation as soon as is practical, the state board of education shall grant such private school provisional approval for the period of time the state board of education determines is necessary to correct the major deviation but no longer than one year.

(5) If unacceptable deviations are found or if the private school fails to comply with timely corrective conditions within subsection (2), (3), or (4) of this section for minor or major deviations, state board of education approval shall be denied or rescinded.

[Statutory Authority: RCW 28A.02.240. WSR 85-24-056 (Order 23-85), § 180-90-139, filed 12/2/85.]

180-90-141

Loss of private school approval.

(1) The superintendent of public instruction is authorized to rescind approval of a private school for one or more of the following reasons:

(a) Failure to have students enrolled for any six consecutive calendar months in the school's physical facilities or failure to provide evidence of student enrollment upon request of the superintendent of public instruction for the said period of time.

(b) Failure to provide verification that the approved private school teaching staff have a valid Washington state teaching certificate or meet the provisions of WAC 180-90-112 (5)~~(b)(ii)~~.

(c) Failure to provide verification that the physical facilities of the school meet the health and fire safety standards.

(2) The superintendent of public instruction shall notify the state board of education of decisions to rescind approval.

[Statutory Authority: RCW 28A.195.040. WSR 03-04-053, § 180-90-141, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.02.204 [28A.02.240]. WSR 87-09-039 (Order 7-87), § 180-90-141, filed 4/14/87.]

180-90-145

Approval-~~Annual certification and~~ Initial application-
Exception.

Any potential private school which is unable to file its initial application for approval at least 90 days prior to the commencement of the annual school term or period may ~~in any event~~ request ~~that~~ the superintendent of public instruction ~~to~~ review the application and ~~that~~ the superintendent's findings and recommendations be submitted to the state board of education. This request shall be granted if the superintendent of public instruction finds ~~that~~ the private school was not sufficiently developed prior to the 90 day time period to enable it to comply with that requirement. The superintendent of public instruction shall have the discretion to grant the request in other exceptional circumstances. If the superintendent of public instruction grants the said request ~~is granted~~, the review shall be completed within thirty days and the findings and recommendations presented to the state board of education.

[Statutory Authority: RCW 28A.02.240. WSR 85-24-056 (Order 23-85), § 180-90-145, filed 12/2/85; Order 2-77, § 180-90-145, filed 3/24/77.]

180-90-150

Appeals.

Pursuant to RCW 28A.195.030 any private school may appeal the actions of the superintendent of public instruction or state board of education as provided in chapter 34.05 RCW and chapter 180-08 WAC.

[Statutory Authority: 1990 c 33. WSR 90-17-009, § 180-90-150, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.02.240. WSR 85-

24-056 (Order 23-85), § 180-90-150, filed 12/2/85; Order 2-77, § 180-90-150, filed 3/24/77; Order 1-75, § 180-90-150, filed 2/4/75.]

180-90-160

Minimum standards and certificate form.

(1) The annual certificate required by WAC 180-90-130 shall be in substantial compliance with the form and substance of the following:

CERTIFICATE OF COMPLIANCE
WITH STATE STANDARDS
ESD/County/Public
School District
Private School/
District Address

I, , do hereby certify that I am the principal or chief administrator of the above named school; that said school is located at the address listed above, and conducts grades through with a projected enrollment of ; and that said school is scheduled to meet throughout the school year, the following standards with the exception only of such deviations, if any, as are set forth in an attachment to this certificate of compliance

or

I, , do hereby certify that I am the superintendent of the above named private school district; and that the private schools under my

jurisdiction are scheduled to meet throughout the school year, the following standards with the exception only of such deviations as are set forth in an attachment to this certificate of compliance; and that a list of such schools, including the grades conducted and the projected enrollment for each school, accompanies this certificate:

~~Following initial approval as a private school by the state board of education, evidence of current accreditation by a state board of education approved accrediting body may be submitted annually in lieu of approval documents described in 1-12.~~

(~~1~~a) The minimum school year for instructional purposes consists of no less than 180 school days or the equivalent in annual minimum instructional hour offerings as prescribed in RCW 28A.150.220.

(~~2~~b) On each school day, pupils enrolled in the school are provided the opportunity to be engaged in educational activity planned by and under the direction of the staff, as directed by the administration and/or governing board; and that pupils are provided a total instructional hour offering as prescribed in RCW 28A.150.220 except that the percentages for basic skills, work skills, and optional subjects and activities prescribed in RCW 28A.150.220 do not apply to private schools and that the total instructional hour offering, except as otherwise specifically provided in RCW 28A.150.220, made available is at least:

(~~a~~i) 450 hours for students in kindergarten.

(~~b~~ii) 1000 hours for students in grades one through twelve.

(~~3~~c) All classroom teachers hold appropriate Washington State certification except for:

(~~a~~i) Teachers for religious courses or courses for which no counterpart exists in the public schools: Provided, That a religious course is a course of study separate from the courses of study defined in RCW 28A.195.010 including occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of the appreciation of art and music all in sufficient units for meeting state board of education graduation requirements; and/or

(~~b~~ii) A person of unusual competence who is not certified but who will teach students in an exceptional case under the general supervision of a Washington state certificated teacher~~-or,~~ administrator, or superintendent pursuant to WAC 180-90-112. The non-Washington state certificated teacher, the Washington state certificated person who will supervise, and the exceptional circumstances are listed on the addendum to this certificate: Provided, That if a non-Washington state certificated teacher is employed subsequent to the filing of this certificate, this same information shall be forwarded to the superintendent of public instruction within thirty days from the date of employment.

(~~d~~4) If the school operates an extension program for parents, guardians, or persons having legal custody of a child to teach children in their custody, the extension program meets the following requirements:

(~~i~~a) The parent, guardian, or custodian is supervised by a person certified under chapter 28A.410 RCW and who is employed by the school;

(~~ii~~^b) The planning by the certified person and the parent, guardian, or person having legal custody includes objectives consistent with this subsection and subsections (1), (2), (5), (6), and (7) of this section;

(~~iii~~^e) The certified person spends a minimum average each month of one contact hour per week with each student under his or her supervision who is enrolled in the extension program;

(~~iv~~^d) Each student's progress is evaluated by the certified person; and

(~~v~~^e) The certified person does not supervise more than thirty students enrolled in the approved private school's extension program.

(~~e~~⁵) Measures have been taken to safeguard all permanent records against loss or damage through either the storage of such records in fire-resistant containers or facilities, or the retention of duplicates in a separate and distinct area;

(~~f~~⁶) The physical facilities of the school are adequate to meet the program offered, and all school facilities and practices are in substantial compliance with reasonable health and fire safety standards, as substantiated by current inspection reports of appropriate health and fire safety officials which are on file in the chief administrator's office;

(~~g~~⁷) The school's curriculum includes instruction in the basic skills of occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of appreciation of art and music in sufficient units for meeting state board of education graduation requirements, as set forth

in chapter 180-51 WAC. A school may substitute courses specific to the mission or focus of the school to satisfy the requirement of WAC 180-51-068(7);

(~~h~~h) The school or its organized district maintains up-to-date policy statements related to the administration and operation of the school or district;

(~~g~~i) The school does not engage in a policy of racial segregation or discrimination;

(~~h~~j) The governing authority of this private school or private school district has been apprised of the requirements of chapter 180-90 WAC relating to the minimum requirements for approval of private schools and such governing authority has further been apprised of all deviations from the rules and regulations of the state board of education and the standards contained in chapter 180-90 WAC. I have reported all such deviations herewith.

Dated this day of, 20

-

(signed)

-

(title)

-

-

(phone number)

-

(~~11~~2) Approval by the state board of education is contingent upon on-going compliance with the standards certified herein. The superintendent of public instruction shall be notified of any deviation from these standards which occurs after the action taken by the state board of education. Such notification shall be filed within thirty days of occurrence of the deviation.

(~~12~~3) Failure to comply with the requirements of this chapter may result in the revocation of the approval of the private school and shall be considered in subsequent application for approval as a private school.

(4) Following initial approval as a private school by the state board of education, evidence of current accreditation by a state board of education approved accrediting body may be submitted annually in lieu of approval documents described in 1-12.

Dated this day of , 20

-

(signed)

-

(title)

-

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~~(phone number)~~

New Section

WAC 180-90-170 Complaints against private schools

(1) Complaints about an approved private school may be made in writing to the office of public instruction.

(2) If a complaint against a private school is received the office of the superintendent of public instruction will:

(a) Notify the complainant that the communication was received; and,

(b) Notify the school of the complaint, provide a copy of the complaint if requested, and provide an opportunity for the school to respond. All correspondence will conform to state and federal student privacy laws.

(3) The office of the superintendent of public instruction will review the complaint and the schools response and may take appropriate action it deems necessary. Any action taken by the office of the superintendent of public instruction will be limited to authority pursuant to RCW 28A.195. and the rules promulgated thereunder.

(3) The record of the complaint, the response and any action taken will be retained according to the record retention schedule established by the office of the secretary of state for the office of the superintendent of public instruction.

[Statutory Authority: 2014 c 217 and RCW [28A.230.090](#). WSR 14-19-032, § 180-90-160, filed 9/8/14, effective 10/9/14. Statutory Authority: RCW [28A.195.040](#). WSR 03-04-053, § 180-90-160, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW [28A.305.130\(6\)](#), 28A.195.040 and 1996 c 83. WSR 96-15-099, § 180-90-160, filed 7/22/96, effective 8/22/96. Statutory Authority: 1990 c 33. WSR 90-17-009, § 180-90-160, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW [28A.02.240](#). WSR 89-01-038 (Order 23-88), § 180-90-160, filed 12/14/88; WSR 87-09-039 (Order 7-87), § 180-90-160, filed 4/14/87. Statutory Authority: RCW [28A.02.240](#). WSR 85-24-056 (Order 23-85), § 180-90-160, filed 12/2/85. Statutory Authority: RCW [28A.04.120\(4\)](#). WSR 82-04-004 (Order 3-82), § 180-90-160, filed 1/21/82. Statutory Authority: RCW [28A.02.201](#) et seq. and 28A.04.120(4). WSR 78-06-064 (Order 9-78), § 180-90-160, filed 5/25/78; Order 2-77, § 180-90-160, filed 3/24/77; Order 1-76, § 180-90-160, filed 2/3/76; Order 1-75, § 180-90-160, filed 2/4/75.]



PRIVATE SCHOOL APPROVAL PROCESS

Policy Considerations

At the May 2015 Board meeting, the Board will:

- Approve the list of private schools recommended by the Office of the Superintendent of Public Instruction. The complete list of recommended private schools is posted on the State Board of Education website at: http://www.sbe.wa.gov/materials.php#.VTwR_zbn9D8
- Consider approval of moving forward with amending WAC 180-90, by approving the filing of a form CR-102 to set a public hearing. (The draft amended rules and a summary of the proposed changes are included in this Board packet, under the Executive Director update section.)

Washington statute, RCW 28A.195.010, states that:

The legislature hereby recognizes that private schools should be subject only to those minimum state controls necessary to insure the health and safety of all the students in the state and to insure a sufficient basic education to meet usual graduation requirements.

Within these limited state controls, the State Board of Education (SBE) has an approval role in the annual certification of private schools. Each year private schools apply to the Office of the Superintendent of Public Instruction (OSPI). OSPI reviews the information in the applications and, if the information provided does not reflect any deviation from the requirements of the private school law, recommends the schools to the SBE for approval.

For the past few months, a committee of private school representatives, including the private school representative on the SBE Judy Jennings, has been meeting to review and amend private school rules, Chapter WAC 180-90. The purpose of the amendments are to streamline and update the review and approval of private schools.

A video summary of the Board’s role in private school approval is available at:

<http://www.sbe.wa.gov/materials.php#.VTIByzbn9D8>

Background

There are four reports throughout the school year, depicted in Figure 1, that require a response from private schools to remain in compliance with Washington state law. Each report requires the private school to electronically submit information to OSPI.

Figure 1



The process requires annual electronic submission of the State Standards Certificate of Compliance, which includes verification of:

- A minimum school day and instructional hour requirement
- One or more certificated educators are employed by the school
- Minimum health and safety requirements
- A report of student attendance.
- Any non- certificated teachers are supervised by a certificated educator.

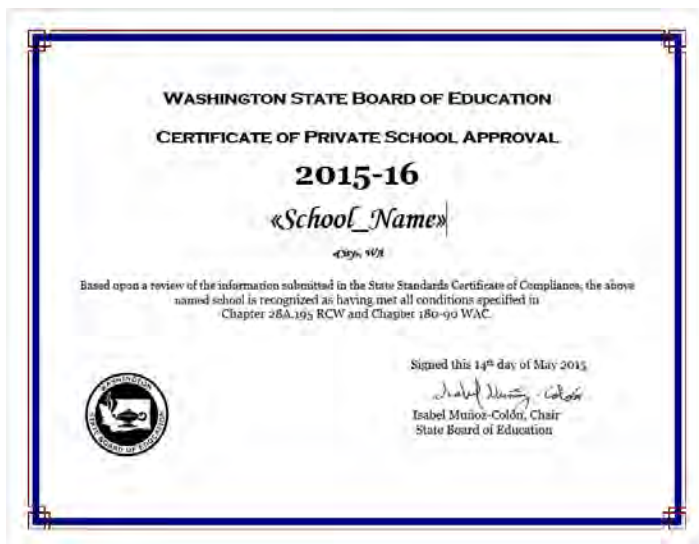
OSPI reviews these submissions for recommending approval to the SBE.

The following is a summary of the compliance process:

1. Each private school submits the Certificate of Compliance and other reports.
2. OSPI reviews the reports.
 - a. If no deviations are found, OSPI recommends the private schools to the SBE for approval.
 - b. If minor deviations are found it is OSPI’s practice to work with districts to resolve the issues. If the minor deviations are corrected, OSPI will recommend the private school for approval.
 - c. If major, or unacceptable deviations are found, OSPI notifies the school in writing and holds off on recommending full approval until a narrative report is received from the private school.
3. SBE receives recommendations from OSPI for schools with no deviations, and the narrative reports from schools with major or unacceptable deviations.
 - a. SBE will approve schools recommended by OSPI with no deviations.
 - b. If schools with major deviations can demonstrate through the narrative report and direct testimony to the SBE that the deviations can be corrected to the satisfaction of the SBE, then the Board may grant provision approval of up to one year.
 - c. Schools with unacceptable deviations will not be approved.

Following approval by the Board, private school are sent a certificate of approval, as shown in Figure 2, which provides documentation used by schools as proof that the school is an approved private school.

Figure 2



The full list of schools recommended by OSPI for approval by the SBE is part of the online packet and is posted on the SBE website at: <http://www.sbe.wa.gov/materials.php#.VTIByzbn9D8>. In the list, the enrollment figures, including extension student enrollment, are estimates provided by the applicants. Actual student enrollment, number of teachers, and the teacher preparation characteristics will be reported to OSPI in October. This report generates the teacher/student ratio for both the school and extension programs. Pre-school enrollment is collected for information purposes only.

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

Action

At the May 2015 Board meeting, the Board may:

- Approve the list of private schools recommended by the Office of the Superintendent of Public Instruction.
- Consider approval of moving forward with amending WAC 180-90. (The draft amended rules and a summary of the proposed changes are included in this Board packet, under the Executive Director update section.)

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



SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

Date: April 30, 2015
To: Washington State Board of Education
From: Dan Newell, Assistant Superintendent
Re: Approval of Private Schools

Enclosed is a list of private schools we are submitting for approval by the State Board of Education at the May meeting. This represents the majority of currently approved private schools along with several initial applicant schools.

Of the initial applicant schools, we are requesting approval of four schools with deviations. Their deviations include:

1. Teachers in the process receiving their Washington certification have been stalled. At the present time, the Certification office is backlogged.
2. One school has had its health and safety inspection postponed due to a death in the inspector's family.
3. One school has just lost its location which was under renovation. They are working to secure a new location.

These four schools are in constant contact with program coordinator, Laura Moore, keeping her updating on each situation. If you have any questions regarding this submission, please contact Laura Moore at (360) 725-6433 or email laura.moore@k12.wa.us.

The complete list of private schools recommended for approval are posted on the State Board of Education website at:

<http://www.sbe.wa.gov/materials.php#may>

Big Brains Education

David Zook
16220 NE 2nd Street
Bellevue WA 98008-4414

WAC 180-90-112 (3)(b)

The application for initial approval was submitted with one teacher holding a Washington State substitute certificate only. At the April 24, 2013, meeting of the Private School Advisory Committee, the committee adopted a policy of not allowing a substitute certificate as the only certificate for an approved private school.

David Zook, head of school for Big Brains, also noted that a Texas certified teacher had been hired and was in the process of obtaining her Washington State certification. Mr. Zook also stated that they are in the process of trying to hire another certificated staff person to work at the schools.

A plan of action will be attached should the school not be able to hire another Washington certificate teacher or the teacher already on staff not be able to complete testing and receive her certificate prior to the May State Board meeting.

Based on the Plan of Action, we recommend approval of Big Brains Education.

Attachment: Plan of Action



Bellevue
16220 NE 2nd St
Bellevue, WA 98008

To whom it may concern,

With regard to the Application For Private School Initial Approval previously submitted for Big Brains Education, please find to additions/modifications below:

1. Name of School will be Big Brains Preparatory rather than Big Brains Education.
2. Per the staffing requirements in WAC 180-90-112, we have begun work on identifying and hiring a Lead Teacher per the following hiring plan and have already identified the following candidates in addition to those mentioned in our original filing.

Position Title	Education / Experience Qualifications	General Responsibilities	Percent FTE	Annual Salary
Lead Teacher	WA Teacher Cert & >5 years teaching exp.	Daily class teaching and supervision of other non-certified teachers	1.0	\$52,000
Teacher	WA Teacher Cert. & Science Specialization	Daily class teaching of lab science classes, Coaching of Robotics and Rocketry Clubs	.5-1.0 (based on enrollment)	\$44,000

Ms. Tiah Schindelheim, currently a teacher at Bellevue High School, and Ralph Levin, a teacher at Somerset Elementary, have had initial interviews and have expressed interest in the Lead Teacher position. We expect to make an offer to our final candidate by mid-June/July and have them fully on staff in August prior to the beginning of the new school year.

Please let us know if any additional clarifications are required.

Sincerely,

David Zook
Director – Big Brains Preparatory

Big Leaf Montessori School

Brittany Dennis
1428 22nd Avenue
Longview WA 98632-2828

WAC 180-90-112 (3)(b)

Big Leaf Montessori School submitted an application for initial approval with two items missing:

1. Administrative and instruction staff report—at the present time the school has not been able to hire a Washington State certified teacher. They are in the process of hiring.
2. They are seeking financial support from their sponsor to complete the health and safety and fire safety inspections as required. They expect the inspections to be completed by April 30, 2015.

Recommendation: We recommend approval of Big Leaf Montessori School *provided* that the health and safety and fire safety inspections have been completed and received by April 30; and that a certificated staff member has been hired by April 30, 2015.

Failing to meet those deadline would necessitate a new plan of action being submitted prior to the May State Board meeting.

Attachment: Plan of Action for Big Leaf Montessori School

April 9, 2015

RECEIVED

APR 14 2015

OSPI - SESS

RE: Application for Initial Private School Approval: Big Leaf Montessori

Attention: Office of Superintendent of Public Instruction

As stated in our March 5th letter of intent, Big Leaf Montessori is a private elementary school opening September 2, 2015 in Longview, Washington.

We are pleased to inform you that we have received funding for the required health inspections. Our staff were able to schedule a site assessment for the week of April 13th. We anticipate you will receive this report no later than April 30, 2015.

A code analysis completed by Richard Skreen, Architect on April 3, 2015 states, "Preliminarily I do not see any conditions that would keep this facility from being used as a Montessori elementary school operation." This report details necessary modifications to the building for ADA accessibility and safety, as well as a floor plan of the proposed site (see attached). This report was provided to the City of Longview Building and Planning department on April 8th, 2015 and we are moving forward with their recommendations.

A fire inspection was completed by Al Basso, Lieutenant, Fire Investigation Specialist, Longview Fire Department on September 11, 2014 (see attached report). There were two fire code violations that were corrected within 30 days of the inspection and are not located within the proposed school site.

Our hiring committee is beginning interviews for our Lead Teacher position April 18, 2015, thus we are unable to complete the *Administrative and Instructional Staff Report* by the April 14th deadline. We anticipate that we will be able to complete hiring of the Lead Teacher and teaching assistant by May 15, 2015. We will complete the *Administrative and Instructional Staff Report* at that time.

Our teaching position requires that applicants have a BA/S or higher in related teaching field and Association Montessori Internationale certificate, as well as completion of a Washington State Patrol background check (see attached job description and job posting). We believe AMI certification makes our staff uniquely qualified and does not require a Washington State Teaching certificate (RCW 28A.195.010), as there is no Montessori elementary counterpart in existence in Cowlitz County. In the event that a Washington State certified teacher is required for general supervision, Ryan Penner (Credential # 389884H) is available for support.

Big Leaf Montessori is eagerly moving forward with our plan to open September 2, 2015. Thank you for your support, and willingness to assist with our deviations from the Initial Private School Approval Application.

Sincerely,

A handwritten signature in black ink, appearing to read "Brittany Dennis", with a long horizontal flourish extending to the right.

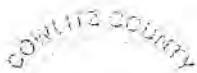
Brittany Dennis
School Administrator & Board President

PO Box 1911 Castle Rock, WA 98611

Phone: 360-200-8976

St. Stephen's Episcopal Church
1428 22nd Ave. Longview, WA 98632

bigleafmontessori@gmail.com



Cowlitz County Health & Human Services Department

900 Ocean Beach Highway, Suite 1-B
Longview, WA 98632
TEL (360) 414-5599
FAX (360) 425-7531

Board of County Commissioners
Michael A. Karnofski District 1
Dennis Weber District 2
Joe Gardner District 3

PLAN REVIEW RECEIPT

ALLOW AT LEAST 30 DAYS from the date submitted for review of plans.

PLANS FOR:

- Food Establishment
- Public Water System
- School (VW of CCH&HS)
- Other: Site Assessment and Letter

ADDRESS OF PROPOSAL: 1428 22nd Ave. Longview, WA 98632

SUBMITTED BY:

NAME: Alicia Jackson

BUSINESS NAME: Big Leaf Montessori

ADDRESS: P.O. Box 1911

PHONE: 360-430-5578 EMAIL: bigleafmontessori@gmail.com

BILL ADDITIONAL PLAN REVIEW FEES to the following: (See reverse for hourly rates)

NAME: same as above

MAILING ADDRESS: _____

CONTACT:

NAME: Same as above

BUSINESS NAME: _____

ADDRESS: _____

PHONE: _____ EMAIL: _____

Submitted by:

Alicia Jackson
Signature

4/12/15
Date

OFFICE USE ONLY

Received by: _____ Date Received: _____

Type of Plan Review :

- Minimum \$292 (hourly after 2 hrs) (5649)
- Limited \$365 (hourly fees apply after 2 hrs.) (5622)
- Complex \$584 (hourly fees apply after 2 hrs.) (5620)
- Multiple Permits \$1022 (hourly fees apply after 4 hrs.) (5621)
- On-Site Inspection \$292 (hourly fees apply after 2 hrs.) (5623)

School \$887 (includes kitchen) ()

Water System \$444 (5207)

Fast Track Fee (6020 - Schools, Pools; Food; Drinking Water)

Total Fee Paid: _____ Date Paid: _____ Clerk Initials: _____ Client ID Number: _____

Date Entered into Database: _____ By: _____

Date of Final Review/Approval: _____ By: _____

PAID

Richard B. Skreen, ARCHITECT
PO Box 35 147 C Street SW
Castle Rock WA 98611

TEL: 360 274- 8848
NET: richardskreen@Q.com

April 3, 2015

Big Leaf Montessori Elementary School Attn: Alicia Jackson
St Stephens Episcopal Church
1428 22nd Ave
Longview, WA 98632

PROJECT: Feasibility Study to lease Second Floor classroom space within existing church building.

This report is made to establish the feasibility of a Montessori Elementary School second floor teaching space within the existing church building prior to development of construction document phase. The existing classroom space on the second floor is currently unused by the Church.

Existing building is a combination structure (Construction Type V-B, fully fire sprinklered) of masonry and wood framed exterior walls. The existing (religious education) classroom spaces and toilet room to be used as Montessori school function are on an upper level accessed by a single run stair; this upper level will require a platform lift for accessibility requirements. The two main classrooms are of unequal size. The larger having twice the area of the smaller with an operable dividing curtain wall. Toilet facilities include an upper level Boys space with two toilets, two lavatories and a urinal (not ADA compliant at the toilet stalls) and a lower level (stair access) Girls space with three toilets and two lavatories (not ADA compliant at the toilet stalls.)

IBC 2012 Basic Code Related issues: (See attached PDF partial floor plan)

1. The three classrooms in the upper right of plan would be leased by Montessori group. Area is $3 \times 15' \times 20' = 900$ Sf divided by OLF of 20 = 45 occupants.
2. Determine Occupancy Group: 303.1.2 (Group A) occupant load less than 51 could be accessory to A-3 or B occupancy types, 305.1.1 (Group E) accessory to places of religious worship with OL less than 100 could be A-3 occupancy. This use may be classified as A-3 or B Occupancy type.
3. The exterior entry is already accessible with an exterior ramp. The single run stair from the entry lobby to the upper floor level could be made accessible with a platform lift system. The second exit consisting of stairs at the other end of the corridor is not an accessible path.
4. Current toilet facilities consist of a "Boys" room on the upper level (Montessori) and a "Girls" room on the lower (Church) level. If the upper level toilet room is converted to an accessible unisex toilet room (ADA toilet stall) for common use by both boys and girls (particularly boys if ADA function is not required by enrolled students) for ADA accessible toilet would need to be a monitored single use rather than a gang toilet use as necessary. Existing toilet facilities will comply with fixture count requirements.
5. The current building is fully fire sprinklered so any occupancy separation required by Section 508 will have an inherent 1-hour rating.
6. The classroom spaces are heated by wall mounted electric forced air (Cadet) heaters. Large operable exterior windows could provide ventilation as needed. There is no central HVAC unit with ducted air supply in this portion of building.
7. Existing lighting (surface fluorescent fixtures) appears to be adequate for classroom function.

The facility seemed to be appropriate for the Montessori school use; these are some preliminary observations relating to upgrade requirements:

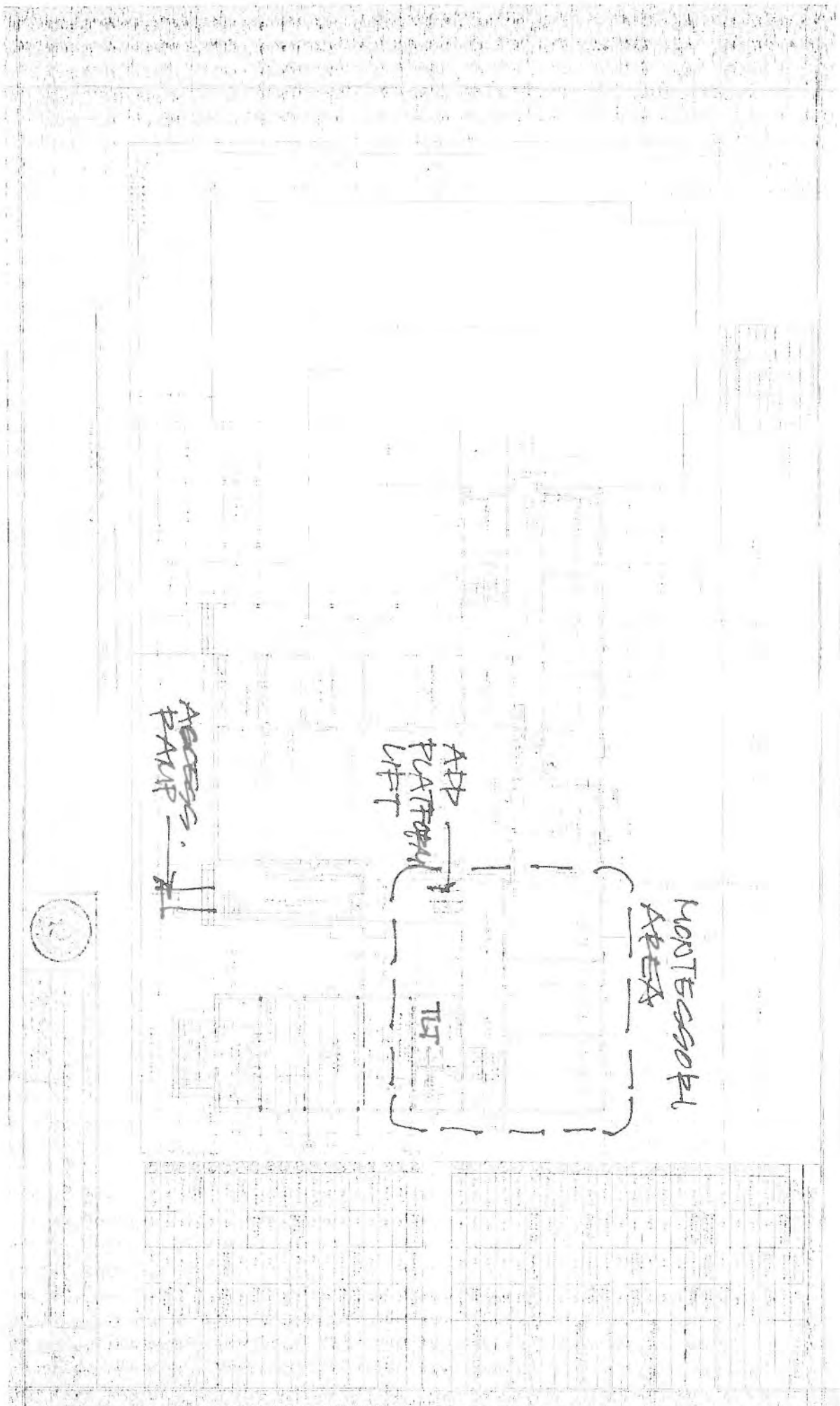
1. The two main classrooms are of unequal size. The larger having twice the area of the smaller with an operable dividing curtain wall. I think it would not be cost effective to create two equal sized rooms, but an opening could be framed in the existing common wall to connect the two teaching spaces if needed.
2. The large exterior windows at the classrooms may be upgraded with Low E glazing to improve comfort levels. These will need to operable units for ventilation requirements.
3. The adjacent toilet room would need modification to be ADA accessible. Probably eliminate one toilet to create a larger stall area with necessary clearances, grab bars and hardware. Verify mounting heights of lavatories and urinal for accessibility.
4. The exterior entry used for access is already accessible. A platform lift added to the stair going to the upper level will make the classroom area accessible. Only one accessible entry is required; the second egress stair would not require modification and will provide access to the existing Girls toilet room at lower level.
5. The heating is provided by small wall mount electric (Cadet) forced air units. These are probably acceptable but small children could potentially get burned if they physically touch a hot grille. If changes to heating are required we will need to investigate alternate methods. There is no central fan coil unit with ducting, so fresh outside air (ventilation) would need to come from operable windows. I believe this is acceptable for an existing building condition (rather than mechanical ventilation.)
6. Existing ceiling lighting conditions appeared to be acceptable for classroom function.
7. May need to investigate nuances like door hardware and upgrade to meet ANSI A117.1 accessibility requirements, but this is not a difficult change to make.
8. The fire sprinkler system will provide any fire resistive requirements needed by code without modifying existing construction.

Preliminarily I did not see any conditions that would keep this facility from being used as a Montessori elementary school operation.

Sincerely,



Richard B Skreen, Architect
PO Box 35
147 C St SW
Castle Rock WA 98611
(509) 274-8848



MORTISSOPL
AREA

APP
PLATEAU
LIFT

TLS

ACCESS
PUMP



- Ability to maintain confidentiality
- Ability to establish and maintain effective working relationships with a variety of people in a multi-cultural, diverse setting
- Ability to make supplemental Montessori materials for classroom
- Ability to fully participate as a team member in a professional learning community
- Ability to embrace and incorporate Montessori philosophy

Reporting Relationships

Reports to Administrator/ Big Leaf School Board; provides lead direction to assigned assistants and volunteers.

Minimum Qualifications Education and Experience

- AMI trained and certified
- BA/S or higher preferred
- Washington State Teaching certificate preferred
- Previous experience in teaching in a Montessori setting preferred

Big Leaf Montessori, located in beautiful Southwest Washington State, is searching for a dedicated, dynamic, creative, and motivated person to teach in our 6-12 program.

Starting date will be August 2015.

We are a small, not for profit elementary school located in Longview, WA, opening in September 2015. Our parents and are dedicated to the Montessori philosophy and development of the school community. As a parent-driven school, we are looking forward to collaborating with teaching staff at all stages of the process as we grow our program. This is an outstanding opportunity for the right teacher to get in at the ground floor and help design their classroom and curriculum. We are offering a competitive salary and benefits commensurate with an applicant's Montessori credentials and experience.

Big Leaf Montessori is inspired by the Big Leaf Maple, Douglas Fir, Hemlock, and Western Cedar trees that cover much of Cowlitz County's rugged terrain. The county is home to theaters and art galleries, antique dealers, farms, parks, micro breweries, wineries, and is considered the Gateway to the Mt. St. Helens National Monument. Longview is less than an hour's drive from Portland and Vancouver, one hour from Olympia, 90 minutes to the beach, and two hours from Seattle. The cost of housing is significantly less than nearby metropolitan areas.

Interested candidates may send resumes and contact information to:

Other links to tell you more about us and our state:



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
Office of Private Education
Old Capitol Building
PO BOX 47200
Olympia WA 98504-7200
(360) 725-6433 TTY (360) 664-3631

FIRE INSPECTION AND COMPLIANCE

This form is provided for your convenience and the convenience of the appropriate fire authorities. The form should be used to verify that the school facility meets reasonable standards of local fire safety codes. A letter or form from the appropriate fire official indicating compliance with fire regulations is satisfactory.

If your school is approved/licensed by the Department of Health or Department of Social and Health Services (e.g., childcare center, group care facility, etc.) and such approval/license requires compliance to fire safety codes, then a copy of such approval/license may be attached in lieu of this fire inspection form.

If your school has multiple sites, each site shall be properly inspected.

NAME OF SCHOOL Big Leaf Montessori		
LOCATION ADDRESS 1428 22nd Ave		
CITY Longview	STATE WA	ZIP CODE 98632
MAILING ADDRESS 1428 22nd Ave		
CITY Longview	STATE WA	ZIP CODE 98632
CHIEF SCHOOL ADMINISTRATOR Brihany Dennis		
PHONE 360 200 8976	FAX	

CERTIFICATION

On the basis of applicable fire regulations, I certify that the subject facility, identified above, has been inspected by the local fire department. The facility has been found to meet the minimum fire/life safety requirements as currently adopted by the local jurisdiction.

Signature _____ (Local Fire Authority) _____ Date _____

Print Name _____ Title _____

Fire District _____

Telephone _____

Return to: Office of Superintendent of Public Instruction
Office of Private Education
Old Capitol Building
PO BOX 47200
OLYMPIA WA 98504-7200



INSPECTION FORM

Longview Fire Department
740 Commerce Avenue
Longview, WA 98632 ■ (360) 442-5503

Inspection Date:	Re-inspection Date:
Key Box/Location?	Business License/Permits?

ID:	Occupancy:	Phone:
Address:		
Contact/Title:	Phone:	
Contact/Title:	Phone:	

- Code**
- IFC 906.1 Provide 2A:10BC fire extinguisher
 - IFC 2305.5 Provide 2A:20BC fire extinguisher (fuel dispensing station/flammable liquids)
 - IFC 906.5 Fire extinguisher must be accessible and visible
 - IFC 906.9 Mount fire extinguisher on wall 3' to 5' from floor
 - IFC 901.6 Service extinguisher annually
 - IFC 901.6 Auto-sprinklers/fire alarm maintained and operable/yearly inspection
 - IFC 315.3.1 Provide 18" clearance below sprinklers (24" non-sprinkled)
 - IFC 904.11.5 Hood extinguishing system – Class K extinguisher required within 30'
 - IFC 904.11.6.2 Hood extinguishing system – service every 6 months
- Life Safety**
- IFC 1030.3 Means of egress/exits – do not obstruct
 - IFC 1030.3 Exit doors – maintain in operable condition
 - IFC 1008.1 Exit doors – proper hardware and direction of swing
 - IFC 1006.3 Provide exit illumination – emergency lighting
 - IFC 1011.1 Exit signs – indicate direction of exit, minimum 6" letters, illuminate

- Fire Equipment & Systems**

- Code**
- IFC 605.1 Misc. electrical hazards
 - IFC 605.5 Extension cords – not to be used for permanent wiring
 - IFC 605.4 Multi-plug adapters without over-current protection – prohibited
 - IFC 605.3 Electrical panels access – minimum 30" x 78" clearance
- Building & Storage**
- IFC 505.1 LMC 16.28 Address numbers required (clearly visible from street & alley)
 - IFC 703.1 Restore reqd. fire resistive construction
 - IFC 703.2 Fire assembly – fire doors/dampers/maintenance required
 - IFC 703.2 Fire door/assembly obstructed
 - IFC 304.3 Rubbish/oily rags not in approved containers
 - IFC 304.1 General housekeeping
 - IFC 315.3.3 Mechanical/electrical rooms – storage prohibited
 - IFC 305.1 Heat appliance – maintain clearance
 - IFC 315.3.4 Attic, under floor, concealed spaces – storage beneath prohibited unless fire resistive
 - IFC 5303.5.3 Compressed gas cylinders – secure
 - IFC 5704.3.4.4 Storage cabinets – flammable liquids >10 gal.
 - IFC 5003.1 Hazardous materials – maximum allowable quantities exceeded
- _____ **Violation(s) not listed above**

Notes:
 Return Card Given? _____

* *1. [unclear] in [unclear]*

* *2. [unclear] in proposed school site*

Your attention is called to the above violation(s) of the International Fire Code (IFC) and other applicable state and national codes. We appreciate your cooperation in correcting violation(s). Failure to correct violation(s) may result in the issuance of a citation per LMC 18.10.100 (6).

Occupancy Representative:	1st Inspector:	2nd Inspector:
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Big Leaf Montessori School
Job Description
Lead Montessori Teacher
Elementary

Essential Job Function

- Develops lesson plans, classroom routine, and manages the learning experiences for students to ensure the needs of the groups and individual students are met.
- Assists students toward self-directed learning and normalization.
- Maintains a neat, well organized, and attractive prepared environment consistent with Montessori pedagogy.
- Participates in professional activities designated by the Administrator/ Big Leaf School Board, which may include workshops, curriculum retreats, meetings, grade reporting, planning, and other professional pursuits.
- Attends all pre-announced staff meetings and professional sessions, including staff, level, committee and, evening parent meetings.
- Works to develop close and effective relationships with parents, including opportunities to discuss and understand the child's individual progress; encourages them to bond with both the class and the larger school community; provides individualized tracking of student progress.
- Participates in the admissions process, including meetings with prospective families--at the request of the Administrator/ Big Leaf School Board.
- Follows the school's policies and procedures for student evaluation and record keeping, meeting all due dates as required; includes the administration of standardized tests (if applicable).
- Assesses the needs of the class and prepares requests for materials, furnishings, etc.
- Track attendance, and students in/out and report to the Administrator
- Receive and welcome students; greet parents/caregivers
- Consult with other teachers/mentor teacher for curriculum ideas, sharing materials
- Supervise Assistant Teacher offering guidance and support
 - Give demonstration lessons to Assistant
 - Mentor Assistant in the Montessori philosophy
 - Convey information concerning the special needs of some children; propose possible strategies that will support positive behavior and minimize negative behavior.
- Other job duties as assigned.

Knowledge, Skills and Abilities

- Knowledge and skill in instructional principles, methods and techniques of Montessori program.
- Skill in obtaining, clarifying and exchanging information
- Skill in classroom management
- Skill in handling student discipline
- Ability to organize and coordinate activities
- Ability to serve as role model and treat students as individuals in a professional manner

The Gift Learning Academy

A Mappala
The Gift Learning Academy
3021 S Walden St
Seattle, Washington 98144-6925

WAC 180-90-112 (3)(b)

The Gift Learning Academy submitted an application for initial approval with one item missing:

1. The proposed school has lost its location very suddenly—the building was being renovated to accommodate the school. The school was notified that the contract would not be completed. The school is in the process of securing a new location. They will keep OSPI staff apprised of the progress in finding a new, suitable location.

Recommendation: We recommend approval of The Gift Learning Academy *provided* that a new location is secured and inspected prior to the start of school.

Attachment: Plan of Action for Salish Sea Deaf School

From: FORAA2 [<mailto:foraa2@outlook.com>]
Sent: Wednesday, April 29, 2015 11:22 AM
To: Laura Moore
Subject: Circumstances beyond our control
Importance: High
Sensitivity: Private

Hello Ms. Moore:

We have just encountered unforeseen circumstances regarding our location. As you know we have been waiting for our building to be renovated and have set up appointments for the health and fire inspectors to come. Unfortunately the building will not be available to us and our contract negotiations with them have fallen through.

Our move now is to immediately attain a new venue. We do not know how this affects our Private School Application, however, we are hoping for a bit of time in order for us to resolve this matter.

We ask that you please advise us.

Regards,

A. Mappala
THE GIFT LEARNING ACADEMY

Salish Sea Deaf School

Cathy Graffuis
1610 Commercial Ave Suite 200
Anacortes WA 98221-2275

WAC 180-90-112 (3)(b)

Salish Sea Deaf School submitted an application for initial approval with one item missing:

1. Administrative and instruction staff report—at the present time the school has not been able to hire a Washington State certified teacher. The teacher that has been hired needs one exam to complete his certificate; he is meeting resistance from the testing company (acceptance of his audiogram from his audiologist showing that he is deaf and needs an accommodation).

Recommendation: We recommend approval of Salish Sea Deaf School *provided* that a certificated staff member has received certification prior to the start of school.

Attachment: Plan of Action for Salish Sea Deaf School

From: Cathy [<mailto:codacat@live.com>]
Sent: Wednesday, April 29, 2015 11:44 AM
To: Laura Moore
Cc: Pandora Aspelund; Tonda Smit
Subject: Salish Sea School - Sped O70

Good morning Laura,

We at Salish Sea Deaf School are so excited for the upcoming Board Meeting on May 14th! We have a big group of people alongside us eagerly waiting to hear if we get our approval. Do you feel like we are ready, with all information intact? Is there anything you need us to strengthen or add to our application?

I have recently spoke with Jason Stewart, our lead teacher, and he has signed up, and paid, for the Sped 070 test over 3 weeks ago. This is the only test he needs to take in order to get his state cert. He had requested an interpreter to be present at the test site for any explanations prior to the test, and the person he spoke with said someone would get back with him within three weeks. After that time frame passed, he followed up a couple of times to check on the status of acquiring an American Sign Language interpreter, and was recently told that he needed to provide a doctor's note. He explained that he could give them a copy of his audiogram, issued by an audiologist, confirming that he is indeed Deaf, and they seem to be rejecting this as proof. As this situation seems to be dragging on, Jason went ahead and scheduled his test to be done on May 20th at the Skagit Valley College site, especially because we know time is of the essence, and we want to make sure the Board has our assurances that he will indeed have his State Certification before school opens this fall. However, he will NOT be given an interpreter at this point. This just does not seem right, or legal.
Do you have any suggestions as to who we follow this up with?

Thank you for any input you may have,

Cathy Graffuis
Parent/Founder
Salish Sea Deaf School



LOCATION AND DATE CHANGES FOR THE 2014-2015 BOARD MEETING CALENDAR

2015 Board Retreat Date and Location Change

In 2013 the Board approved the September 9-11, 2015 retreat to be held in Spokane. Chair Muñoz-Colón will not be available to attend the retreat in September 2015 and has requested the retreat be moved to July 2015.

Recommendation

The Executive Committee is recommending the date and location for the 2015 board retreat be changed to July 8-10 in Seattle. This change would result in the September meeting date being shortened to the dates of September 9-10 in Spokane.

Action

Members will be asked to take action on approving the recommended location and date change for the 2015 board retreat.

August 2015 Special Board Meeting Date Change

At the March 2015 meeting, the Board approved a special board meeting scheduled for August 25, 2015 to take action on the graduation threshold score. The scoring schedule for the new tests will allow the data to be returned earlier than was previously possible. The procedure for determining the recommended cut scores that has been recommended by OSPI and approved by the State Board will also require less time to complete than previous methods. Scheduling the meeting for the Board to set those cut scores earlier in August provides more time for the districts to disseminate information to families and to make necessary course schedule determinations prior to the start of the school year.

Recommendation

Staff are recommending the special board meeting on graduation threshold scores be rescheduled to August 5, 2015.

Action

Members will be asked to take action on approving the recommended date change for the August special board meeting.

If you have questions regarding this memo, please contact Denise Ross at denise.ross@k12.wa.us.

WAC 180-17-020 Process for submittal and approval of required action plan. (1) Except as otherwise provided in WAC 180-17-030, and in subsection (5) of this section, school districts designated as required action districts by the state board of education shall develop a required action plan according to the following schedule:

(a) By April 15th of the year in which the district is designated, a school district shall submit a required action plan to the superintendent of public instruction to review and approve that the plan is consistent with federal guidelines for the receipt of a School Improvement Grant. The required action plan must comply with all of the requirements set forth in RCW 28A.657.050.

(b) By May 1st of the year in which the district is designated, a school district shall submit a required action plan approved by the superintendent of public instruction to the state board of education for approval.

(2) The state board of education shall, by May 15th of each year, either:

(a) Approve the school district's required action plan; or

(b) Notify the school district that the required action plan has not been approved stating the reasons for the disapproval.

(3) A school district notified by the state board of education that its required action plan has not been approved under subsection (2)(a) of this section shall either:

(a) Submit a new required action plan to the superintendent of public instruction and state board of education for review and approval within forty days of notification that its plan was rejected. The state board of education shall approve the school district's required action plan by no later than July 15th if it meets all of the requirements set forth in RCW 28A.657.050; or

(b) Submit a request to the required action plan review panel established under RCW 28A.657.070 for reconsideration of the state board's rejection within ten days of the notification that the plan was rejected. The review panel shall consider and issue a decision regarding a district's request for reconsideration to the state board of education by no later than June 10th. The state board of education shall consider the recommendations of the panel and issue a decision in writing to the school district and the panel by no later than June 20th. If the state board of education accepts the changes to the required action plan recommended by the panel, the school district shall submit a revised required action plan to the superintendent of public instruction and state board of education by July 30th. The state board of education

shall approve the plan by no later than August 10th if it incorporates the recommended changes of the panel.

(4) If the review panel issues a decision that reaffirms the decision of the state board of education rejecting the school district's required action plan, then the school district shall submit a revised plan to the superintendent of public instruction and state board of education within twenty days of the panel's decision. The state board of education shall approve the district's required action plan by no later than July 15th if it meets all of the requirements set forth in RCW 28A.657.050.

(5) For required action districts designated in 2015 only, the schedule for plan submittal and approval of required action plans will be as follows:

(a) A school district shall submit a required action plan for approval by the office of the superintendent of public instruction by June 13, 2015.

(b) A school district shall submit a required action plan approved by the office of the superintendent of public instruction to the state board of education for approval by June 20, 2015.

(c) The State board of education shall, by July 12, 2015 either approve the school district's required action plan or notify the district

that the required action plan has not been approved stating the reasons for the disapproval. The district shall either:

(i) Submit a new plan to the office of the superintendent of public instruction and the state board of education by August 10, 2015.

(ii) Request a review of the plan by the required action plan review panel by July 22, 2015. The review panel shall consider and issue a decision regarding the district's request for reconsideration to the state board of education no later than August 8, 2015. If the state board of education accepts the changes to the required action plan recommended by the panel, the school district shall submit a revised required action plan to the superintendent of public instruction and the state board of education by August 15, 2015. The state board of education shall approve the plan no later than August 25, 2015, if it incorporates the recommended changes of the panel. If the review panel issues a decision the reaffirms the decision of the state board of education rejecting the school district's required action plan, then the school district shall submit a revised plan to the superintendent of public instruction and the state board of education by August 15, 2015. The state board of education shall approve the district's required action plan by no later than August 25, 2015, if it meets all of the requirements set forth in RCW 28A.657.050

[Statutory Authority: RCW 28A.657.120. WSR 10-23-083, § 180-17-020,
filed 11/16/10, effective 12/17/10.]



THE WASHINGTON STATE BOARD OF EDUCATION

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

SCHOOL DISTRICT REQUESTS FOR TEMPORARY WAIVER OF CAREER- AND COLLEGE-READY GRADUATION REQUIREMENTS MAY 2015

Requesting School District	Date of Waiver Application	Date of School Board Resolution	Proposed Graduating Class for Implementation
Camas	3/30/2015	4/27/2015	2021
Castle Rock	3/24/2015	3/24/2015	2021
Coupeville	4/27/2015	4/27/2015	2020
Deer Park	2/9/2015	4/13/2015	2021
Eastmont	4/13/2015	4/13/2015	2021
Elma	12/17/2014	1/14/2015	2021
Finley	3/16/2015	3/16/2015	2021
Granite Falls	2/9/2015	2/4/2015	2021
Kennewick	4/23/2015	4/22/2015	2021
Kettle Falls	4/14/2015	4/27/2015	2021
Lakewood	3/18/2015	3/18/2015	2021
Napavine	4/3/2015	4/20/2015	2021
Olympia	4/13/2015	4/20/2015	2021
Quilcene	4/7/2015	4/22/2015	2021
Shelton	2/28/2015	4/14/2015	2021
Sumner	1/30/2015	2/18/2015	2021
Taholah	2/16/2015	11/17/2014	2021
Tukwila	2/28/2015	3/10/2015	2021
Tumwater	3/27/2015	3/26/2015	2021
Vancouver	5/1/2015	4/28/2015	2020
Walla Walla	3/30/2015	3/30/2015	2021
Wenatchee	4/21/2015	4/28/2015	2021
Winlock	4/25/2015	4/28/2015	2021
Yelm	4/23/2015	4/23/2105	2021



APPLICATION Temporary Waiver from High School Graduation Requirements Under Chapter 217, Laws of 2014

Instructions

RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019. This law further provides:

“In the application, a school district must describe why the waiver is being requested, the specific impediments preventing timely implementation, and efforts that will be taken to achieve implementation with the graduating class proposed under the waiver. The state board of education shall grant a waiver under this subsection (1)(d) to an applying school district at the next subsequent meeting of the board after receiving an application.”

The SBE has adopted rules to implement this provision as WAC 180-51-068(11). The rules provide that the SBE must post an application form on its public web site for use by school districts. The rules further provide:

- The application must be accompanied by a resolution adopted by the district’s board of directors requesting the waiver. The resolution must, at a minimum:
 1. State the entering freshman class or classes for whom the waiver is requested;
 2. Be signed by the chair or president of the board of directors and the superintendent.
- A district implementing a waiver granted by the SBE under this law will continue to be subject to the prior high school graduation requirements as specified in WAC 180-51-067 during the school year or years for which the waiver has been granted.
- A district granted a waiver under this law that elects to implement the career and college ready graduation requirements in WAC 180-51-068 during the period for which the waiver is granted shall provide notification of that decision to the SBE.

Please send the application and school board resolution electronically to:

Jack Archer
Director, Basic Education Oversight
360-725-6035
jack.archer@k12.wa.us

For questions, please contact:

Jack Archer
Director, Basic Education Oversight
360-725-6035
jack.archer@k12.wa.us

Linda Drake
Research Director
360-725-6028
linda.drake@k12.wa.us

Camas School District No. 117

Resolution No. 14-10

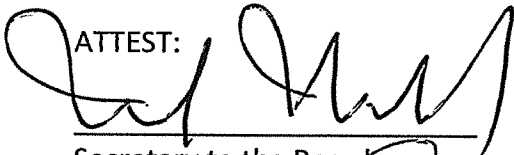
A resolution of the Board of Directors of the Camas School District No 117 to apply to the State Board of Education for a temporary waiver from high school graduation requirements under Chapter 217, Law of 2014, as allowed under WAC 180-51-068 (11).

WHEREAS, RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019;

WHEREAS, a temporary waiver will allow district staff and students to more adequately prepare for the new graduation requirements;

WHEREAS, a temporary waiver will also allow more time for the district to address facility and staffing needs to accommodate the added graduation requirements;

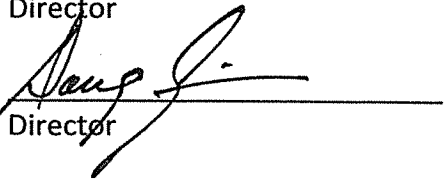
THEREFORE BE IT RESOLVED that the Board of Directors for the Camas School District No 117 requests a two year waiver from the college ready graduation requirements to begin with the graduating class of **2021** instead of the class of 2019.

ATTEST: 

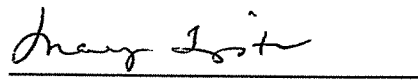
Secretary to the Board

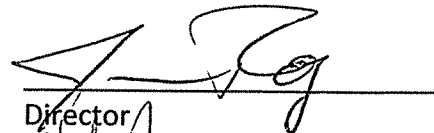


Director

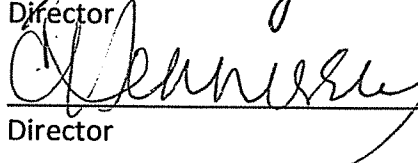


Director


School Board President



Director



Director

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Camas School District

2. Contact information
Name and title: Jeff Snell, Deputy Superintendent
Telephone: (360) 833-5413
E-mail address: Jeff.Snell@camas.wednet.edu

3. Date of application: 3/30/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

We embrace the idea of raising expectations for our students and appreciate the challenge of meeting the new requirements. We are confident that we can meet the new requirements for the vast majority of our students, but worry about a small percentage of students that for whatever reason may struggle to meet all of the requirements. We do not want their struggles to be as a result of us not having sufficient time to ensure systems are in place to support them.

Given our current high school schedules there could be a greater need for credit recovery capacity. In the 6 period schedule we do not have that capacity. The waiver gives us additional time to review scheduling options that could possibly provide more opportunity for students. We were successfully awarded the Bridge to College Transition Grant through OSPI that will help us create mathematics and ELA pathways for students. We are currently in an enrollment growth cycle as a district, especially in our secondary grade levels. We are anticipating adding secondary offerings for students and would appreciate some flexibility as we look at different models to serve our students. We are reviewing credit recovery and looking at online learning options as well. We have partnered with SWWA STEM to look at dual credit options and internships. These will be piloted next year.

One of the biggest obstacles to implementation is our capacity. We will be looking to go out for a bond in 2016, but that doesn't impact these initial classes. Capacity issues mean limited space for additional classes in targeted content areas. We have struggled to fill openings for language opportunities for students. We piloted a program for online Mandarin with the University of Oregon and are looking to expand that in the coming years. The scale of the program as we develop is limited compared to the need from students. An initial analysis of past graduate transcripts show about 1/3 of students would not meet the specific new requirements.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

One of the biggest obstacles is our capacity. We will be looking to go out for a bond in 2016, but that doesn't impact these initial classes. Capacity issues mean limited space and capacity for additional classes in targeted content areas. We have struggled to fill openings in language opportunities for students. We piloted a program for online Mandarin with the University of Oregon and are looking to expand that in the coming years. The scale of the program as we develop is limited compared to the need from students. We have limited options for credit recovery within the 6 period day. In an initial analysis of past graduates, we estimated about 1/3 of students would not meet the specific new requirements.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

We have launched a long range facilities task force to address capacity issues. The task force is made up of parents, students, staff and community members. We are preparing for a possible bond in the near future. As a district team we are exploring different pathways for 9-12 structure. We are visiting other districts and learning more about different models. We are establishing a team to consider online options for students and look at different types of credit recovery models. We have representation on the SW WA STEM steering committee that is exploring dual credit options. We are working within our system, aligning scope & sequences to new standards, and looking beyond our current system to support our students towards the 24 credit requirement. We believe that with a waiver we can create systems that will ensure our students have engaging and sustainable options that will serve them beyond high school. The waiver will help us make sure we don't leave any students behind while we continue to enhance our system to include the opportunities all students need to be successful.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

Castle Rock School District No. 401

Resolution No. 2015-53

A resolution of the Board of Directors of Castle Rock School District No. 401 to apply to the State Board of Education for a temporary waiver from high school graduation requirements under Chapter 217, Law of 2014, as allowed under WAC 180-51-068 (11).

WHEREAS, RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019;

WHEREAS, a temporary waiver will allow district staff and students to more adequately prepare for the new graduation requirements;

WHEREAS, a temporary waiver will also allow more time for the district to address facility and staffing needs to accommodate the added graduation requirements;

THEREFORE BE IT RESOLVED that the **Board of Directors** for Castle Rock School District No. 401 requests a two year waiver from the college ready graduation requirements to begin with the graduating class of **2021** instead of the class of 2019.

ATTEST:

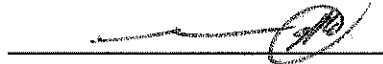
Approved this 24th day of March, 2015.



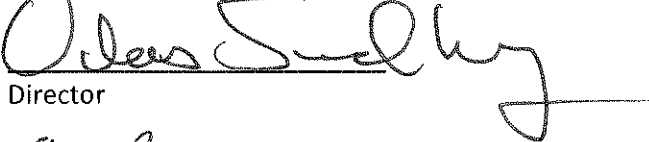
President, Board of Directors



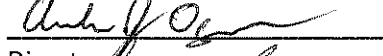
Director



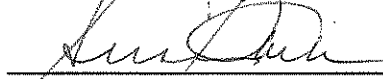
Director



Director



Director



Secretary to the Board

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Castle Rock School District

2. Contact information

Name and title: Susan Barker

Telephone: 360-501-2940

E-mail address: sbarker@crschools.org

3. Date of application: 3/24/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

The addition of one credit beyond our current requirements is compounded by the challenges of increased requirements in Personal Pathway, science and world languages. We will need to research options to our current master schedule and credit retrieval program in addition to considering certain staffing and physical arrangements necessary to meet a 24 credit graduation requirement. Our 6-period day schedule will prove challenging to provide alternatives should students find themselves in need of credit recovery. We need additional time to explore all possibilities in a thoughtful manner and address the logistics of any required change; attend to the steps of board and public approval; communicate same with our patron and what these changes will entail.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

Our current 23 credit requirement does not include the extensive preparation and support beginning at the eighth grade. We anticipate needing to establish high quality, thoughtful planning and support in terms of counseling, Personal Pathway exploration and development, and High School and Beyond plans. We will need time and resources to develop appropriate practices and staffing to meet these needs.

We face staffing, space, materials and equipment challenges implementing courses different or new to those currently offered. Art, STEM, world languages, and lab courses present particular challenges in this regard.

Additionally, we have not yet had the opportunity to develop the master schedule and retrieval options which are likely to challenge our budgetary resources. We have not yet addressed all the associated issues with a particular implementation plan, nor have we had the opportunity to engage all stakeholders in necessary discussion about resolution of all attendant issues.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

Administrative work has begun in terms of research of scheduling options and will continue as will consideration of appropriate supports beginning with our eighth grade students engaged in development of Personal Pathways. Commensurate with examination and selection of master scheduling options, we will engage in appropriate staff development, materials and equipment acquisition.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

COUPEVILLE SCHOOL DISTRICT NO. 204
Island County, Washington
April 27, 2015
Resolution 2015-03

A RESOLUTION of the Board of Directors of Coupeville School District No. 204, Island County, Washington, requesting a temporary waiver from the State Board of Education career and college ready graduation requirements, as authorized under RCW 28A.230.090(1)(d)(ii).

WHEREAS, the Board of Directors of the Coupeville School District has adopted graduation requirements for the classes of 2015-2018 and 2019 that are aligned with the State Board of Education standards; and

WHEREAS, the district has been unable to develop the necessary courses to comply with career and technical course frameworks under RCW 28A.230.090(a)(d)(ii), and consequently has been unable to identify course equivalencies under WAC 180-51-068(7); and

WHEREAS, the State Board of Education has been authorized to grant a temporary waiver from the career and college ready graduation requirements, upon submission of an application from the district and a resolution of the Board;

NOW, THEREFORE, IT IS HEREBY RESOLVED that the Coupeville School District Board of Directors petition the State Board of Education for a one year waiver from the current career and college ready graduation requirements, as authorized under RCW 28A.230.090(1)(d)(ii), said waiver to impact the Coupeville High School class of 2020.

The foregoing resolution was adopted on the 27th day of April, 2015, at a regular meeting of the Board of Directors of the Coupeville School District and duly authenticated by the signatures of the directors voting in favor thereof.

The following directors were present and voting:

Christine Sears

Alonda Mervine

Chris E. Chen

Kathleen Anderson

Venessa Mott

ATTEST:

Jim Dross
Secretary to the Board of Directors

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Coupeville School District No. 204

2. Contact information

Name and title: Dr. Jim Shank, Superintendent

Telephone: 360-678-2401

E-mail address: jshank@coupeville.k12.wa.us

3. Date of application: 4/27/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

The district's Board of Directors has adopted graduation requirements for the classes of 2015-2018 and 2019 aligned with the State Board of Education standards. However, an extra year is requested to allow a yet-to-be-hired STEM teacher to work with existing staff in identifying CTE courses to be offered, and to develop course equivalencies with teachers in other content areas.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

Three key factors were at play this year:

- 1) The Coupeville School District began the 2014-2015 school year with a new high school principal (relocating from Vermont), a new high school counselor, and a change in administrative configuration.
- 2) During the current year, the high school investigated scheduling options and is in the process of changing to a 5x5 schedule.
- 3) The current CTE teacher is retiring this year, and a replacement has not yet been hired.

The confluence of these circumstances limited the possibilities for developing the CTE courses and equivalent credit options necessary under WAC 180-51-068 (7).

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

The district will employ a STEM / CTE teacher prior to the start of the 2015-2016 school year. That individual will work with staff in multiple content areas to develop courses that will meet the state requirements for CTE credit. School administrators will lead the process of determining equivalent courses under RCW 28A.700.070, using the "Equivalency Credit Toolkit 3.3" developed by the Office of the Superintendent of Public Instruction.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

DEER PARK SCHOOL DISTRICT NO. 414
Spokane County, Washington
Resolution No. 4 – 2014-15

A RESOLUTION NOTIFYING THE STATE BOARD OF EDUCATION OF THE DEER PARK SCHOOL DISTRICT'S DECISION TO DELAY IMPLEMENTATION OF THE 24 CREDIT GRADUATION REQUIREMENT UNTIL THE CLASS OF 2021

WHEREAS, it is the desire and intent of the Deer Park School District board of Directors to graduate students well-prepared for success in post-secondary education, work, and life; and

WHEREAS, the legislature passed E2SSB 6552 which raises the number credits required for graduation to 24 specified credits for the Class of 2019; and


WHEREAS, the legislature also provided in E2SSB 6552 the opportunity for school districts to request a waiver and delay implementation of the 24 credit requirement until 2020 or 2021; and

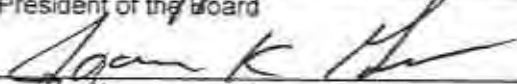
WHEREAS, the Deer Park School District Board of Directors has discussed this issue at several meetings and has carefully considered the necessary time and resources required to implement the new requirement in a reasonable manner;

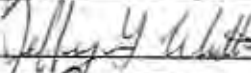
THEREFORE BE IT RESOLVED, the elected Deer Park School District Board of Directors No. 414, Spokane County, Washington, in accordance with provisions of RCW 28A.230.090 (1)(d)(ii) hereby requests a waiver of the 24 credit requirement for the class of 2019 and will implement the 24 credit requirement beginning with the class of 2021.


APPROVED by the Deer Park School District Board of Directors No. 414, Spokane County, Washington, in a Special Session meeting thereof held on the 13th day of April 2015.


DEER PARK SCHOOL DISTRICT NO. 414
Board of Directors

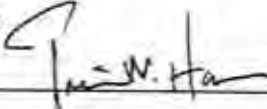


President of the Board








ATTEST: 

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Deer Park School School District

2. Contact information
Name and title: Cheryl Henjum, Director of Teaching and Learning
Telephone: 509.464.5519
E-mail address: cheryl.henjum@dpsdmail.org

3. Date of application: 2/9/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

The Deer Park School District requests a waiver for the graduation classes of 2019 and 2020. Our request is based upon the complex challenges the legislature has put before us. Because the DPSD is committed to support our students fully to meet these complex challenges, we need time to develop a strong plan and to elicit the community and staff support necessary to ensuring that the Class of 2021 will be up to the challenge. We are fully aware that supporting students to meet their new testing and college-career readiness goals will take complex and interrelated changes in our high school scheduling and advisory program as well as our middle and high school credit acquisition and staffing-curriculum resources. Finally we are deeply aware that because we are community schools, we need time to communicate effectively such a comprehensive culture change.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

The greatest impediment to the meeting this complex challenge is the time it takes to A) create and implement a plan which will ensure that our students will be up to the challenge and B) build consensus with staff, students, parents and the community that our plans will lead to overall student success. So many aspects—scheduling, curriculum and CTE equivalencies, personal pathways, staffing, and resources—all need to be addressed, coordinated, and effectively communicated. Without an addition of time, we truly worry that we may not be fully ready to support the Class of 2019 and 2020 toward their graduation and college-career goals.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.
 Class of 2020
 Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

The Deer Park School District resolves to put the following plan into place:

- A. Scheduling: we will research, analyze, evaluate, and reach consensus upon a high school schedule which will empower staff and student learning. Our current 6 period schedule does not provide the realistic flexibility needed to accommodate inevitable student struggles. We have begun thinking about such options as a 7 period schedule, a 0 hour option, a 7th period option, an afterschool credit acquisition and academic support option (including funds for student transport), and a summer school option (including funds for student transport).
- B. Credit acquisition: middle and high school staffs will research, analyze, evaluate, and ultimately develop new science, mathematics, language arts, and foreign language curriculum to meet the new credit acquisition and testing graduation requirements. The CTE staff will engage with their academic colleagues in order to develop new credit equivalencies.
- C. Personal Pathways development: high school staff will research, analyze, evaluate, and develop a college and career Personal Pathway program and ultimately integrate it into our current advisory program. The DPSD will communicate new pathways and testing and credit acquisition graduation requirements to parents.
- D. Staffing and curriculum resources: in order to meet components 1 and 2, administration will research, analyze, evaluate, and implement a plan maximizing middle and high school staff and curriculum resources as well as targeting areas for additional staff and curriculum resources.
- E. Consensus building: the school board will work with administration, staff, students, parents, and the community to ensure that the response to the complex challenges outlined in 1-3 are received as supportive of (and not punitive toward) Deer Park School District children.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

EASTMONT SCHOOL DISTRICT #206

East Wenatchee, Washington

RESOLUTION NO. 2015-02

A RESOLUTION FOR A TEMPORARY WAIVER FROM HIGH SCHOOL GRADUATION REQUIREMENTS UNDER CHAPTER 217, LAWS OF 2014 (E2SSB 6552)

WHEREAS, the Board of Directors of the Eastmont School District has received notification from the Executive Director of Secondary Education that the Washington State Board of Education (SBE) has authorized school districts to apply for a temporary waiver of the career and college ready graduation requirements beginning with the graduating classes of 2019 and 2020; and

WHEREAS, Additional time is being sought for building staffing and scheduling capacity to meet these new requirements; and

WHEREAS, the Superintendent has approved this request and concurs that additional time for implementation will be necessary and advantageous to Eastmont School District.

NOW THEREFORE, BE IT RESOLVED THAT that the Board of Directors of Eastmont School District No. 206, Douglas County, State of Washington approves this request for waiver application.

ADOPTED by the Board of Directors of Eastmont School District No. 206, Douglas County, Washington, at a regular meeting thereof, held on April 13, 2015 with the following Directors being present and voting thereon.

ATTEST:



Secretary to the Board/Superintendent

4-13-2015

Date

BOARD OF DIRECTORS



Board President



Director



Director



Director

Director

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Eastmont School District #206

2. Contact information
Name and title: Mark S. Marney, Executive Director of Secondary Education
Telephone: 509 8847169
E-mail address: marneym@eastmont206.org

3. Date of application: 4/13/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.
Classroom space limitation, shortage of highly qualified staff in English Language Arts, Science, Fine Arts, and World Languages. We are currently at capacity in World Languages and Fine Arts.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.
Staffing capacity is inadequate for additional requirements. We will need to build capacity in staff and physical plant. In particular Science is currently at capacity including cross crediting in Agricultural Sciences.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.
 Class of 2020
 Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.
Reassigning staff to areas where they will have to earn status as highly qualified.
Recruiting qualified staff for areas that are difficult to fill i.e. World Languages teachers.
In some cases we will have to determine which electives to eliminate in order to use those staff for additional requirements. Schedule modifications to access classrooms throughout the schedule.

Final step

ELMA SCHOOL DISTRICT NO. 68

RESOLUTION NO. 6 1415

Waiver from High School Graduation Requirements

WHEREAS, RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2104 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019.

WHEREAS, Elma High School is requesting a waiver to study credit options and class schedules that would work best for students and community.

WHEREAS, the Elma High School will use this time to look at expanding course offerings, competency-based credit granting and possibility to earn pre-9th grade credit.

WHEREAS, Elma High School Class of 2021 will implement the career and college ready graduation requirements.


NOW THEREFORE BE IT RESOLVED that the Board of Directors of the Elma School District No. 68 approves the waiver from high school graduation requirements for the Class of 2019 and Class 2020, with the implementation of career and college ready requirements for the Class of 2021.


ADOPTED at the regular meeting of the Board of Directors held on the 14th day of January 2015.

ATTEST:

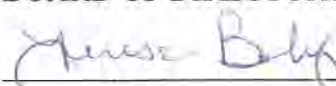



Secretary to the Board






BOARD OF DIRECTORS







Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Elma School District

2. Contact information
Name and title: Kevin Acuff, Elma High School Principal
Telephone: 360-482-3121
E-mail address: kacuff@eagles.edu

3. Date of application: 12/17/2014

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.
So that the District can look at options to satisfy these requirements by reviewing options for the number of credits students are able to learn during a typical four year high school career, and to examine alternative methods to earn credits.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.
Limitations on the number of credits students can earn in a typical four year high school career as well as limited alternate paths to earning credits.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.
 Class of 2020
 Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.
Explore models other districts are following to mitigate the above factors and working collaboratively with the School Board and staff to create those credit earning options.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

Finley School District #53

RESOLUTION 2015-01

RESOLUTION NOTIFYING THE STATE BOARD OF EDUCATION OF THE FINLEY SCHOOL DISTRICT'S DECISION TO DELAY IMPLEMENTATION OF THE 24 CREDIT GRADUATION REQUIREMENT UNTIL THE CLASS OF 2021

WHEREAS it is the desire and the intent of the Finley School District Board of Directors to graduate students well-prepared for success in post-secondary education, work and life; and

WHEREAS the legislature passed E2SSB 6552 which raises the number of credits required for graduation to 24 specified credits for the class of 2019; and

WHEREAS the legislature also provided in E2SSB 6552 the opportunity for school districts to request a waiver and delay implementation of the 24 credit requirement until 2020 or 2021; and

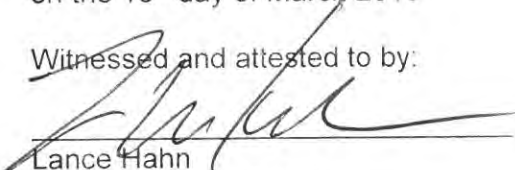
WHEREAS the elected School Board of the Finley School District has discussed this issue and has carefully considered the necessary time and resources required to implement the new requirement in a reasonable manner;

THEREFORE, BE IT RESOLVED that the Board of Directors of Finley School District No. 53, Benton County, Washington in accordance with the provisions of RCW 28A.230.090(l)(d)(ii) hereby requests a waiver of the 24 credit requirement for the class of 2019 and 2020 and will implement the 24 credit requirement beginning with the class of 2021.

APPROVED by the Board of Directors of Finley School District No. 53, Benton County, Washington, in a regular meeting thereof held on the 16th day of March 2015.

Recorded in the Board Minutes
on the 16th day of March 2015

Witnessed and attested to by:



Lance Hahn
Secretary to the Board

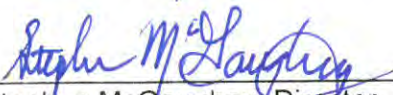


Larry Ayre, Chair

Priscilla Crane, Director



Ken Cox, Director



Stephen McGaughey, Director



FINLEY SCHOOL DISTRICT #53

ALL KIDS ACHIEVING

224606 E Game Farm Rd, Kennewick WA 99337 509-586-3217 FAX 509-586-4408

March 18, 2015

Washington State Board of Education
Attention: Jack Archer, Director
Basic Education Oversight
Jack.archer@k12.wa.us

Dear Mr. Archer:

Finley School District is applying for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552) beginning with the graduating class of 2021.

Enclosed is Finley School District's Application for Temporary Waiver from High School Graduation Requirements and a Board Resolution 2015-01 requesting the waiver adopted by Finley School District's Board of Directors at their March 16, 2015 board meeting.

If you have any questions, please contact Lance Hahn, Finley School District Superintendent at lhahn@finleysd.org or Bryan Long, RVHS Principal at blong@finleysd.org. Thank you in advance for your consideration of our application.

Sincerely,

Gail Maguire
Personnel Manager
Finley School District

Enclosures

Cc: Lance Hahn, Superintendent
Bryan Long, RVHS Principal
File

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Finley School District

2. Contact information

Name and title: Lance Hahn, Superintendent

Telephone: 509-586-3217

E-mail address: lhahn@finleypsd.org

3. Date of application: 3/16/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

After careful review by the Finley School District staff and school board we do not believe that the addition of credits is to the advantage of students in our system. Many have advocated for a delay in the implementation of the 24 credit requirement for as long as possible. Considerable planning will need to be in place to make this change within our district as our system only offers a 6 period day. This means that on 6 periods a day students take 6 classes per year totaling 24 credits necessary for graduation. Although we have looked at zero hour and seventh hour options, credit retrieval at the 8th grade level, expanding CTE equivalent, the reality of our staff size and student access limits our options. Two years of in depth planning will need to be undertaken so we can seriously consider moving to a 7 period or 5 period trimester option in the future. At this time, we feel that is really our only viable option.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

High schools must offer more than the credit requirement of the state to allow all students an opportunity to graduate. Students who fail a single class will not be on track for graduation and be required to attend a 5th year of high school. We believe that is not an acceptable solution and will inevitably cause a higher percentage of dropouts. Secondly, additional staff will be required to implement a 7 or 5 period day schedule due to the additional science load required of the state. The additional two years will also allow the district time to determine how to add lab facilities into another classroom.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.
 1. Engineers have evaluated plans to expand on our CTE building in hopes to retrofit for additional lab stations
 2. These efforts will require the passing of a school bond.
 3. We are currently expanding efforts to qualify more cross credit opportunities in CTE.
 4. We have begun discussion of transferring to a 5 period trimester or a 7 period day schedule to offer 'more' credits
 5. Negotiations with the union include discussion around adding time and credit offering.
 6. Waiving credit options have also been considered through the passing of competency based testing in world languages and physical education.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

**RESOLUTION NO. 14/15-03
OF GRANITE FALLS SCHOOL DISTRICT #332
SNOHOMISH COUNTY, WASHINGTON**

**Application for Temporary Two-Year Waiver from High School Graduation
Requirements Under Chapter 217, Laws of 2014**

WHEREAS, the Washington State Legislature passed E2SSB 6552 which increases the number of credits required for graduation to 24 for the Class of 2019; and

WHEREAS, the Granite Falls School District currently requires 22.5 credits to graduate from high school; and

WHEREAS, the Washington State Legislature and State Board of Education provide for a procedure for school districts to request a waiver and delay implementation of the 24 credit requirement; and

WHEREAS, the increase in the number of credits required by the State of Washington to graduate from high school to 24 credits will require a substantial amount of study and planning revolved around the consideration of resources, and time to implement effectively; and

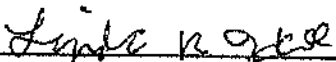
WHEREAS, the Board of Directors of the Granite Falls School District is requesting a temporary waiver for the reasons set forth in The Washington State Board of Education Application for a Temporary Waiver from High School Graduation Requirements Under Chapter 217, Laws of 2014; and

WHEREAS, WAC 180-51-068 requires that the application waiver be accompanied by a resolution adopted by the district board of directors; and

NOW, THEREFORE, BE IT RESOLVED, by the Board of Directors of the Granite Falls School District in accordance with RCW 28A.230.090(1)(d)(ii); the District is requesting a temporary waiver from the Career and College Ready Graduation Requirements for the graduating classes of 2019 and 2020.

ADOPTED by the Board of Directors of the Granite Falls School District No. 332, Snohomish County Washington, in a regular meeting thereof held on this 4th day of February, 2015.

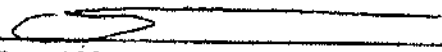
ATTEST:



Superintendent/Secretary to the Board



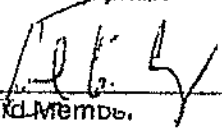
Board Member



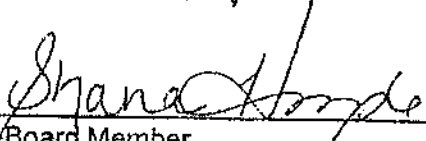
Board Member



Board Chairman



Board Member



Board Member

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Granite Falls School District

2. Contact information

Name and title: Linda R. Hall, Superintendent

Telephone: 360-691-7717

E-mail address: lhall@gfalls.wednet.edu

3. Date of application: 2/9/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

Granite Falls School District currently requires 22.5 credits to graduate. We have 40-45 students each year that participate in Running Start and 33-40 students the attend Sno-Isle Occupation Center. Both of these programs are offered in neighboring cities, so students have to travel each day. We have tried to schedule our classes so that students do not miss out on class periods, but logistically, it is impossible. We work to minimize the disruption as much as possible. We will need to explore other options in our schedule and teachers' union contract to flex our schedule to accommodate travel.

Increasing Science and Social Studies requirements, along with potential in-high school college credit options, we will to work on budgeting, staffing, and certification ramifications. Our Human Resources and Curriculum departments will need time to work with principals and teachers to ensure that we have (appropriately qualified) teachers in place and the curriculum materials to deliver new courses.

Washington State History was only taught at the high school level until we opened that up to the Middle School this year. The course was added to the seventh grade students required course work. It will take several years for this transition to cycle through so that students will transition to high school with the requirement met.

We have received the Agile Minds and Intensified Algebra at our high schools. The implementation of these programs will help students with credit deficiency. We need the time to implement these programs.

Parent and student communication is a critical part of the middle to high school transition process. Families need clear direction and information about how-best to support and guide their students through high school and post-secondary learning opportunities. A two-year waiver will allow us to put supports and options in place for families while also allowing us to design and implement a strong communication plan.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

The implementation of the new graduation requirements contained in WAC 180-51-068 will have significant impact on the Granite Falls School District policies, procedures, training, staffing, and communication. All of our current supports are based on the old requirements. More time is needed for adequate planning to implement changes in a high quality manner to meet the needs of our students and families.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

Curriculum committees follow district policy and procedure for curriculum adoption. This includes research and piloting of materials. This also includes professional development and training for the new courses.

Comprehensive study of the high schools schedules for courses in conjunction with programs outside of Granite Falls School District. Devise a schedule change with the assistance of GFEA, parents, and other important stakeholders.

Implementation of Intensified Algebra and Agile Minds grades 8-10. Continue to work on interventions that will assist students on credit completion.

Develop comprehensive communication plan for students, parents, and staff that fully explains the new graduation requirements and clearly articulates pathways, interventions, and supports for students.

Continue to search for funding resources to implement the above actions.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.



Kennewick School District #17, 1000 West Fourth Avenue, Kennewick, WA 99336-5601

**Resolution No. 23
2014-2015**

RESOLUTION NOTIFYING THE STATE BOARD OF EDUCATION OF THE KENNEWICK SCHOOL DISTRICT'S DECISION TO DELAY IMPLEMENTATION OF THE 24 CREDIT GRADUATION REQUIREMENT UNTIL THE CLASS OF 2021

WHEREAS, it is the desire and the intent of the Kennewick School District Board of Directors to graduate students well-prepared for success in post-secondary education, work, and life; and

WHEREAS, the legislature passed E2SSB 6552 which raises the number of credits required for graduation to 24 specified credits for the Class of 2019; and

WHEREAS, the legislature also provided in E2SSB 6552 the opportunity for school districts to request a waiver and delay implementation of the 24 credit requirement until 2020 or 2021; and

WHEREAS, the elected School Board of the Kennewick School District has discussed this issue at several meetings and has carefully considered the necessary time and resources required to implement the new requirement in a reasonable manner;

THEREFORE, BE IT RESOLVED that the Board of Directors of Kennewick School District No. 17, Benton County, Washington, in accordance with the provisions of RCW 28A.230.090 (1)(d)(ii) hereby requests a waiver of the 24 credit requirement for the class of 2019 and the class of 2020 and will implement the 24 credit requirement beginning with the Class of 2021.

APPROVED by the Board of Directors of Kennewick School District No. 17, Benton County, Washington, in a regular meeting thereof held on the 22nd day of April 2015.

Secretary to the Board

Chairperson of the Board of Directors

Member of the Board of Directors

Member of the Board of Directors

Member of the Board of Directors

Member of the Board of Directors

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district Kennewick School District

2. Contact information

 Name and title Dave Bond, Superintendent

 Telephone 509-222-5020

 E-mail address dave.bond@ksd.org

3. Date of application. 04/23/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

The Kennewick School Board discussed the new graduation requirements at several meetings and voted last year to request the one-year waiver. After hearing from the community and observing what the Richland and Pasco school districts decided to do (two year waivers), and realizing the problems associated with being significantly different than our neighbor districts, and reassessing the space, staff, and logistical hurdles that needed to be overcome, the Board voted to change to a request for a two year waiver. All the other challenges associated with the original one-year request continue to exist.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

In our previous application, the Board noted the following and all of those issues still remain:

The Kennewick School Board believes that time is needed to develop additional credit opportunities for students and find appropriate staff to teach them. For example, the addition of another year of lab science will increase the need for science teachers and classrooms. In addition, world language teachers are needed due to the focus on more students achieving two years of a foreign language. If more high school classes are to be offered in the eighth grade, teachers will need to be trained to teach those classes. The requested additional year will allow time to retrofit existing classrooms for science lab space, transition teaching staff to meet the new graduation requirements and prepare middle school teachers to deliver more high school courses.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

_____ Class of 2020

___x___ Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

In our previous application, the Board identified the following implementation plans and those have not changed:

Communication with community, teachers, parents, and students will begin this year and continue in following years to insure all stake holders are aware of the career and college ready graduation requirement.

Transition of existing district staff to more science, world language, and art teaching positions will commence through attrition, transfers and increased staffing due to student growth.

The next two summers will be utilized to make facility changes to accommodate additional science lab space.

Administration will develop and implement extended day options allowing students to earn additional credits. Increased staffing will be needed to implement this option.

Administration will continue developing equivalency credits through approved CTE courses.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

KETTLE FALLS SCHOOL DISTRICT NO. 212
KETTLE FALLS, WASHINGTON 99141-0458

RESOLUTION 2015-03
Temporary Waiver From High School Graduation Requirements

A RESOLUTION of the Board of Directors of Kettle Falls School District No. 212, Stevens County, Kettle Falls, Washington to pursue a two-year waiver from implementing the requirements of WAC 180-51-068;

WHEREAS, the School Board has the final authority to set the policies of the district to ensure quality in the content and extent of the district's educational program; and

WHEREAS, the increase in the number of credits required by the State of Washington to graduate from high school to 24 will require a substantial amount of study and planning to implement effectively; and

WHEREAS, the district currently requires 20 in CVA, 21 in KFIE and 22 at the High School credits to graduate from high school; and

WHEREAS, the Washington Board of Education has developed an application process pursuant to WAC 180-51-068 to allow the district to request a two-year waiver to delay implementation of the credit requirements; and

WHEREAS, WAC 180-51-068 requires that the application be accompanied by a resolution adopted by the district board of directors;

NOW THEREFORE, BE IT

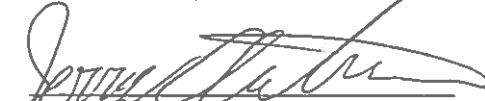
RESOLVED, that the Kettle Falls School Board of Directors authorizes the district to request a two- year waiver of the credit requirements of WAC 180-51-068 to allow for sufficient time to effectively implement the requirements.

RESOLVED, that duly certified copies of this resolution shall be presented to district staff assigned to prepare the waiver application as well as the Washington Board of Education, as an attachment to the waiver request.

APPROVED by the Board of Directors of Kettle Falls School District No. 212, Stevens County, Washington, in a regular meeting thereof held on the 27th day of April, 2015.


Karri Slater, Chairman
Board of Directors


Nathan Eslick, Director


Jerry Antoine, Director

Ed Johnson, Director


Lorri Edwards, Director

ATTEST: 
Thaynan L. Knowlton, Secretary

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Kettle Falls School District #212

2. Contact information

Name and title: Tom Graham

Telephone: 509-738-3354

E-mail address: tgraham@kfsd.org

3. Date of application: 4/14/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

The Kettle Falls School District has two high school programs. One program is based on a five period day. Our district needs time to determine the best way to restructure the five period day program. Our district is also hopeful that the Washington State Legislature will increase funding for basic education so that we can authentically implement the career and college ready graduation requirements without cutting other important programs. Increased funding will allow the district to hire the necessary teachers for both programs.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

The five period day program does not offer the required number of credits in a four year high school experience. This program will need to develop alternative ways to earn credits to attain a 24 credit diploma. We also anticipate hiring additional staff to cover the additional credits. Funding is still very tight in our district and waiting for the arrival of additional funds will keep the district from having to cut other programs to meet the new graduation requirements.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

A new schedule will be developed for our 5 period per day program and staff will be added to teach the additional required classes.

**Lakewood School District NO. 306
RESOLUTION NUMBER 01-15**

Requesting Graduation Requirements Waiver of CORE 24

A Resolution of the Board of Directors of the Lakewood School District #306, Snohomish County, State of Washington, requesting a graduation credit waiver from the Washington State Board of Education allowing the district to maintain a 22.5 credit graduation requirement for the graduation classes of 2019 and 2010;

WHEREAS, the State Board of Education is directing districts to implement additional graduation requirements as per the legislative directive in 2010 and revised in 2014 known as CORE 24; and

WHEREAS, the Board of Directors of Lakewood School District #306 has researched the implications of the additional credit requirements and believes there will be a significant negative impact on the district financially and logistically if the graduation requirements are increased to 24 credits in the next two years for the classes of 2019 and 2020.

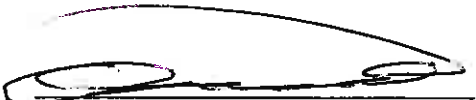
NOW, THEREFORE, BE IT RESOLVED, by the Board of Directors of Lakewood School District #306, that the Lakewood School District is requesting a graduation requirement waiver of the 24 credits for the graduating classes of 2019 and 2020 allowing the district to maintain the graduation requirement of 22.5 credits for these classes;

APPROVED by the Board of Directors of Lakewood School District, Snohomish County, Washington, at the regular meeting thereof held this 18th day of March 2015.


ATTEST: 
Secretary, Board of Directors

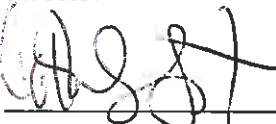

President, Board of Directors

Director


Director


Director


Director


Director

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Lakewood School District #306

2. Contact information

Name and title: Melissa VanZanten, Director of Teaching and Learning

Telephone: 360-652-4500

E-mail address: mvanzantan@lwsd.wednet.edu

3. Date of application: 3/18/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

The Lakewood School District is requesting a two-year waiver to delay the implementation of the 24 credit requirement for several reasons. Currently our high school offers 22.5 credits to graduate. Adding 1.5 credits more would require more staffing, more classroom space and major changes to the master schedule. Our leadership team will need to research what is best for our community because we may need to adjust our start and end times to accommodate changes to the master schedule. The fallout from this change would impact transportation and food services district wide. There may also be adjustments needed to the teacher's bargaining agreement as well as our athletic schedules.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

The implementation of CORE 24 in the 2015 school year would have a major financial impact on our district. The new science requirement would add 5 sections to our high school schedule and require us to hire one more full time teacher who is highly qualified in science. Currently all of our classrooms are full so we would need to add a portable to our campus.

We are in the design phase of building our new high school that is scheduled to open in the fall of 2017. We will plan for CORE 24 as we move forward in our building. In addition we will need to work with all stakeholders to ensure that we are prepared for the impact of these changes district wide.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

Starting in the fall of 2015, a committee will start the discussion of how to meet the requirements of CORE 24. During these meetings we will research possible master schedules, along with potential changes in school start and stop times, transportation, and the impacts to our food service program. This committee will work with community members, staff, district administrators, and the school board to recommend a program that will best support the children of the Lakewood School District.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

Napavine School District No. 14

TELEPHONE (360) 262-3303 • FAX (360) 262-9737
P.O. Box 840
Napavine, WA 98565-0840

Resolution 14-15-14

WHEREAS Napavine School District currently requires 23 credits for graduation and,

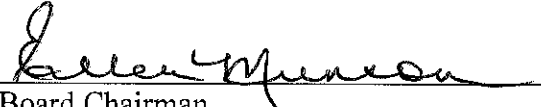
WHEREAS Napavine High School has a six period schedule and,

WHEREAS the State has dictated that, beginning with the class of 2019, 24 credits will be required for graduation and,

WHEREAS Napavine School District must determine a third year Science course to meet the new graduation requirements.

THEREFORE the Napavine School District requests a waiver, as allowed by the State Board of Education , for the classes of 2019 and 2020, to provide for the planning and implementation of the third year Science requirement.

Resolution approved at the regular Board of Director’s meeting held on the 20th day of April, 2015.


Board Chairman


Member


Member

Member

Member

ATTEST:


Secretary to the Board

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Napavine

2. Contact information

Name and title: Dr. Rick Jones, Superintendent

Telephone: 360-262-3303

E-mail address: rjones@napa.k12.wa.us

3. Date of application: 4/3/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

The Napavine School District is requesting a waiver to delay implantation of career and college ready graduation requirements for the classes of 2019 and 2020. We are requesting this waiver to provide additional time for:

1. planning/implementation of the third year science requirement. There are many variables that impact decisions including: staffing, scheduling, facility use, curriculum & materials.

2. exploring options to expand CTE offerings for cross and/or dual credit. This would require adding or training highly qualified teachers.

3. development and possible expansion of Personalized Pathways

4. exploring options to increase flexibility for graduation requirements. We currently require 23 credits to graduate and have a 6 period day which allows for some flexibility with on time graduation.

5. planning for academic support and counseling

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

Impediments for implementation of the career and college ready graduation requirements include planning and implementation of changes regarding:

scheduling, staffing, counseling, curriculum, and budgeting to name a few.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

To achieve implementation of the career and college ready graduation requirements for the class of 2021, the Napavine School District will work in collaboration with all stakeholders – students, staff, and community – to analyze needs and develop solutions for:

3rd year science course - curriculum, schedule, staffing, cross and/or dual credit CTE options

Personalized Pathway options – CTE offerings, cross and or dual credit; flexibility with graduation requirements – 7 period day, dual credit options academic support and counseling

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

**RESOLUTION 535
TEMPORARY WAIVER FROM HIGH SCHOOL GRADUATION REQUIREMENTS**

WHEREAS, the State Board of Education has authorized school districts in the state of Washington to apply for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552) beginning with the graduating class of 2020 instead of the graduating class of 2019; and


WHEREAS, the Olympia School District recognizes the significance of such delay in order to provide additional time prepare for the implementation; and,

WHEREAS, the Olympia School District recognizes the challenges it faces for the implementation, such as physical space, securing highly qualified teachers, adjusting staffing allocations, acquiring equipment, supplies and textbooks for the additional required courses;

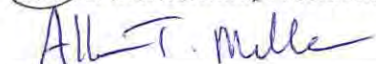
NOW, THEREFORE BE IT RESOLVED that the Board of Directors of Olympia School District No. 111 hereby authorizes application to the State Board of Education for a waiver from the implementation of the career and college ready graduation requirements for the class of 2020 and the class of 2021.

ADOPTED by the Board of Directors of Olympia School District No. 111, Thurston County, Washington, at a meeting held this 20th day of April, 2015.


OLYMPIA SCHOOL DISTRICT 111
A municipal corporation of the State of Washington



Justin L. Montermini, President



Allen T. Miller, Vice President



Mark A. Campeau, Director



Eileen Thomson, Director



Frank L. Wilson, Director

Attest:



Dominic G. Cvitanich, Secretary



Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Olympia School District

2. Contact information

Name and title: Nancy Faaren, Assistant Superintendent for Teaching and Learning

Telephone: 360-596-8534

E-mail address: nfaaren@osd.wednet.edu

3. Date of application: 4/13/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

This waiver will allow us additional time to more thoughtfully implement the new requirements as related to the following:

A shift in staffing: fewer elective teachers and additional science, art, and world language teachers

A need for additional art and science classrooms

A need for additional equipment, supplies, and textbooks to accommodate the additional required classes

A need for additional options for students to retrieve credit if they fail a class. 24 credits does not allow a student to fail one course in their 4 years of high school

Additional time to accomplish the above and to educate administrators, counselors, students and parents about the pathways that would allow for variations to the required courses

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

Challenges of physical spaces appropriate for art and science classes

Challenges of securing highly qualified teachers, especially in the area of science and world languages

Challenges of adjusting staffing distribution

Challenges of funding equipment, supplies and textbooks for additional required courses

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

We are moving ahead to implement the new graduation requirements, but feel that a safety net will be valuable for our district.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

Quilcene School District #048

PO Box 40
294715 Highway 101
Quilcene, Washington 98376
(360) 765-3363



Resolution No. 02: 2014/2015

A resolution of the Board of Directors of the Quilcene School District #048 to apply to the State Board of Education for a temporary waiver from high school graduation requirements under Chapter 217, Law of 2014, as allowed under WAC 180-51-068(11).

WHEREAS, RCW 28A.230.090(I)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019;

WHEREAS, the School Board has the final authority to set the policies of the District to ensure quality in the content and extent of the District's educational program;

WHEREAS, the increase in the number of credits required by the State of Washington to graduate from high school to 24 credits, will require a substantial amount of study and planning to implement effectively;


WHEREAS, the District currently requires 22 credits to graduate from high school;

WHEREAS, the Washington Board of Education as developed an application process pursuant to WAC 180-51-068 to allow the District to request a two-year waiver to delay implementation of the credit requirements;

THEREFORE, BE IT RESOLVED that the Board of Directors for the Quilcene School District #048 requests a two-year waiver from the college ready graduation requirements to begin with the graduating class of 2021 instead of the class of 2019.

APPROVED by the Board of Directors of Quilcene School District #048 in a regular meeting thereof held on the 22rd of April 2015.

ATTESTED TO:

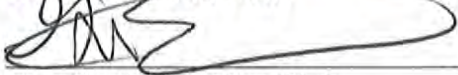


Wally F. Lis, Superintendent

QUILCENE SCHOOL DISTRICT #048
Board of Directors:



Gena Lont, Board Chair



Greg Brotherton, Vice Chair

Gary Rae, Director

Katie Rancich, Director


Shona Davis, Director

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Quilcene School District #048

2. Contact information
Name and title: Dr. Gary Stebbins, K-12 Principal
Telephone: (360)765-3363 x206
E-mail address: gstebbins@qlsd.wednet.edu

3. Date of application: 4/7/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

This 24 credit requirement is particularly challenging for small districts such as Quilcene with under 100 high school students. Some of the issues include:

 - Additional time to allow for our district to address facility and staffing needs to accommodate and prepare for the added graduation requirements
 - Significant time to consider the alternatives of staffing, HQ implications, and related funding challenges
 - Collective bargaining issues associated with future changes in working conditions
 - Transition from a junior high to a middle school model
 - Budgetary implications associated with necessary staffing changes
 - Planning and delivery of professional development (for teachers and guidance counselor as well a paraprofessionals)
 - Development and delivery of a communication process for our parent and constituent community
 - Continued incorporation of new Comon Core Standards
 - Development of a credit retrieval process
 - Expansion of counseling component
 - Redesign the master schedule, some course offerings, and related implications
 - Redesign our alternative program towards more credit recovery
 - Time for counseling and academic support development
 - Redesign some components in our CTE program.
 - Personalized pathway development
 - Culminating project and student-led conference components analyzed and decisions
 - Development of remediation resources

-Research into possible alternative schedule models such as a 5 period trimester schedule, 7 period day, block scheduling options, etc.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

There are a number of specific challenges to implementation for the 2015-2016 school year and the class of 2019. They include but are not limited to the following:

- The current 6 period day leaves little or no opportunity for credit retrieval possibilities for our students
- Attrition (or "RIFing") and strategic hiring of teachers
- Increased staffing or credit recovery needs impacting the current staffing level and certification status
- Challenges in recruiting and supporting new staff in a small school
- Impacts on quality established programs
- Lack of options such as summer school and related opportunities for struggling students
- Lack of systems for professional development with collective bargaining implications
- Lack of additional funding sources to meet the staffing and curriculum challenges
- Parents and constituents have not yet received nor do they fully understand the implications of the new requirements
- Finally, we are a K-12 school and a number of the secondary teachers teach a middle school or elementary class (music, P.E., etc.). Therefore, in such a K-12 "ecosystem" everything is connected so the H.S. program changes will have a direct impact on the elementary program.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

Utilizing our school improvement plan process, we are already beginning to undertake the necessary steps including but not limited to:

- Discussion and Board approval process
- Researching scheduling options
- Expansion of student support systems
- Review and short and long range staffing needs
- Transition staff as necessary
- Develop opportunities for equivalency credits

- Review and implement facility options
- Plan for funding (identify other sources, etc.)
- Develop a communication plan
- Research and create more credit opportunities (World language classes, etc.)
- Recruit and hire teachers (Sp. Ed., alternative, etc.)
- Provide support and development of our Crossroads (alternative) High School
- Begin the communication process to parents through a variety of media options
- Public meeting review process (Board Study Sessions, etc.)
- Tracking of endorsements by HR dept

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

SHELTON SCHOOL DISTRICT NO. 309
Shelton, Washington

RESOLUTION NO. 15-02

A RESOLUTION of the Board of Directors of Shelton School District No. 309, Mason County, Shelton, Washington to pursue a two-year waiver from implementing the requirements of WAC 180-51-068;

WHEREAS, the School Board has the final authority to set the policies of the district to ensure quality in the content and extent of the district's educational program; and

WHEREAS, the increase in the number of credits required by the State of Washington to graduate from high school to 24 will require a substantial amount of study and planning to implement effectively; and

WHEREAS, the district currently requires 22 credits to graduate from high school; and

WHEREAS, the Washington Board of Education has developed an application process pursuant to WAC 180-51-068 to allow the district to request a two-year waiver to delay implementation of the credit requirements; and


WHEREAS, WAC 180-51-068 requires that the application be accompanied by a resolution adopted by the district Board of Directors.

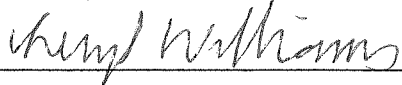
NOW, THEREFORE, BE IT RESOLVED, that the Shelton School District Board of Directors authorizes the district to request a two-year waiver of the credit requirements of WAC 180-51-068 to allow for sufficient time to effectively implement the requirements.


RESOLVED, that duly certified copies of this resolution shall be presented to district staff assigned to prepare the waiver application, as well as the Washington Board of Education, as an attachment to the waiver request.

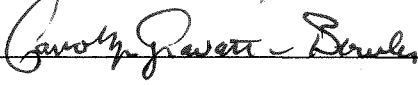
ADOPTED this 14th day of April, 2015.

SHELTON SCHOOL DISTRICT #309
BOARD OF DIRECTORS

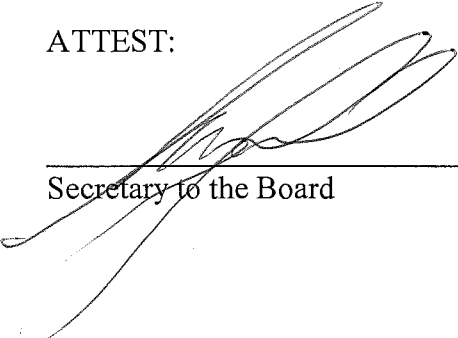








ATTEST:



Secretary to the Board

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Shelton School District

2. Contact information

Name and title: Art Jarvis, Superintendent

Telephone: 360.426.8231

E-mail address: ajarvis@sheltonschools.org

3. Date of application: 4/15/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

At this time, Shelton School District requires 22 credits for graduation but offers students the opportunity to earn 24 credits in grades 9-12. Historically, about 60% of students actually graduate with 24 credits, the remaining 40% earn less. In order to ensure that all students have the support and flexibility they need to earn 24 credits for graduation, Shelton School District must make changes to its K-12 system.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

1. The district does not have sufficient opportunities for credit accrual and/or retrieval in a variety of content areas and through various, flexible structures (i.e. during the school day, after school, summer school, or a revised school schedule).
2. The district does not have sufficient opportunities for students to earn high school credit prior to 9th grade (e.g. Algebra, Spanish, Art, Computer Applications).
3. The district does not have sufficient staffing for students at CHOICE Alternative High School to earn world language (Spanish) credits.
4. The district does not have a well defined 6-12 guidance program to ensure that students are adequately prepared for the new graduation requirements.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

The district will assemble a Leadership Team this spring to create a 2-year plan for transitioning to the 24 credit requirements. This will include the following, as well as other emerging issues:

- Evaluation and possible restructuring of the junior high and high school schedules.
- Developing a variety of pathways/courses of study.
- Developing and implementing a grades 6-12 guidance model.
- Identifying cross credit and dual credit options.
- Developing options for alternative PE credit and PE waivers.
- Increasing staffing at CHOICE High School to provide additional course options.
- Increasing options for earning credits prior to 9th grade.
- Coordinating with 3 non-high feeder school districts to ensure equitable access to programs for all students.
- Developing a strategy to engage and communicate with the public about the new graduation requirements.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

**Sumner School District No. 320
Sumner, Washington**

RESOLUTION NO. 5/14-15

A RESOLUTION OF THE BOARD OF DIRECTORS OF SUMNER SCHOOL DISTRICT NO. 320, TO PURSUE A TWO-YEAR WAIVER FROM IMPLEMENTING THE REQUIREMENTS OF WAC 180-51-068.

WHEREAS, the School Board has the final authority to set the policies of the district to ensure quality in the content and extent of the district's educational program; and

WHEREAS, the increase in the number of credits required by the State of Washington to graduate from high school to 24 will require a substantial amount of study and planning to implement effectively; and

WHEREAS, the district currently requires 22 credits to graduate from high school; and

WHEREAS, the Washington Board of Education has developed an application process pursuant to WAC 180-51-068 to allow the district to request a two year waiver to delay implementation of the credit requirements; and

WHEREAS, WAC 180-51-068 requires that the application be accompanied by a resolution adopted by the district board of directors;


NOW THEREFORE, BE IT

RESOLVED, that the Sumner School District Board of Directors authorizes the district to request a two-year waiver of the credit requirements of WAC 180-51-068 to allow for sufficient time to effectively implement the requirements.

RESOLVED, that duly certified copies of this resolution shall be presented to the district staff assigned to prepare the waiver application as well as the Washington Board of Education, as an attachment to the waiver request.

ADOPTED by the Board of Directors of Sumner School District No. 320, Pierce County, Washington, this 18th day of February, 2015, in regular, open session.

Board of Directors:

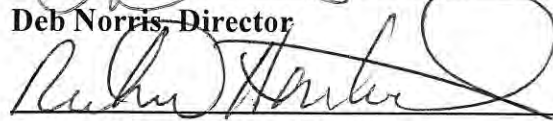


Casey Chamberlain, President

Erin Markquart, Vice President

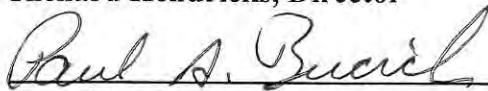


Deb Norris, Director



Richard Hendricks, Director

Richard Hendricks, Director



Paul Bucich, Director



Dr. Sara E. Johnson
Superintendent/ Secretary to the Board

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Sumner School District

2. Contact information

Name and title: Linda Masteller, Director of Student and Legal Services

Telephone: (253) 891-6024

E-mail address: Linda_Masteller@sumnersd.org

3. Date of application: 1/30/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

The Sumner School District is requesting a waiver for the graduating classes of 2019 and 2020 for the following reasons:

- a. Our district needs extra time to implement and refine systems to meet the new 24 credit requirements. We currently have a requirement of 22 credits. Delaying the implementation of the new career and college ready graduation requirements allows further time to provide necessary professional development for counseling staff. Our staff needs to have an in-depth understanding of the 24-credit college and career ready graduation requirements, as well as time to design and incorporate systems of support.
- b. Our two high schools currently operate under a six period day schedule. With the 24 credit requirement, this schedule will not allow the ability for students to recover or take additional credits. In order to allow for planning and implementation of a schedule conducive to the 24 credit requirement. The district will need time to research and develop a new schedule.
- c. The 24-credit graduation requirement for current 8th graders will have a staffing, curricular and budget impact which we have not had time to fully analyze and address starting next year. This includes the need to expand and develop equivalencies in our CTE programs. We must also prepare teachers for teaching these equivalencies. In addition, we have to communicate, starting with our current 8th graders, the options available under the Personalized Pathway.
- d. The additional time will allow us to develop a comprehensive communication plan to better communicate the graduation requirements. Parents and students must understand the rationale and need for this initiative and how High School and Beyond Plans will be developed. By developing a strategic communication plan, we can better ensure that our families and staff are prepared for these changes and that all students are supported towards the new graduation requirements.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.
- We recently contracted with Phi Delta Kappan to do a curriculum and program review. The results of that review will not be available until late spring and will give us guidance in our work.
 - We have also recently contracted with the Southern Regional Educational Board to conduct an audit of our Career and Technical programs so we can thoughtfully determine what to offer our students so they will be career and college ready. We will not have the results of that review until late spring.
 - We are in the process of developing and refining student progress monitoring systems to assist future students in capturing the 24 credits.
 - We have not had time to adequately communicate to parents, students, and our community about how our district plans to meet the new 24-credit graduation requirement. This is a major change and students will no longer have room to fail, without serious consequences. Students and parents need to have a clear understanding of the options available under the career and college ready graduation requirements.
6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.
- Class of 2020
- Class of 2021
7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.
- Meetings with principal teams, human resources, instructional services staff, student services director, CTE director, and assistant superintendent to define parameters of scheduling, budget, master schedules, highly qualified, building hours, etc.
 - District level team looking at district support for implementation of our programs.
 - Human Resources review, contractual obligations
 - Review of curriculum and program audit findings and CTE audit findings to guide our work in those areas.

Next Steps:

- Analyze world language needs.
- Develop personal pathway plans.
- Determine additional staffing needs.
- Consider movement of some credit bearing courses to the middle schools.
- Develop plan for 8th grade transition.
- Develop new course requirements for course equivalencies.
- Develop coordinated master schedules to provide opportunities for all students while keeping student choice and current programs alive.

- (8) Consider/develop credit recovery and summer school options.
- (9) Develop counseling plan for middle to high school transition.
- (10) Develop school schedules and master schedules.
- (11) Develop and initiate a comprehensive communication plan for students, parents, staff and community. Implement strategies to communicate to a broad-based audience to aid in the understanding of changing expectations resulting from these new requirements.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.



Resolution

No. 01-15

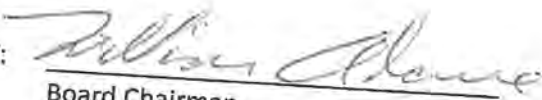
WHEREAS, the Taholah School District Board of Directors is the duly Elected Officials of the school and community: and

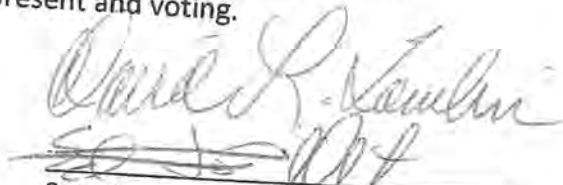
WHEREAS, the Taholah School District Board of Directors of Grays Harbor County, State of Washington met and approved by majority vote at a public meeting, notice which is given in the manner provided by WAC 192-123-054, a resolution for **Temporary Waiver from High School Graduation Requirements under Chapter 217, Laws of 2014**

RCW 28A.230.090 (1)(d)(ii) authorizes school districts to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of 2019. Application attached.

BE IT RESOLVED that the Board of Directors of the Taholah School District No. 77, Grays Harbor County, passed Resolution No. 1-15 at a Regular Board Meeting Open to the public on November 17th, 2014 with 4 Board Members present and voting.


ATTEST:


Board Chairman


Secretary to the Board


Director


Director


Director

Director

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Taholah School District
- 2.
3. Contact information
 - Name and title: Curtis Cleveringa (Vice-Principal)
 - Telephone: (360) 500-9989
 - E-mail address: ccleveringa@taholah.org
4. Date of application: 2/16/2015
5. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.
 - 1) We need two years to plan how we will provide the additional counseling and academic supports that will be required. Beginning with our 8th graders, we will need time for us to ensure that they remain on the path to on-time graduation. The current number of teachers in our district makes it difficult to get the required classes for graduation. We need time to plan and prepare, so our students will graduate on time.
 - 2) Our district needs two years to communicate the new graduation requirements to parents and fully advertise the ways that students can meet these requirements through their High School and Beyond plans.
 - 3) The 24-credit graduation requirement for current 8th graders will have a staffing, curricular and budget impact on us. All of which we have not had the time to fully analyze and address. This includes the need to expand and develop equivalencies in our CTE programs. We must also prepare teachers for teaching these equivalencies. Finally, we have to communicate, starting with our current 8th graders, the options available to them.
 - 4) We need to fully plan how we will address facility, curricular and equipment needs that come with adding a year of science.
6. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

1) Our school is very remote and small in size. We can not staff all of the required courses at this time. It will take us a few years to recruit and hire the appropriate staff.

7. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

8. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

- 1) We have 2 new administrators that will be monitoring tools/procedures and implement those to better support our teachers. Beginning with our current 8th graders, our district will better prepare our students.
- 2) Our graduation monitoring procedures will take time to implement. Once we have these supports our students will have the skills to follow up on and enact on their High School and beyond plans. We are working on implementing COE courses and Odyssey classes.
- 3) Through our SIG grant and new hires, we will expand assessments and academic supports that will help us identify students needs quickly and timely. This will include upgrades and more opportunities through our CTE program.
- 4) We will review and expand our CTE courses. This may include the expansion of CTE offerings that are equivalent under temporary waiver. We will need time for professional development opportunities to develop OSPI approved frameworks.
- 5) We will review and identify new course offerings and the increased number of sections required. This will impact our required lab/equipment needs as well. We will scale up the allocations of resources that meet the needs discussed above, including purchasing additional curriculum materials. We will need time to communicate these offerings, counseling and academic supports to our community.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

TUKWILA SCHOOL DISTRICT NO. 406
KING COUNTY, WASHINGTON

RESOLUTION NO. 813

A **RESOLUTION** of the Board of Directors of the Tukwila School District No. 406, King County, Washington, to pursue a two-year waiver from implanting the requirements of WAC 180-51-068;

WHEREAS, the School Board of has the final authority to set the policies of the district to ensure quality in the content and extent of the district's educational program; and

WHEREAS, the increase in the number of credits required by the State of Washington to graduate from high school to 24 will require a substantial amount of study and planning to implement effectively; and

WHEREAS, the district currently requires 21 credits to graduate from high school; and

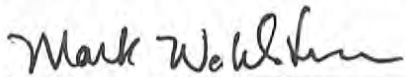
WHEREAS, the Washington Board of Education has developed an application process pursuant to WAC 180-51-068 to allow the district to request a two-year waiver to delay implementation of the credit requirements; and

NOW, THEREFORE, BE IT

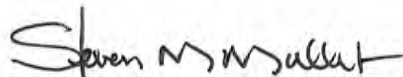
RESOLVED, that the Tukwila School Board of Directors authorizes the district to request a two-year waiver of the credit requirements of WAC 180-51-068 to allow for sufficient time to effectively implement the requirements.

RESOLVED, that duly certified copies of this resolution shall be presented to district staff assigned to prepare the waiver application as well as the Washington Board of Education, as an attachment to the waiver request.

ADOPTED this 10th day of March, 2015



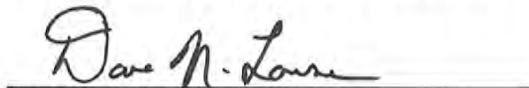
Mark Wahlstrom, Board President



Steve Mullet, Board Vice President



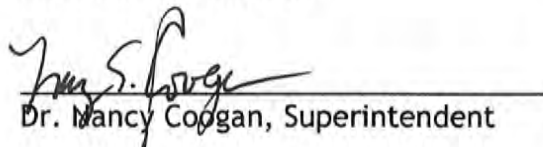
Mary Fertakis, Director



Dave Larson, Director

ABSENT

Alicia Waterton, Director



Dr. Nancy Coogan, Superintendent

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Tukwila School District

2. Contact information

Name and title: Pat Larson Principal/JoAnne Fabian

Telephone: 206-901-7905/206-901-8032

E-mail address: larsonp@tukwila.wednet.edu/fabianj@tukwila.wednet.edu

3. Date of application: 2/28/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

Due to ongoing district leadership changes, an implementation plan has not been developed at the district level and board policy has not been written to address this change. A communication plan has not yet been written to communicate the change in graduation requirements to our families and students. The enrollment at Foster High School has exceeded the capacity of the facilities and there is no additional physical space available for the additional Science credit requirement or any other additional classes that will need to be added.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

We are meeting as a team to plan but we need time to implement the following :

1. Develop materials for counselor use with middle school students as they begin the planning and registration process.
2. Train the middle and high school counseling staff and educate them about the changes.
3. Revise our advisory program to include the new requirements
4. Revise our district high school graduation requirements policy and procedure
5. Create a dual credit policy and procedure
6. Examine our CTE courses that may be eligible for dual credit and align them to CCSS/NGSS. Train the teachers in the new standards and adopt new aligned curriculum as necessary.
7. Develop a long term staffing plan to ensure that we continue to have highly qualified teachers in our classrooms.

8. Redesign summer programs to better align with the new credit and course requirements.
9. Develop a communication plan for use with students, families and staff.
10. Create a facilities use plan to plan for additional staff and additional courses if needed to meet the new grad requirements

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

- Class of 2020
- Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

We are meeting as a team to plan but we need time to implement the following :

1. Develop materials for counselor use with middle school students as they begin the planning and registration process.
2. Train the middle and high school counseling staff and educate them about the changes.
3. Revise our advisory program to include the new requirements
4. Revise our district high school graduation requirements policy and procedure
5. Create a dual credit policy and procedure
6. Examine our CTE courses that may be eligible for dual credit and align them to CCSS/NGSS. Train the teachers in the new standards and adopt new aligned curriculum as necessary.
7. Develop a long term staffing plan to ensure that we continue to have highly qualified teachers in our classrooms.
8. Redesign summer programs to better align with the new credit and course requirements.
9. Develop a communication plan for use with students, families and staff.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.



Tumwater School District

621 Linwood Avenue SW • Tumwater, WA 98512-6847
(360) 709-7000 • Fax (360) 709-7002 • www.tumwater.k12.wa.us

Mike Kirby
Superintendent

Student Learning: (360) 709-7030
Financial Services: (360) 709-7010
Human Resources: (360) 709-7020
Special Services: (360) 709-7040
Capital Projects: (360) 709-7005

COPY

RESOLUTION NO. 10-14-15

A RESOLUTION REQUESTING A TWO-YEAR WAIVER FROM THE REVISED GRADUATION REQUIREMENTS TO BEGIN WITH THE GRADUATING CLASS OF 2021

WHEREAS, on January 9, 2014 the Washington State Board of Education (SBE) approved revised career and college ready high school graduation requirements effective for freshmen entering high school in 2015 and beyond (Graduating class of 2019); and,

WHEREAS, the State Board of Education allows district to apply for a temporary waiver of up to two years in implementing these revised graduation requirements to provide districts additional time to plan for and effectively implement the required changes; and,
Whereas, a temporary waiver will allow for the district to address facility and staffing needs to accommodate the added graduation requirements;

NOW, THEREFORE BE IT RESOLVED that the Board of Directors for the Tumwater School District No. 33 requests a two year waiver from the revised graduations requirements to begin with the graduating class of 2021 instead of the class of 2019.

ADOPTED this 26th day of March, 2015.

BOARD OF DIRECTORS

Jay Wood

Robert W. Barclift

Kim Reykdal

Rita Luce

ATTEST:

Mike Kirby
Secretary to the Board

BOARD OF DIRECTORS

BOB BARCLIFT RITA LUCE KIM REYKDAL JANINE WARD JAY WOOD

"Continuous Student Learning in a Caring, Engaging Environment"

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Tumwater School District

2. Contact information

Name and title: Andrew Schwebke, Executive Director for Student Learning

Telephone: 306-709-7030

E-mail address: Andrew.schwebke@tumwater.k12.wa.us

3. Date of application: Click here to enter a date. 3/27/15

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

A waiver will give the district time to put together a collaborative plan to implement CORE 24 in a manner that continues to support enrichment electives, while also increasing the expectations around the academic core.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

We currently have the capacity to offer only 24 credits in the 4 years. This means that increasing one area will create a decrease in electives for students. Many of the electives are engaging for students and help to further the mission of the school and district to create learning communities where students are engaged and interested.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

The district will form a task force to examine different scheduling options. Some options may have financial costs or bargaining implications. The two year waiver will provide the time necessary to negotiate agreements and make budget changes for any alternate schedules.

Final step

RESOLUTION NO. 748
A RESOLUTION of the Board of Directors of
Vancouver School District No. 37,
Clark County, Washington
Seeking State Board of Education –Waiver from High School Graduation Requirements

WHEREAS, the Revised Code of Washington 28A.230.090 establishes the authority to determine high school graduation requirements or equivalencies, and;

WHEREAS, the Washington State Board of Education has the authority to grant a waiver to implement the career and college ready graduation requirement proposal beginning with the graduation class of 2020 or 2021 instead of the class of 2019, and;

WHEREAS, it is in the best interests of the Vancouver School District students to seek the waiver, and;

WHEREAS, the waiver will enable us to build capacity to implement increased graduation requirements and additional systems of support to:

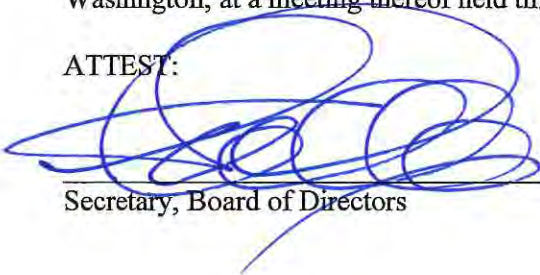
1. Develop additional middle and high school course options and schedules;
2. Develop additional course equivalency options to increase credit accrual rates;
3. Prepare personalized pathways leading to vocational certification or post-secondary education; and
4. Prepare students, teachers and families to achieve a 24 credit diploma.

WHEREAS, this waiver will apply to the entering freshman classes of 2015, the graduating classes of 2019, and;

NOW, THEREFORE, BE IT RESOLVED, the Vancouver School District is seeking to implement the career and college ready graduation requirement proposal beginning with the graduating class of 2020 instead of the graduating class of 2019.

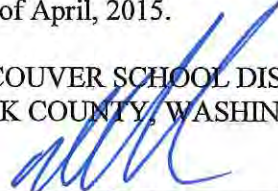
ADOPTED by the Board of Directors of Vancouver School District No. 37, Clark County, Washington, at a meeting thereof held this twenty-eighth day of April, 2015.

ATTEST:



Secretary, Board of Directors

VANCOUVER SCHOOL DISTRICT NO. 37
CLARK COUNTY, WASHINGTON



Mark Stoker, President, Board of Directors

Edri Geiger, Board of Directors

Kathy Gillespie, Board of Directors

Dale Rice, Board of Directors

Nada Wheelock, Board of Directors

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Vancouver Public Schools

2. Contact information

Name and title: Mike Stromme, Associate Supt. Of Teaching and Learning

Telephone: 360.313.1201

E-mail address: mike.stromme@vansd.org

3. Date of application: 5/1/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

Our district is several years into a comprehensive effort to increase On Time Graduation. We need time to sustain our momentum toward this effort and develop capacity to implement increased graduation requirements. This waiver will enable us to develop additional systems and supports to prepare students, teachers and families to achieve a 24 credit diploma. These systems and supports include communications, counseling, transition from middle to high school and and our newly revised High School and Beyond Plan.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

Vancouver Public Schools serve a diverse student population, including high mobility and poverty rates. Current high school schedule options do not support increased graduation requirements. This waiver will allow time to develop systems which will support students in a twenty four credit environment. These systems will include increased options and flexibility for earning high school credit and the use of technology as a solution. Necessary supports for successful transition from middle to high school must be provided and secondary counseling efforts in alignment with the High School and Beyond Plan must be strengthened. Personalized Pathway options must be articulated for student consideration.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

Personalized Pathways leading to Vocational Certification or post-secondary education will be designed.

Additional course equivalency options will be created to increase credit accrual rates and schedule flexibility.

Additional middle and high school course options and schedules will be identified and transition structures will be developed.

College and Career Readiness tools and processes will be refined to support the High School and Beyond Plan.

Student intervention and credit recovery supports will be refined and expanded.

One:one technology learning opportunities will be investigated to support credit attainment or recovery.

Competency based credit options will be expanded.

A comprehensive K-12 Counseling model will be implemented in alignment with our district commitment to preparing students for College, Career and Life Readiness.

Ongoing professional development supporting our district Instructional Quality efforts in alignment with TPEP will increase successful completion of high school courses through improved instructional practice.

A comprehensive communication plan for community, students, families and district staff will be designed and implemented to fully inform and support On Time Graduation in a 24 credit environment.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.



RESOLUTION #02-2015

March 30, 2015

Resolution Agreement for Temporary Waiver from the Core 24 College and Career Ready Graduation Requirements

A RESOLUTION OF THE BOARD OF DIRECTORS, WALLA WALLA SCHOOL DISTRICT NO. 140, SUPPORTING THE APPLICATION TO THE WASHINGTON STATE BOARD OF EDUCATION FOR A TEMPORARY WAIVER FROM THE CORE 24 COLLEGE AND CAREER READY GRADUATION REQUIREMENTS.

WHEREAS, it is the desire and the intent of the Walla Walla School District Board of Directors to graduate students well prepared for success in post-secondary education, work and life; and

WHEREAS, the legislature passed E2SSB 6552 which raises the number of credits required for graduation to 24 specified credits for the class of 2019; and

WHEREAS, under RCW 28A.230.090(1)(d)(ii) the state board of education has been authorized to grant school districts an opportunity to apply for a temporary waiver from the Core 24 career and college ready graduation requirements beginning with the graduation classes of 2019 or 2020; and

WHEREAS, the district is seeking additional time to plan and communicate the changes in requirements; and

WHEREAS, by building a deeper understanding of options and requirements students will experience greater success; and

WHEREAS, the district is seeking more time to ensure systems are in place to best support students in meeting new requirements;

THEREFORE, BE IT RESOLVED THAT the Walla Walla School District Board of Directors hereby requests the approval of the Temporary Waiver from Core 24 college and career ready graduation requirements for the class of 2019 and 2020 and will begin the 24 credit requirement beginning with the class of 2021 in order to carefully consider the necessary time and resources required to implement the new requirement in a reasonable manner.

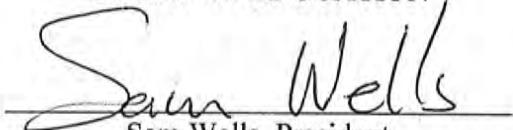
RESOLUTION #02-2015

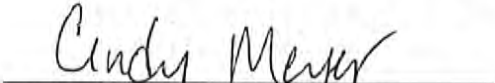
Resolution Agreement for Temporary Waiver from the Core 24 College and Career Ready Graduation Requirements

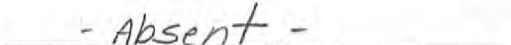
APPROVED by the Board of Directors of Walla Walla School District No. 140, Walla Walla County, Washington, in a special meeting held on the 30th day of March 2015.

Walla Walla School District No. 140
Walla Walla County, Washington


BOARD OF EDUCATION


Sam Wells, President


Cindy Meyer, Vice President


Dr. David Hampson, Director


Anne Golden, Director


Ruth Ladderud, Director

ATTEST: 
Dr. Bill Jordan, Secretary of the Board

Adopted at a regular meeting of the Board of Directors, March 30, 2015.

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: **Walla Walla Public Schools**

2. Contact information

Name and title: Laure Quaresma, Assistant Superintendent

Telephone: 509-527-3000

E-mail address: lquaresma@wwps.org

3. Date of application: 3/30/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

We are requesting a delay to implementation due to the following rationale:

We are currently losing students in our district as the neighboring K-12 College Place School District is building a high school. We anticipate losing 300 plus students over the course of the next three years, and staffing will be reduced accordingly. Walla Walla School District Board of Directors is requesting additional time for this transition.

A waiver will also allow the board time to explore and implement more opportunities for students to earn high school credit. These include options such as College in the High School, adoption of new courses, offering high school level courses in the middle school, as well as time to further develop CTE equivalencies within our high school curricula.

Delaying the implementation will also allow our district to provide professional development to our teaching and counseling staff as it relates to the 24 credit graduation requirement.

Finally, the additional time provided by this waiver allows us to develop a comprehensive communication plan to share the new graduation requirements with students, families and the community.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

While we anticipate losing staff due to a loss of students, we anticipate Art, Science, and World Language will still need to be staffed at a higher level than current staffing. Delaying implementation will allow our district to staff accordingly across our buildings and programs (Wa-Hi, Opportunity, and Lincoln).

More high school level courses are being taught in middle school. We anticipate a need for more staff collaboration and professional development. We also see the possibility of the transfer of high school staff to the middle school level.

We also have received grants to teach both the College Ready Math Initiative and the Bridge to College courses. This means we will have a number of staff dedicated to that pilot work over the next two years.

Our current graduation requirement is 22 credits. This change to 24 credits will have a significant impact specifically at Lincoln High School, which has a smaller student body, smaller staff, and less class offerings. It also traditionally serves a large number of students who come from high poverty backgrounds and average experiencing five Adverse Childhood Experiences (ACEs). Increasing this requirement by two credits may potentially have a negative impact on our on-time graduation rate due to credit deficiency. Additional planning will allow for more comprehensive planning and the implementation of supports to best meet our students' needs.

Finally, we have not had time to adequately communicate the new requirements to parents, students and our community. It will be important to ensure that parents and students have a clear understanding of the new requirements. This delay will allow us to share this important information with all stakeholders.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.
- Class of 2020
 - Class of 2021
7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.
1. The high school principals and district CTE Director will collaborate to develop new courses and course equivalencies consistent with our district goals.
 2. Principals and staff will develop relevant summer coursework for both remediation and for initial credit opportunities.
 3. Principals and staff will explore options for changes in the school day district-wide so as to allow students more flexibility.
 4. The entire teaching staff, community stakeholders and students will be made aware of the changes coming to the graduation requirements for the Class of 2021.
 5. The school board will hold a series of meetings to explore all of the possible course equivalencies and options for high school level credit.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

Wenatchee School District #246
Resolution No. 05-15

A resolution to the Wenatchee School Board supporting the application to the Washington State Board of Education for a two year waiver from implementing the requirements for WAC 180-51-068

Whereas, RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2104 (E2SSB 6552) beginning with the graduating class of 2021 instead of the graduating class of 2019; and

Whereas, the school board has the final authority to set the policies of the district to ensure quality in the content and extent of the district's educational program and

Whereas, the increase in the number of credits required by the state of Washington to graduate from high school to 24 will require a substantial amount of study and planning to implement effectively; and

Whereas, the district currently requires 23 credits to graduate from high school; and

Whereas, the Washington Board of Education has developed an application process pursuant to AWAC 180-51-068 to allow the district to request a two-year waiver to delay implementation of the credit requirements; and

Whereas, WAC 180-51-068 requires that the application be accompanied by a resolution adopted by the district board of directors;

Now therefore, be it Resolved, that the Wenatchee School District Board of Directors authorizes the district to request a two-year waiver of the credit requirements of WAC 180-51-068 to allow for sufficient time to effectively implement the requirements.

Resolved, that duly certified copies of this resolution shall be presented to district staff assigned to prepare the waiver application as well as the Washington Board of Education, as an attachment to the waiver request.

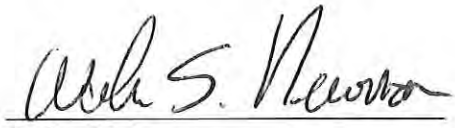
MEMBERS, BOARD OF DIRECTORS

ATTEST:

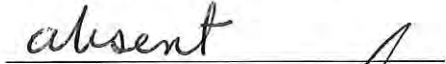


Brian Flones,
Secretary, Board of Directors

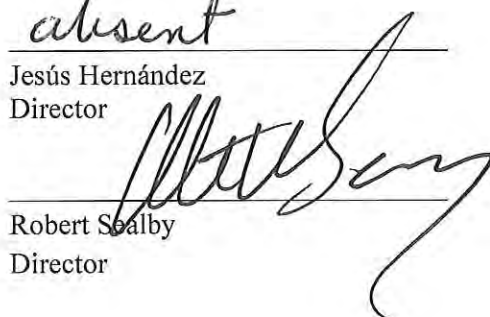
APPROVED AUTHORIZED SIGNATURES:



Walter Newman,
President, Board of Directors

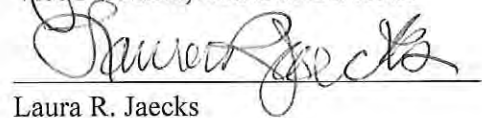


Jesús Hernández
Director


Robert Sealby
Director



Jennifer Talbot,
Vice President, Board of Directors



Laura R. Jaecks
Director



235 Sunset Ave. P.O. Box 1767 Wenatchee, WA 98807-1767
(509) 663-8161 FAX (509) 663-3082

April 29, 2015

Mr. Jack Archer
Director, Basic Education Oversight
Washington State Board of Education

Dear Mr. Archer,

I have enclosed for your information the application and school board resolution for a temporary waiver from High School Graduation Requirements. The Wenatchee School Board approved the resolution at the school board meeting on Tuesday, April 28, 2015. Please contact me if you have any questions or need additional information.

Sincerely,

Brian L. Fones
Superintendent

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Wenatchee School District #246

2. Contact information

Name and title: Jon DeJong, Deputy Superintendent

Telephone: (509) 663-6161

E-mail address: dejong.j@wenatcheeschools.org

3. Date of application: 4/21/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

The Wenatchee School District #246 is requesting a waiver to delay implementation of career and college ready graduation requirements in order to review schedule options to transition from a traditional six-period school day to a schedule that would offer a greater number of credits than six credits per school year or twenty-four credits over a four year high school career.

Furthermore, Wenatchee High School is at its maximum building capacity. Therefore, in order to accommodate increased credit requirements in science, the school district requires time to assess and develop solutions to expand building capacity through acquisition of portable classrooms, building reconfiguration, or building remodel.

Additionally, extra time is needed to understand and develop the personalized pathway requirements for students through the work of counselors, administrators, and teachers in order to best inform students and their parents about the college and career ready graduation requirements.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

The impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019 include:

- Communicating college and career ready standards to Wenatchee School District Faculty, Staff, Parents, and Students.
- Adjustments needed in staffing to help students meet changes in requirements in arts, science.
- Articulation with middle schools in order to increase course offerings and high school credit opportunities.

- Limitations in changing daily schedule due to language in the collective bargaining agreement between the Wenatchee School District No. 246 and the Wenatchee Education Association.
 - Defining CTE equivalent courses and competency-based credits.
6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.
- Class of 2020
 - Class of 2021
7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.
- Define local personal pathway requirements in order to better define ways to achieve college and career readiness requirements.
 - Collaboration between Wenatchee School District Cabinet and high school administrators to plan for staffing to accommodate course enrollment trends.
 - Collaboration between Wenatchee School District CTE department, Wenatchee School District Cabinet, and high school administrators in order to define equivalent courses, and competency-based credits.
 - Creation of a daily schedule task force in order to develop a daily schedule for Wenatchee High School that will better serve students and their ability to attain twenty-four credits required for graduation.
 - Communicate course offerings, counseling, and academic supports available to students and families as they work toward on-time graduation. This includes middle school and high school students.
 - Address building capacity shortages through acquisition of portable classrooms, reconfiguration of existing classrooms, or reorganization of classroom space.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

WINLOCK SCHOOL DISTRICT #232

RESOLUTION NO. 2015-03

APPLY TO THE STATE BOARD OF EDUCATION FOR A TEMPORARY WAIVER FROM HIGH SCHOOL GRADUATION REQUIREMENTS

WHEREAS, RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019;

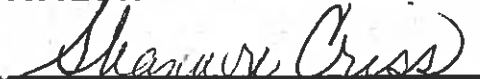
WHEREAS, a temporary waiver will allow district staff and students to more adequately prepare for the new graduation requirements;

WHEREAS, a temporary waiver will also allow more time for the district to address facility and staffing needs to accommodate the added graduation requirements;

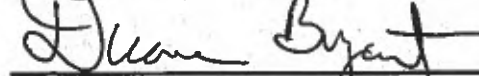
THEREFORE BE IT RESOLVED, that the Board of Directors of the Winlock School Districts No. 232 requests a two year waiver from the college ready graduation requirement to begin with the graduating class of 2021 instead of the class of 2019.

ADOPTED this 28TH day of April 2015 at the Special Meeting of the Board of Directors For the Winlock School District #232

ATTEST:


Shannon Criss, Secretary to the Board


Scott Weinert, Chairman


Duane Bryant, Vice Chairman


Fred Terry, Director


Tony Eitel, Director


Pam Spencer, Director

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Winlock School District

2. Contact information

Name and title: Shannon Criss, Superintendent

Telephone: 360-785-3582

E-mail address: scriss@winlock.wednet.edu

3. Date of application: 4/25/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

The Winlock School District is requesting a temporary waiver to delay the implementation of the Career and College Ready Graduation Requirements for the graduating classes of 2019 and 2020. We are requesting this waiver for four (4) reasons:

1. We need additional time to plan for counseling and academic support development. Time is needed to determine how the additional core requirements will impact our master schedule and elective offerings. We also need time to address issues involving the 24 credit requirement and our alternative high school students and staff.

2. Additional time is needed to analyze and expand our College in the High School and our CTE programs. Finding highly qualified teachers to meet these requirements is of concern, especially in a small district where a teacher may need to teach multiple content areas.

3. We need time to plan and implement the third year science which includes equipment, curriculum, and facility use (lab capacity).

4. Communication of Personalized Pathways will take additional time, planning and staffing. Winlock High School still requires a Senior Exit Project and we need time with the high school staff, community and district leadership team to determine how this all works together.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

Winlock is a small, rural district with both a high school and an alternative school. Meeting the Highly Qualified Teaching Standard qualifications is an ongoing challenge. We often find that we need a teacher who is highly qualified in multiple subjects as well as having CTE Certification. We want to build strong programs in CTE, STEM, Foreign Language, etc. In order to do this we will have to acquire funding and staffing for the district. Another obstacle for us will be the master schedule. We want our students to

have be able to choose their pathway and have the schedule fit their needs. In order to do this we will need more time to build a master schedule with everything our students require to be most successful. Challenges include:

- Expanding counseling services.
- Changes in our master schedule to accomodate the new graduation requirements.
- Hiring of highly qualified staff.
- Shifting budget priorities and evaluating use of future levy dollars.
- Board and community approval of new graduation requirements.
- Equipment and facilities for additional lab courses.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

- Class of 2020
 Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

Our Administrative and Leadership teams will work the next two years on the following: -
1. Master schedules, budget, and staffing configurations (while meeting HQT requirements)

2. Developing a communication plan for our community about Student Pathways and Graduation Requirements including the Senior Exit Project.

3. Reviewing student needs, state and federal requirements and district resources.

4. Analyze curriculum needs including foreign language, science, art, civics and remediation.

5. Development of CTE and College in the High School equivalencies

2) Develop an Advisory program, including personal pathway planning, to help guide the students through the decision making process as they work towards the new graduation requirements and a career after High School. This should begin in middle school.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

YELM COMMUNITY SCHOOLS, DISTRICT NO. 2

RESOLUTION 07-14-15

A RESOLUTION REQUESTING A TWO-YEAR WAIVER FROM IMPLEMENTING THE REVISED GRADUATION REQUIREMENTS OF WAC 180-51-068

WHEREAS, on January 9, 2014, the State Board of Education approved revised career and college ready high school graduation requirements effective for freshmen entering high school in 2015 and beyond (graduating class of 2019); and

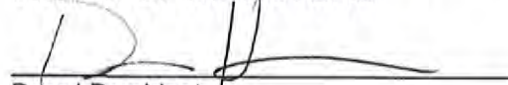
WHEREAS, RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by WAC 180-51-068 beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019; and

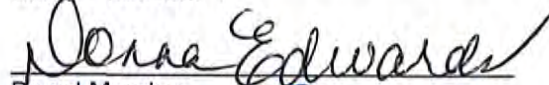
WHEREAS, a temporary waiver will allow Yelm Community Schools District No. 2 to address staffing, course, facility and system changes required to effectively implement the added graduation requirements;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Yelm Community Schools District No. 2 requests a two-year waiver from the revised graduation requirements to begin with the graduating class of 2021 instead of the class of 2019.

ADOPTED by the Board of Directors of Yelm Community Schools, District No. 2, at a regular meeting held on the 23rd day of April, 2015.

YELM COMMUNITY SCHOOLS
BOARD OF DIRECTORS


Board President

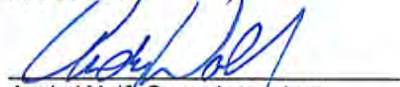

Board Member


Board Member


Board Member

Board Member

ATTEST:


Andy Wolf, Superintendent
Secretary to the Board

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Yelm Community Schools

2. Contact information
Name and title: Andy Wolf, Superintendent
Telephone: 360-458-6139
E-mail address: andy_wolf@ycs.wednet.edu

3. Date of application: 4/23/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.
 - a. The district needs additional time to review and implement systems required for the 24 credit requirements. The district is on a 5-year, positive trend in graduation rates and additional time will allow us to develop materials for our community and students prior to implementation.
 - b. Our school board is requesting additional time to review course changes, policy changes and fiscal impacts related to the implementation of the 24 credit requirement.
 - c. Yelm Community Schools is implementing a new technology initiative with the graduating classes 2016-20. This technology initiative is critical to the successful implementation of a quality high school and beyond plan. We need more time to make sure that all students, staff and parents are informed and trained to use the digital resources this initiative will provide.
 - d. Our most critical need in implementation of the 24 credit requirement is to articulate courses, dual credit courses, career pathways and curriculum in grades 8-12. Our district needs additional time for this articulation work to take place, to make any curriculum and staffing adjustments necessary, and to understand the fiscal implications.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.
 - a. Our current academic progression is a 22 credit graduation requirement. Yelm High School is also a grade 10-12 configuration. Our current challenge is planning for students who enter grade 10 with credit deficiencies. Additional time and parent communication is required to implement a comprehensive guidance and counseling plan as we do not currently possess the capacity to offer increased credit retrieval opportunities.
 - b. We are in the process of building student progress monitoring systems to assist students who will be required to earn 24 credits instead of 22.

- c. With the rollout of common core state standards and the onset of SBA testing, we have not had adequate time to educate our middle school parents and students about the changes required for the 24 credit requirement. Parents and students will have to be thoroughly and repeatedly educated on the consequences of failing classes, resulting in the need for credit retrieval. Parents also need thorough and repeated education on personal pathways that will be adopted by the school board.
6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.
- Class of 2020
 - Class of 2021
7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.
- a. Continue working with middle school principals to develop a timeline for parent communication about the 24 credit requirement.
 - b. Planning and implementation is underway to adopt Career Cruising as our technology system to be used to facilitate and house the high school and beyond plan materials for students.
 - c. School board presentation in May about pending decisions on dual credit courses, personal pathways and fiscal considerations.
 - d. Working with middle school principals on a plan for early identification of struggling students. Summer and other intervention options are in the developmental stages for students to enter high school to meet the 24 credit requirements.
 - e. Discussions regarding a professional development plan for counselors and teachers.
 - f. The district is also considering reconfiguration (and related bond measure) and construction of a 9th grade campus that would move 9th grade students from the middle schools onto the high school campus.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

WAC 180-16-225

Waiver—Substantial lack of classroom space—Grounds and procedure.

(1) **Grounds.** The state board of education may waive one or more of the basic education allocation entitlement requirements set forth in WAC [180-16-200](#) through [180-16-220](#)(1) only if a school district's failure to comply with such requirement(s) is found by the state board to be caused by substantial lack of classroom space.

As a condition to a waiver based on substantial lack of classroom space the state board will consider and a school district must demonstrate, at least, that the facilities of the school district do not contain enough classroom space or other space that can reasonably be converted into classroom space, and that necessary classroom space may not reasonably be acquired by lease or rental to enable the district to comply with the referenced entitlement requirements.

(2) **Waiver procedure.** In order to secure a waiver pursuant to subsection (1) of this section a school district must submit a petition together with a detailed explanation and documentation in support of its request not later than thirty days prior to either:

(a) The state board of education meeting immediately preceding commencement of the school year; or

(b) The March (or such other meeting as the state board shall have established) meeting of the board at which the board will consider certifications of compliance and noncompliance with these entitlement requirements.

A school district that can reasonably foresee an inability to comply with entitlement requirements by reason of substantial lack of classroom space should petition for a waiver as early as the state board meeting immediately preceding commencement of the school year in order to allow for the possibility that the request may be denied.

[Statutory Authority: RCW [28A.150.220](#), 28A.305.140, and 28A.305.130. WSR 04-23-008, § 180-16-225, filed 11/4/04, effective 12/5/04. Statutory Authority: RCW [28A.150.220](#)(4), 28A.305.140, and 28A.305.130(6). WSR 04-04-093, § 180-16-225, filed 2/3/04, effective 3/5/04. Statutory Authority: RCW [28A.58.754](#)(6). WSR 86-13-015 (Order 5-86), § 180-16-225, filed 6/10/86; WSR 84-11-043 (Order 2-84), § 180-16-225, filed 5/17/84. Statutory Authority: RCW [28A.04.120](#). WSR 83-13-002 (Order 3-83), § 180-16-225, filed 6/2/83; WSR 80-06-093 (Order 7-80), § 180-16-225, filed 5/29/80. Statutory Authority: RCW [28A.41.130](#) and 28A.58.754. WSR 78-06-097 (Order 3-78), § 180-16-225, filed 6/5/78.]

Chapter 180-44 WAC

TEACHERS' RESPONSIBILITIES

WAC Sections

- [180-44-005](#) Regulatory provisions relating to RCW [28A.305.130](#)(6) and 28A.600.010.
- [180-44-007](#) Regulatory provisions relating to RCW [28A.04.120](#)(6) and 28A.58.101—Application.
- [180-44-010](#) Regulatory provisions relating to RCW [28A.04.120](#)(6) and 28A.58.101—Responsibilities related to instruction.
- [180-44-020](#) Regulatory provisions relating to RCW [28A.04.120](#)(6) and 28A.58.101—Responsibilities related to discipline of pupils.
- [180-44-040](#) Regulatory provisions relating to RCW [28A.04.120](#)(6) and 28A.58.101—Classroom—Physical environment.
- [180-44-060](#) Regulatory provisions relating to RCW [28A.04.120](#)(6) and 28A.58.101—Drugs and alcohol—Use of as cause for dismissal.

DISPOSITION OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER

- 180-44-030 Regulatory provisions relating to RCW [28A.04.120](#)(6) and 28A.58.101—Excuse for pupil absence required. [SBE 44-4-22, filed 3/29/65, effective 4/29/65.] Repealed by WSR 81-12-022 (Order 4-81), filed 6/1/81. Statutory Authority: RCW [28A.04.120](#) and 28A.58.101.
- 180-44-050 Regulatory provisions relating to RCW [28A.305.130](#)(6) and 28A.600.010—School day as related to the teacher. [Statutory Authority: RCW [28A.600.010](#). WSR 91-08-055, § 180-44-050, filed 4/2/91, effective 5/3/91; SBE 44-4-24, filed 3/29/65, effective 4/29/65.] Repealed by WSR 07-07-055, filed 3/14/07, effective 4/14/07. Statutory Authority: RCW [28A.305.130](#).

180-44-005

Regulatory provisions relating to RCW

[28A.305.130](#)(6) and 28A.600.010.

Pursuant to authority vested in the state board of education under provisions of RCW [28A.305.130](#)(6) and 28A.600.010 to prescribe rules and regulations for the government of the common schools, pupils and teachers, the state board of education hereby adopts rules and regulations provided in WAC [180-44-007](#) through [180-44-060](#) relating to teachers. [Statutory Authority: 1990 c 33. WSR 90-17-009, § 180-44-005, filed 8/6/90, effective 9/6/90; Order 7-77, § 180-44-005, filed 6/1/77; SBE 44-4-1, filed 3/29/65, effective 4/29/65.]

180-44-007

Regulatory provisions relating to RCW

[28A.04.120\(6\)](#) and 28A.58.101—Application.

The rules and regulations provided for in WAC [180-44-010](#) through [180-44-060](#) shall be applicable to all teachers and other certificated personnel of grades kindergarten through twelve of the common schools.

[SBE 44-4-2, filed 3/29/65, effective 4/29/65.]

180-44-010

Regulatory provisions relating to RCW

[28A.04.120\(6\)](#) and 28A.58.101—Responsibilities related to instruction.

(1) It shall be the responsibility of the teacher to follow the prescribed courses of study and to enforce the rules and regulations of the school district, the state superintendent of public instruction and the state board of education, maintaining and rendering the appropriate records and reports.

(2) Teachers shall have the right, and it shall be their duty, to direct and control within reasonable limits the studies of their pupils, taking into consideration individual differences among pupils: Provided, That all pupils shall receive instruction in such prescribed courses of study as are required by law and regulations.

(3) Teachers shall be responsible for the evaluation of each pupil's educational growth and development and for making periodic reports to parents or guardian and to the designated school administrator.

(4) Teachers are required to make daily preparation for their duties, preparation to include attendance at teachers' meetings and such other professional work contributing to efficient school service as may be required by the principal, superintendent or board of directors.

[Order 7-77, § 180-44-010, filed 6/1/77; SBE 44-4-20, filed 3/29/65, effective 4/29/65.]

180-44-020

Regulatory provisions relating to RCW

[28A.04.120\(6\)](#) and 28A.58.101—Responsibilities related to discipline of pupils.

(1) Teachers shall maintain good order and discipline in their classrooms at all times, and any neglect of this requirement shall constitute sufficient cause for dismissal.

[Order 7-77, § 180-44-020, filed 6/1/77; SBE 44-4-21, filed 3/29/65, effective 4/29/65.]

180-44-040

Regulatory provisions relating to RCW

[28A.04.120](#)(6) and 28A.58.101—Classroom—Physical environment.

Every teacher shall give careful attention to the maintenance of a healthful atmosphere in the classroom, reporting to the principal or his designated representative any shortcomings in lighting, heating or ventilation.

[SBE 44-4-23, filed 3/29/65, effective 4/29/65.]

180-44-060

Regulatory provisions relating to RCW

[28A.04.120](#)(6) and 28A.58.101—Drugs and alcohol—Use of as cause for dismissal.

Use by any certificated person of habit-forming drugs, without pharmaceutical prescription by a duly licensed practitioner of medicine and/or dentistry licensed doctor of medicine, or any unauthorized use of alcoholic beverage on school premises, or at a school-sponsored activity off the school premises, shall constitute sufficient cause for dismissal or nonrenewal of contract.

[Order 7-77, § 180-44-060, filed 6/1/77; SBE 44-4-25, filed 3/29/65, effective 4/29/65.]

WAC 180-51-001

Education reform vision.

(1) The state is shifting from a time and credit-based system of education to a standards and performance-based education system. Certain ways of thinking about time must shift in order to support the ongoing implementation of school reform. The board's long-term vision of a performance-based education system includes:

(a) No references to grade levels or linking a student's educational progress to a particular age. Instead, learning is viewed in terms of developmental progress, academically and vocationally, so that while the curriculum may be sequential the student moves through it at her or his developmental pace, regardless of age;

(b) An understanding that in the absence of other important information, a student's grade point average and performance on the Washington assessment of student learning do not provide a complete picture of the student's abilities and accomplishments;

(c) An understanding that our concept of school needs to expand and take into account that education and learning are about connected learning experiences, which can and do occur inside and outside the physical boundaries of a school building; and

(d) An understanding that students do not all learn in the same way (there are multiple learning styles), that teachers do not all instruct in the same way (there are multiple teaching styles and strategies), and these facts suggest that it should be possible to assess students' performance and achievement in multiple ways while maintaining common, high expectations and standards for learning.

(2) Long-term, as the performance-based education system continues to evolve, the state board of education believes that there should be an on-going review of assessment administration issues. The state board envisions a time when state assessments are administered during one or more assessment windows annually. During these times, students are allowed to take the appropriate norm-referenced or criterion-referenced state assessment based upon the collective determination by the student, the student's parent(s), teacher(s), and counselor that the student is developmentally ready to take the assessment, rather than because the student is a particular age or is in a particular grade.

[Statutory Authority: RCW [28A.230.090](#). WSR 00-19-108, § 180-51-001, filed 9/20/00, effective 10/21/00.]

I am writing to share my concern about a rule change being proposed by the State Board of Education.

You are proposing deleting the following rule which says, in part:

<http://apps.leg.wa.gov/wac/default.aspx?cite=180-16-225>

(1) **Grounds.** The state board of education may waive one or more of the basic education allocation entitlement requirements set forth in WAC [180-16-200](#) through [180-16-220](#)(1) only if a school district's failure to comply with such requirement(s) is found by the state board to be caused by substantial lack of classroom space.

As a condition to a waiver based on substantial lack of classroom space the state board will consider and a school district must demonstrate, at least, that the facilities of the school district do not contain enough classroom space or other space that can reasonably be converted into classroom space, and that necessary classroom space may not reasonably be acquired by lease or rental to enable the district to comply with the referenced entitlement requirements.

When I contacted Jack Archer with a question about why this is proposed for deletion, he provided the following information:

"WAC 180-16-225. (Waiver -- Substantial lack of classroom space). Initially filed 6/78. Authorizes and sets procedures for the SBE to waive WAC 180-16-200 (Instructional hour requirement) and a portion of WAC 180-16-220 (Supplemental basic education program approval requirements) concerning licensing of staff) for reason of a lack of classroom space. The policy basis for this rule is unclear. There is a separate rule, 180-18-030, concerning waiver of instructional hour requirements. The original rule was adopted in 2001. (WSR 01-24-092.) The amendment in 2007 was technical. We do not have a record of a request for a waiver under this section since the legislation reconstituting the Board in 2005-06. Records from the old Board are archived, and we don't know at this time if it was utilized before then.

The separate rule referenced by Mr. Archer reads as follows:

"A district desiring to improve student achievement by enhancing the educational program for all students may apply to the state board of education for a waiver from the total instructional hour requirements. The state board of education may grant said waiver requests pursuant to RCW [28A.305.140](#) and WAC [180-18-050](#) for up to three school years."

It seems to me that the "separate rule" is in fact quite different from the rule being proposed by the SBE for deletion. The separate rule provides only for situations in which a district wishes to enhance an educational program, not situations in which the district is unable to realize some portions of a required educational program due to lack of space.

Doing away with the ability to apply for a waiver for requirements due to inability to make space to meet those requirements at this particular time concerns me.

The legislature is currently considering providing funding for additional school staff (partially as a result of the short-sighted initiative passed by the voters recently) at a time when many districts

have too little space for the staffing ratios we have right now. Add that to the refusal of the legislature to acknowledge the very real problem of mandating lower class sizes, and thus more classes, without providing adequate support for districts to build more space to house them. In addition, population growth in many areas is combining with the difficulty many districts are having passing bond measures for new construction to provide the ingredients of a real challenge for our system. The only segment of our society who will benefit from this constellation of events are the folks who make portable classrooms.

Mr. Archer pointed out that the SBE has not had a request for a waiver for this reason in the past. I would submit that at least a few such requests might be on the near horizon if policy-makers (and citizens) continue to believe that schools all across the state have boundless classroom space currently unused and just waiting to be filled by more classes. And the situation is complicated by the fact that some of the educational program requirements of the future require not just classroom space, but specialized spaces such as art studios, science laboratories and space to meet the needs of a growing array of technical education offerings.

Please consider whether it will serve our districts (and by extension our students) well to remove the opportunity to buy themselves some time to address the space issues that this current climate is likely to produce for at least some of them without running afoul of the myriad other requirements they are all scrambling to meet well on behalf of their students.

Thank you for your consideration of my concerns.

Karen Madsen

Mr. Jack Archer
State Board of Education
600 Washington
P.O. Box 47206
Olympia, WA 98504

Dear Mr. Archer,

This is to register opposition to a proposed rule change of the State Board of Education (SBE) pursuant to WSR 15-04-115 that was filed on February 3, 2015. Specifically, the Washington State School Directors Association (WSSDA) is not in favor of eliminating WAC 180-16-225 for the reasons stated below.

To begin, WSSDA recognizes the obligation of the SBE to routinely review existing WACs to determine if they have become obsolete. Also, WSSDA understands that one criteria in determining obsolescence is the rate at which specific WACs are used by educators in their work, and that, in the case of WACs that allow waivers from existing laws, the frequency of waiver requests. Since, to the best of the knowledge of the SBE, WAC 180-16-225 has never been used by districts to request a waiver, it is certainly reasonable to seek its elimination.

However, since WAC 180-16-225 specifically allows the SBE to grant waivers due to “substantial lack of classroom space”, recent class size legislation would conceivably create conditions that could cause a school district to seek a waiver. Using the class size goals and timelines associated with ESHB 2261/SHB 2776, it is likely that, in the near future, many districts will find themselves with sufficient student population to add classes but without the facilities to do so. In those cases districts could seek “out of the box” solutions to their facility problems—some of which might be made possible through the waiver process.

To be sure, “lack of classroom space” waivers have not been employed by districts in current times. But, 2261/2776, not to mention the class size elements of I-1351, will create new facility issues for districts that could be helped through waiver possibilities associated with WAC 180-16-225. In sum, for us 2015 appears to not be the year to eliminate the lack of classroom space waiver. Instead, we would request that the SBE remove this WAC from consideration of elimination and study its use patterns for the next few years—a new era given changes in class size guidelines emanating from the legislature and the initiative process.

Thanks for your consideration of this request.

Sincerely,

Alan Burke

Alan Burke, Ed.D.

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April 24, 2015

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Dear Board Members:

Thank you for the opportunity to comment on WSR 15-04-125, the proposed rule that includes the repeal of WAC 180-16-225. Originally, this item was on the State Board's agenda for the March 11 - 12 meeting, but the Board postponed taking action on it. We understand that the proposed rule may be considered at the May 13 - 14 Board meeting.

The rule at issue -- WAC 180-16-225 -- allows school districts to receive a waiver if the district can demonstrate that failure to meet the requirements was caused by a "substantial lack of classroom space."

The proposed rulemaking states the reasoning for the repeal of WAC 180-16-225 and several other sections is that the rules "are unnecessary, out-of-date, duplicative of other agencies' rules, or not consistent with board policies." WSR 15-04-125, Proposed Rules (February 3, 2015).

We are commenting on this proposal because we disagree with the statement that the waiver is unnecessary, out-of-date, or duplicative of other rules. We understand that the lack of classroom space waiver has been underutilized. However, we anticipate increased reliance on the classroom space waiver as the Legislature implements ESHB 2261 and reduces class size.

We agree that the Washington Administrative Code includes a waiver of the instructional hour requirement. But that subsection is not the same as the classroom space waiver. See WAC 180 18-030 ("A district desiring to improve student achievement by enhancing the educational program for all students may apply to the state board of education for a waiver from the total instructional hour requirements."). The classroom waiver is a different type of waiver.

The reason that the classroom space waiver has the potential to have a significant impact is because many school districts currently face significant capacity problems. Everett School District continues to wrestle with overcrowding system wide. The statewide lack of classrooms will be exacerbated in the years to come as districts implement the class-size standards under ESHB 2261 (and depending on the actions of the Legislature

Washington State Board of Education

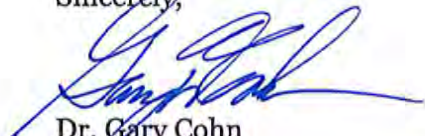
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and possibly of the voters, Initiative 1351). The Superintendent of Public Instruction estimated that 5,698 classrooms need to be added in order to offer all-day kindergarten and a reduced K-3 class size of 17 to 1. 2015-2017 Capital Budget Request and 2015-2020 Capital Plan, Superintendent of Public Instruction, October 2014. State funding for school construction is not keeping up with demand for additional schools, square footage, construction costs, and classrooms. It also does not match the additional cost of specialized spaces for science laboratories, career and technical education, and other specific program offerings.

Again, thank you for the opportunity to comment. If you have any questions, please call me at (425) 385-4009.

Sincerely,



Dr. Gary Cohn
Superintendent

cc: Ben Rarick
Jack Archer