Executive Director Update

Washington State Board of Education

May 13-14, 2020

Conversation Today

- ## Business Items
  - Approval of waiver from credit-based graduation requirements for the Swift Water Learning Center in Cle Elum-Roslyn School District and for the Innovation Lab High School in Northshore School District for the 2019-2023 school years
  - Approval of private schools for the 2020-2021 school year
  - Approval of changes of dates, formats, and locations of upcoming Board Meetings

- ## Updates
  - Member Updates
  - School Recognition
  - Basic Education Oversight
  - Required Action Districts
  - Board Reports and Meeting Planning
  - Rulemaking Update
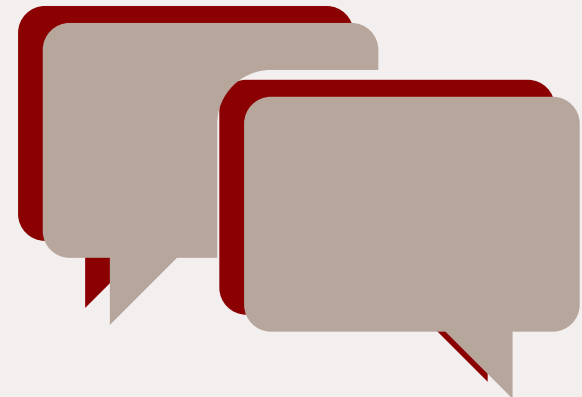
Member Updates

Student Board Member Selection Process

Association of Washington Student Leaders Selection Timeline

- Applications postmarked: **Monday, March 9, 2020**

- Finalists notified by: **Tuesday, March 17, 2020**

- Finalists interviewed (date and location to be announced): **Prior to April 17, 2020**

- First AWSL Student Voice & Advocacy Board Meeting: **Sun/Mon, April 29-30, 2020**

- First State Board meeting for new representative: **Wed/Thurs, May 9-10, 2020**

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Welcome new Member!

- **McKenna Roberts**
  - Student Board Member (East-side representative)
  - Sophomore class President at Okanogan High School in Okanogan
  - President of Key Club
  - Member of National Honor Society
  - Youth Leadership Council

"I am incredibly honored to be selected for this position, and I am thrilled to give voice to the issues that rural communities across the state face, as well as advocate for the kids from rural communities like myself, the kids that often feel forgotten in regards to education policy. I have been passionate about advocating for the health and well-being of young people for my entire life, and I am beyond excited to work on the State Board of Education to ensure that every student, regardless of economic status or geographic location, has an equal opportunity to achieve their full potential."
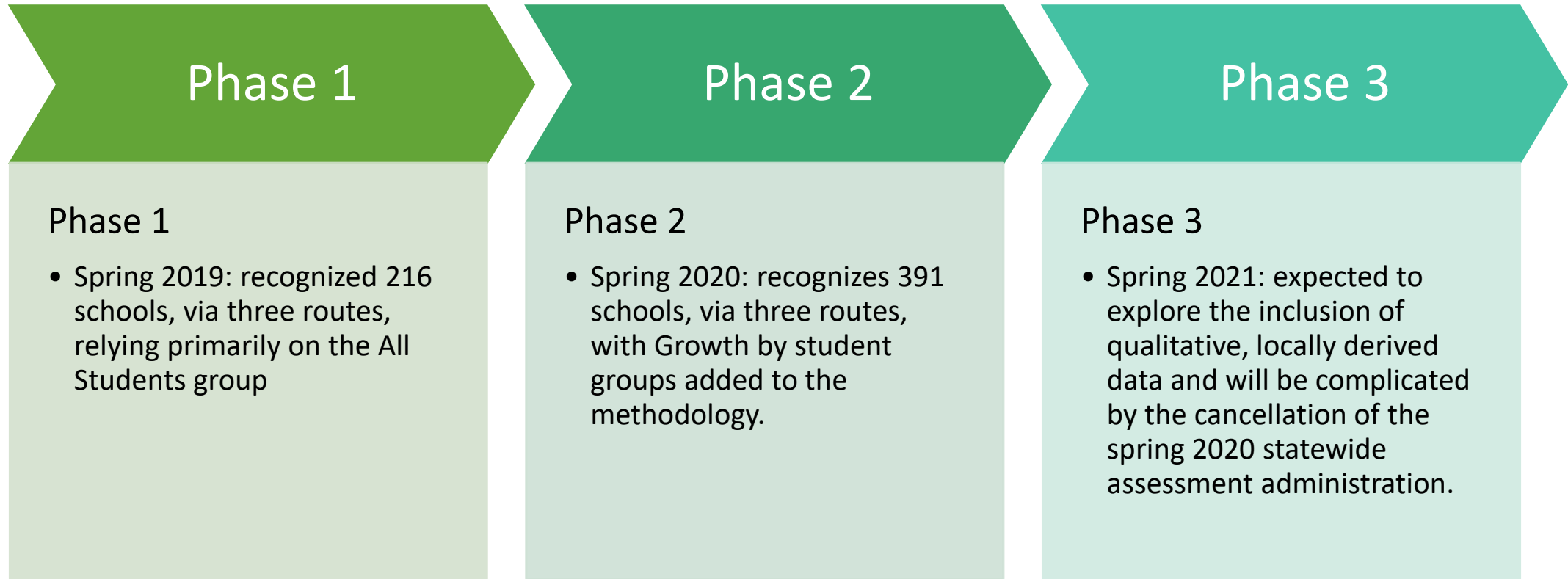
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School
Recognition
2018-19

APRIL 2020

Phase 1

Phase 1

- Spring 2019: recognized 216 schools, via three routes, relying primarily on the All Students group

Phase 2

Phase 2

- Spring 2020: recognizes 391 schools, via three routes, with Growth by student groups added to the methodology.

Phase 3

Phase 3

- Spring 2021: expected to explore the inclusion of qualitative, locally derived data and will be complicated by the cancellation of the spring 2020 statewide assessment administration.
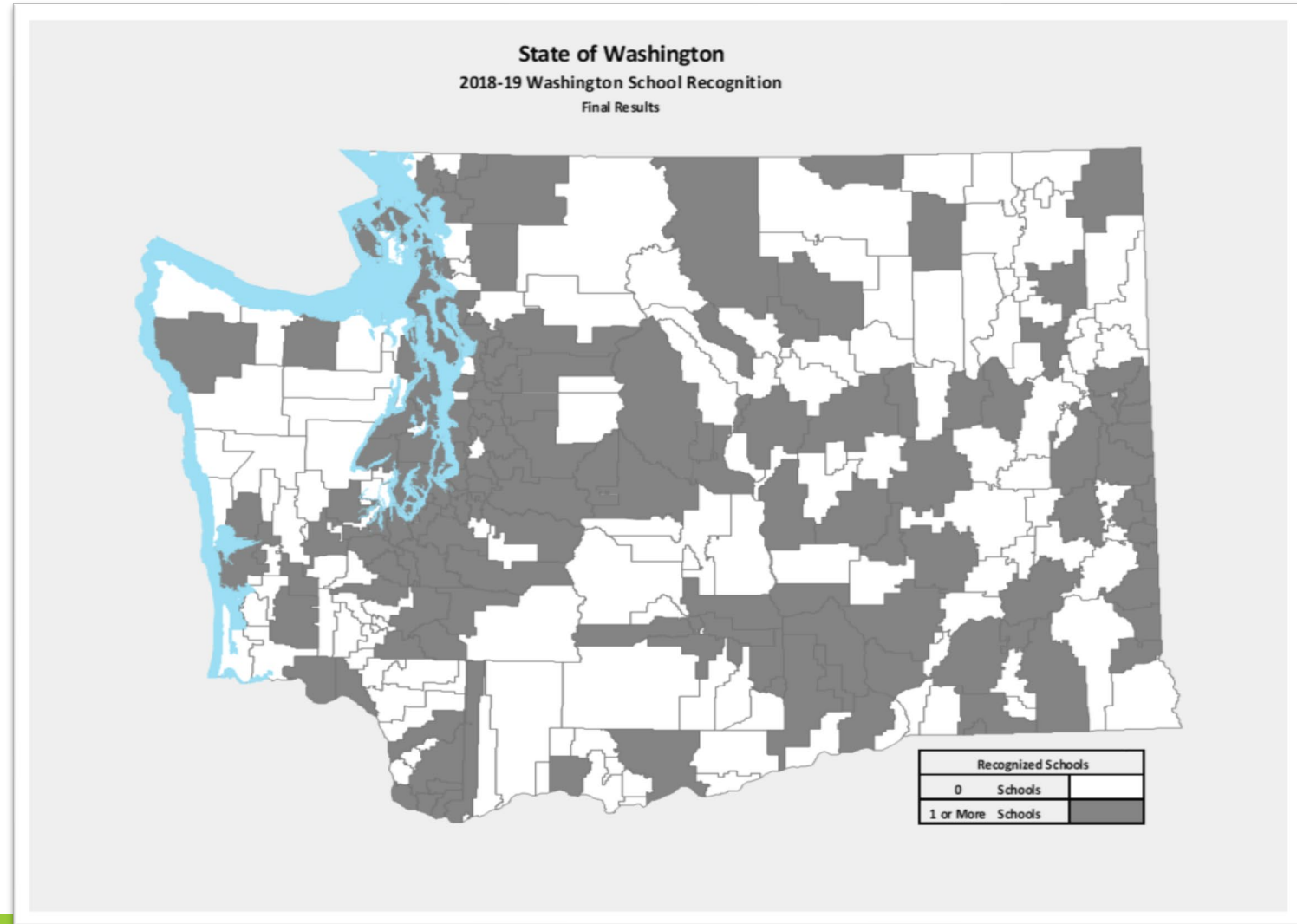
The spring 2020 school recognition public release marks the culmination of the School Recognition Workgroup's Phase 2 work.
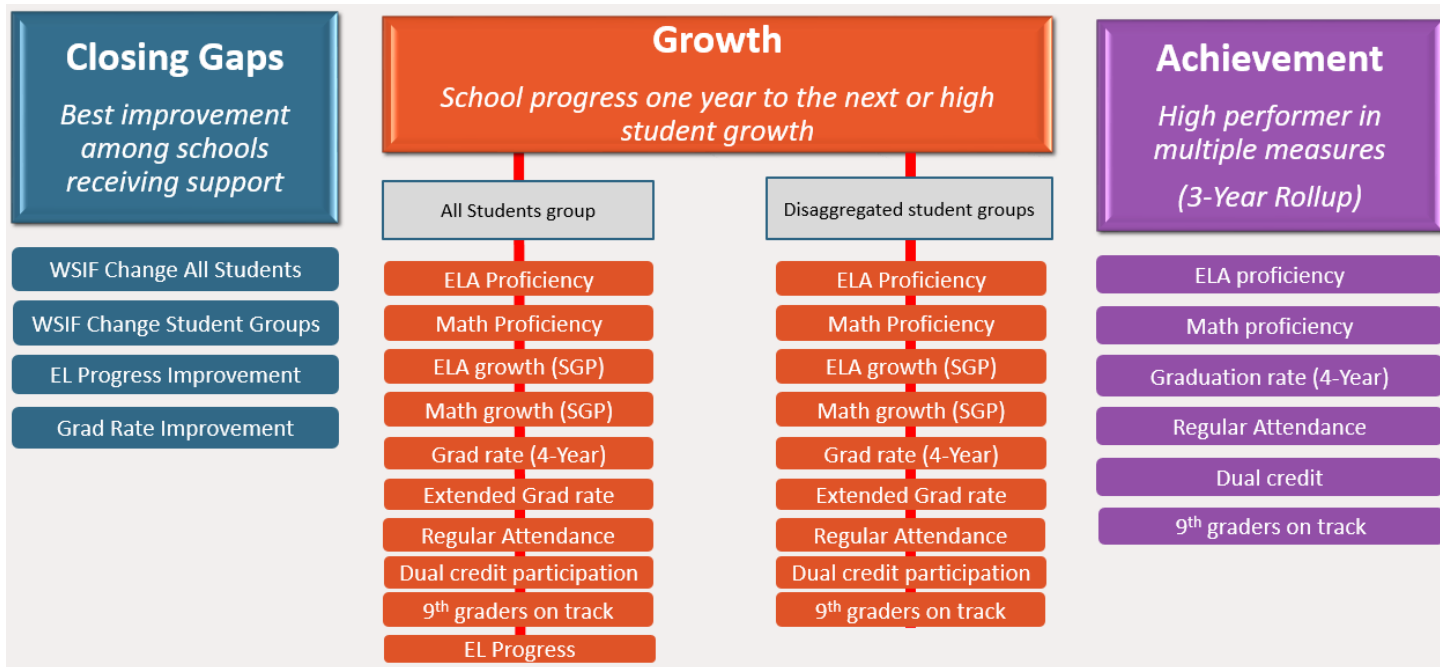
2018-19 School Recognition - Final

391 schools in 156 districts or local educational agencies

- 230 elementary schools

- 64 middle schools

- 87 high schools

- 10 combined schools

The total includes: three charter public schools, a tribal school, and the Washington School for the Blind.

State of Washington
2018-19 Washington School Recognition
Final Results

Recognized Schools	
0	Schools
1 or More	Schools

Closing Gaps
Best improvement among schools receiving support

WSIF Change All Students

WSIF Change Student Groups

EL Progress Improvement

Grad Rate Improvement

Growth
School progress one year to the next or high student growth

All Students group

ELA Proficiency
Math Proficiency
ELA growth (SGP)
Math growth (SGP)
Grad rate (4-Year)
Extended Grad rate
Regular Attendance
Dual credit participation
9th graders on track
EL Progress

Disaggregated student groups

ELA Proficiency
Math Proficiency
ELA growth (SGP)
Math growth (SGP)
Grad rate (4-Year)
Extended Grad rate
Regular Attendance
Dual credit participation
9th graders on track

Achievement
High performer in multiple measures (3-Year Rollup)

ELA proficiency
Math proficiency
Graduation rate (4-Year)
Regular Attendance
Dual credit
9th graders on track

2018-19 School Recognition Model

Schools Can Demonstrate Being Exemplary in Many Ways

High Performing
- Closing Gaps -

*Note: other qualifying criteria for all schools include meeting participation requirements on statewide assessments, and for Comprehensive and Targeted Support schools, no targeted groups may show a WSIF decline and no new groups may fall below the 2.30 identification threshold.

	General Criteria Defining a High Performing School for Closing Gaps*
Comprehensive Support Schools	The increase on the WSIF from winter 2019 to winter 2020 for the All Students group is in the top 20 percent of schools and the school WSIF score is higher than the 2.30 identification cutoff.
Targeted Support Schools	At least one student group with a WSIF rating ≤ 2.30 in winter 2018 showed an increase on the WSIF from winter 2019 to winter 2020 that is in the top 20 percent of schools and the group WSIF is higher than the 2.30 identification cutoff.
Low EL Progress Schools	The 2019 annual EL Progress measure is above the 48.9 percent identification threshold.
Low Grad Rate Schools	The 2019 annual WSIF four-year graduation rate is above the 66.7 percent identification threshold.

High Performing - Growth -

*Note: other qualifying criteria for all schools via any of the routes include meeting participation requirements on statewide assessments. For the All Student recognition, the school must be reducing the WSIF gap between the highest and lowest performing groups and both the highest and lowest performing groups must be improving on the WSIF.

	General Criteria Defining a High Performing School for Growth*
All Students Group	At least 60 percent of the reportable measures for the All Students group are in the top 10 percent of schools.
Disaggregated Student Groups	At least 60 percent of the reportable measures for a student group in the top 10 percent performance for that student group.

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High Performing Student Groups – Growth Route
Number of Groups Recognized vs. Number of Groups Reportable

	ALL	AI	A	B	H	PI	W	TWO	EL	FRL	SWD
Number of Schools with Recognized Groups	6	8	16	16	40	4	55	43	40	45	46
Number of Schools with a Reportable Group	2,236	252	1,051	883	1,943	344	2,160	1,645	1,558	2,146	1,980
Percent of Reportable Groups Recognized	0.3	3.2	1.5	1.8	2.1	1.2	2.5	2.6	2.6	2.1	2.3

To read the table: For Washington public schools, the Native American-Alaskan Native (AI) student group posted at least one reportable measure for Growth recognition consideration at 252 schools. The Native American-Alaskan Native group was recognized at 8 schools, yielding a recognition rate of 3.2 percent which was the highest rate of all the student groups analyzed.
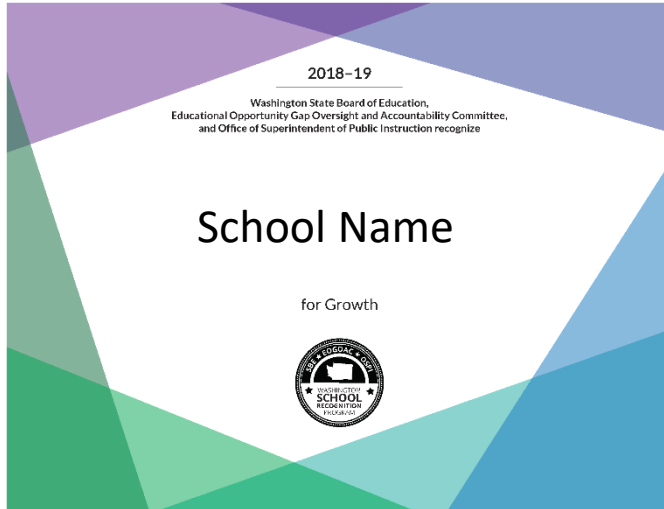
High Performing - Achievement -

*Note: other qualifying criteria for all schools include meeting participation requirements on statewide assessments, and all reportable student groups must post a winter 2020 WSIF score of at least 6.00.

	General Criteria Defining a High Performing School for Achievement*
All Students Group	The 3-year rollup performance of the All Students group for at least two measures are in the top 20 percent of schools.

	CLOSING GAPS	CLOSING GAPS AND GROWTH	GROWTH	GROWTH AND ACHIEV.	ACHIEV.	TOTAL
Elementary Schools	42	22	139	6	21	**230**
Middle Schools	27	6	26	0	5	**64**
High Schools	8	2	30	2	13	**55**
Combined Schools	1	1	4	1	3	**10**
Combined High Schools	4	1	14	0	13	**32**
All Schools	**82**	**32**	**213**	**9**	**55**	**391**

Recognition Route by School Level

Branding

Communications

April 27 – May 1: Washington School Recognition Week (Legislatively recognized) **social media** celebration

Examples:

Kent School District (Video)

South Kitsap School District (Facebook post)

Pasco School District (Twitter share)

Battle Ground Public Schools (Blog post)

Island Sounder (Local media)

Next steps:

Evaluation
- (how many people did we reach with our messaging? How did schools feel supported this year? What can we do to improve or change recognition for the better?

Basic Education Oversight

Purposes of Basic Education Compliance Reporting

- Districts assure the state that they will meet minimum requirements for students to access the program of basic education.
  - Instructional hours, school days, graduation requirements, provision of required education programming or supports, and other requirements.
  - Provides useful data on the above topics, particularly local district graduation requirements and implementation of minimum state graduation requirements.

- Superintendents and school boards are required to certify compliance, thus ensuring district leadership is examining their overall provision of the program of basic education. SBE staff add questions when new requirements are established by the Legislature, thereby raising awareness of new requirements among districts.

- State Board of Education finds districts as "in compliance," holds approvals if remaining questions exist, or could find a district "not in compliance" and enter a corrective plan with the district.

- The following are improvements staff are working on for the 2020-2021 school year:
  - Add a COVID-19 response page that delves into how districts dealt with provision of basic education due to the closures;
  - Current reporting focus is heavy on graduation requirements and high school, staff seek to expand applicability to K-8;
  - Improve questions including High School and Beyond Planning, graduation pathway options,

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Timeline for Basic Education Compliance Reporting

- July 31, 2020 – Basic Education Compliance launches in iGrants in the Educational Data System as Form Package 600.
  - Districts are notified by multiple channels, including a letter to Superintendents and program staff associated with this reporting.

- Ongoing process starting with launch – staff review district reporting, require corrections, and support districts in resolving identified concerns.

- September 15 - due date for districts.

- November State Board of Education meeting – the Board may consider a batch of approvals depending on completion rate by districts and resolution of identified concerns. Data preview provided by staff if available.

- Through end of November – late districts trickle in and districts resolve concerns raised by SBE staff.

- January, 2021 – State Board of Education finds districts as "in compliance," holds approvals if remaining questions exist, or could find a district "not in compliance" and enter a corrective plan with the district. Final data presentation.

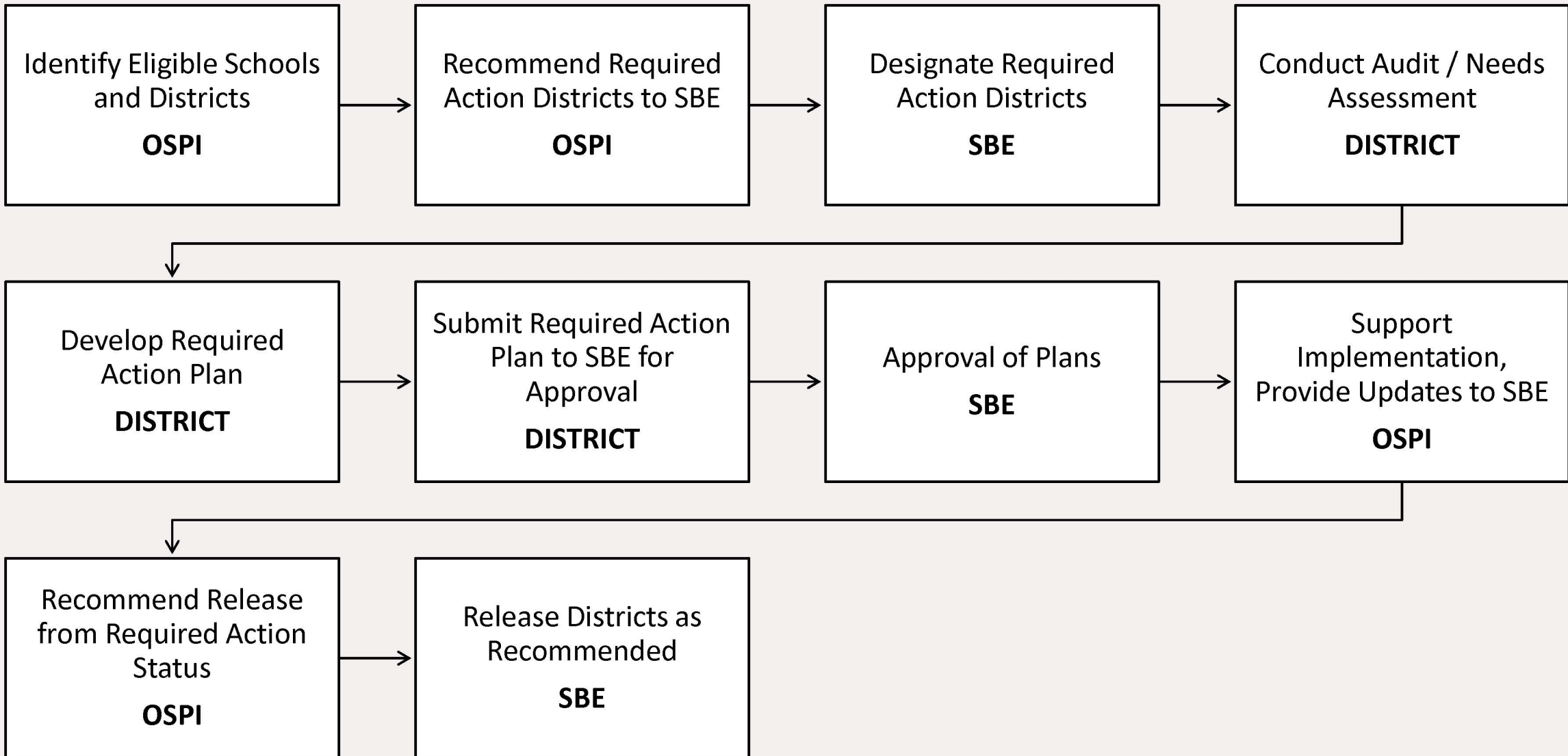- After final approval – release of final data to the field.

Required Action Districts

Required Action District Roles

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┌─────────────────────┐    ┌─────────────────────┐    ┌─────────────────────┐    ┌─────────────────────┐
│ Identify Eligible   │    │ Recommend Required  │    │ Designate Required  │    │ Conduct Audit /     │
│ Schools and         │───▶│ Action Districts to │───▶│ Action Districts    │───▶│ Needs Assessment    │
│ Districts           │    │ SBE                 │    │                     │    │                     │
│ OSPI                │    │ OSPI                │    │ SBE                 │    │ DISTRICT            │
└─────────────────────┘    └─────────────────────┘    └─────────────────────┘    └─────────────────────┘
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┌─────────────────────┐    ┌─────────────────────┐    ┌─────────────────────┐    ┌─────────────────────┐
│ Develop Required    │    │ Submit Required     │    │ Approval of Plans   │    │ Support             │
│ Action Plan         │───▶│ Action Plan to SBE  │───▶│                     │───▶│ Implementation,     │
│                     │    │ for Approval        │    │ SBE                 │    │ Provide Updates to  │
│ DISTRICT            │    │ DISTRICT            │    │                     │    │ SBE                 │
│                     │    │                     │    │                     │    │ OSPI                │
└─────────────────────┘    └─────────────────────┘    └─────────────────────┘    └─────────────────────┘
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┌─────────────────────┐    ┌─────────────────────┐
│ Recommend Release   │    │ Release Districts   │
│ from Required       │───▶│ as Recommended      │
│ Action Status       │    │                     │
│ OSPI                │    │ SBE                 │
└─────────────────────┘    └─────────────────────┘
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2020 Board Reports and Meeting Planning

State Board of Education Reporting Requirements

Report	2020	2021	2022	2023
Statewide Indicators of Educational System Health	+	-	+	-
Charter School Report	*	*		
PESB/SBE Joint Report	+		+	
Statewide Student Assessment System (w/ OSPI)	+	+	+	+
Graduation Pathway Options	+	–	*	
Mastery-Based Learning	*			

+ Report Due or other required action

- Data Update

* Major Report and recommendation

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Upcoming Meetings

Adopted Calendar (revised July 2019)	Actual / Recommended Calendar
January 15-16 - Olympia	January 15-16 - Olympia
March 11-12 – Tacoma	March 11-12 – Tacoma / Online
	March 26 – Online Special Meeting
	April 8 – Online Special Meeting
	April 21 – Online Special Meeting
May 13-14 - Pasco	May 13-14 - Online
	June 17 – Online Work Session
July 8-9 – Spokane	July 8-9 – Change to Online July 6 or 7 – Special Mtg: ED Annual Review
September 15-17 - Anacortes	September 15-17 - Anacortes
November 4-5 – Vancouver	November 4-5 – Vancouver
	December 3 – Online Special Meeting
January 6-7, 2021 - Olympia	January 13, 2021 - Olympia

Rulemaking Update

Rulemaking Update

- Rulemaking in Response to COVID-19
  - Emergency Rules took effect April 10 and expire July 31
  - Permanent Rules – Proposed rules in July:
    - Private School – allow for online program without a requirement for classroom instruction
    - Other changes to rule for emergency closures as identified

- Charter Schools
  - Revised Timeline – anticipate draft rules in July or September

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Charter School Rulemaking Under Consideration

- Possible changes include the following:
  - Modifying how the fee from a charter school to charter school authorizer is calculated;
  - Streamlining of approval process and timelines for school districts to apply to the State Board of Education to become charter school authorizers;
  - Changing the title of Chapter 180-19 WAC from "Charter Schools" to "Charter School Authorizers;"
  - Clarifying how the State Board of Education counts the number of available slots for charter schools to be authorized; and,
  - Other issues as identified during review.

Contact Information

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