

February 27, 2017

Board Members:

Enclosed is the board packet for the March 8-9 meeting in Everett. I hope this packet finds you ready to embrace the challenges of a new strategic plan, and engage in advocating for ample provision for our schools.

In March, we will tackle issues related to *McCleary*, charter schools contracts, and creating seamlessness in our K-12 to post-secondary transitions, among other issues.

A major component of our meeting will be a series of panel discussions focusing on a major new focus in our strategic plan: student transitions. We are dedicating nearly all of Wednesday morning to this important discussion. We will be spending time with professionals from school districts, community colleges, and student support organizations who are dedicated to the task of easing the post-secondary transition, particularly for under-served kids. The Everett School District superintendent, Dr. Gary Cohn, will also share a class framework he is calling the Career & College-Ready Seminar, a class that is credited in his district, and may eventually be a dual-credit opportunity with the post-secondary institutions in his region. The district is in negotiations with post-secondary partners to see if they can make this exciting vision a reality.

Prior to the meeting, please take particular note of the action items, which include the proposed transfer of two charter contracts, and a letter of input to the legislature on the school funding proposals now pending before them. As school funding is your top legislative priority, the March meeting will be your last opportunity to weigh in and be certain that you are influencing final negotiations between key budget writers.

We will have an opportunity to celebrate the leadership and accomplishments of Ms. Isabel Muñoz-Colón. As you all know by now, Isabel will be retiring from service effective at the March meeting. We look forward to recognizing Isabel during a ceremony at lunch on Wednesday, and at dinner on Wednesday evening.

I look forward to seeing you all in Everett. An opportunity to visit the Quil Ceda Tulalip Elementary school in Marysville has been arranged for Tuesday afternoon, and we of course have our community forum scheduled for Tuesday evening. I look forward to seeing you at both events, if you are able.

For the kids,

Ben Rarick, Executive Director



# THE WASHINGTON STATE BOARD OF EDUCATION

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

Everett Public Schools Community Resource Center  
Port Gardner Room A & B  
3900 Broadway, Everett, WA 98201

**March 8-9, 2017**  
**AGENDA**

*On March 7, the SBE will visit Quil Ceda-Tulalip Elementary School at 1:30 p.m and hold a community forum at Everett Community College at 5:30 p.m. If a board quorum is present at either event, it will become a public meeting per RCW 42.30.030. **Goal 1.A.7***

## **Wednesday, March 8**

**8:00-8:15 a.m.**

### **Call to Order**

- Pledge of Allegiance
- Announcements and General Discussion
  - Leadership Transition and Nominations Procedure
- Oath of Office for Superintendent Chris Reykdal

### **Consent Agenda**

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

- Approval of Minutes from the January 10-12, 2017 Meeting (**Action Item**)
- Approval of the Temporary Waiver of Graduation Requirements for Mukilteo School District (**Action Item**)

**8:15-8:45**

### **Update and Discussion: SBE Equity Efforts**

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

Ms. Kaaren Heikes, Director of Policy and Partnerships

**8:45-10:30**

### **Student Transitions – Planning for Postsecondary Success**

#### **Goal 1.C**

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

- Introduction (15 min)
- Demonstration: Online High School and Beyond Planning Tool (25 min)
  - Representative from WSIPC

- Panel A Discussion: Good Practices and Challenges of Educational Planning (50 min)
  - Representatives from OSPI, Everett Community College, and MESA
- Break between panels (5 min)
- Post-secondary Planning in Everett Public Schools – The College & Career-Readiness Seminar Class (20 min)
  - Dr. Gary Cohn, Superintendent, Everett Public Schools
- Panel B Discussion: Building Pathways to Postsecondary Education (50 min)
  - Representatives from Everett Community College, Everett Public Schools, Edmonds Community College, and Edmonds School District

<b>10:30-10:45</b>	<b>Break</b>
<b>10:45-11:45</b>	<b>Student Panel</b>
<b>11:45-12:00 p.m.</b>	<b>Public Comment</b>
<b>12:00-12:30</b>	<b>Lunch and Member Recognition of Chair Muñoz-Colón</b>
<b>12:30-1:00</b>	<b>Executive Session: Eastern Washington Regional 2 Elected Position</b>
<b>1:00-2:00</b>	<b>Achievement Index and Achievement Awards for 2017</b> <b>Goal 2.B.3</b> Dr. Andrew Parr, Research and Data Manager Dr. Michaela Miller, Deputy Superintendent, OSPI Dr. Deb Came, Assistant Superintendent, OSPI Student Information
<b>2:00-2:45</b>	<b>Board Discussion</b>
<b>2:45-3:00</b>	<b>Break</b>
<b>3:00-3:20</b>	<b>Basic Education Act Waivers</b> <b>Goal 4.B</b> Mr. Parker Teed, Data Analyst
<b>3:20-5:00</b>	<b>SBE Strategic Planning and Theories of Action Work Session</b> <b>Goals 1-4</b> Ms. Janis Avery, Board Member Mr. Parker Teed, Data Analyst
<b>5:00</b>	<b>Adjourn</b>

**Thursday, March 9**

- 8:00-8:30 a.m.**            **Transitions in the Education System from a Student’s Perspective**  
**Goal 3.A.1**  
Mr. Baxter Hershman, Student Board Member  
Ms. Lindsey Salinas, Student Board Member
- 8:30-9:15**                **Executive Director Update**  
Mr. Ben Rarick, Executive Director
- 9:15-10:15**              **Legislative Update & Discussion**  
**Goals 1-4**  
Ms. Kaaren Heikes, Director of Policy and Partnerships
- 10:15-10:30**            **Break**
- 10:30-11:30**            **Charter School Update**  
**Goal 4.C**
  - Process and Procedure for Transfer of Charter School Contract
- 11:30-11:45**            **Board Discussion on Basic Education Act Waivers**  
**Goal 4.B**
- 11:45-12:00 p.m.**      **Public Comment**
- 12:00-12:30**            **Lunch**
- 12:30-2:00**            **Board Discussion on Best Practices in Student Transitions, and Other Meeting Review Items**  
**Goal 3.B.2**
  - NASBE Deeper Learning Grant State Visit Discussion
- 2:00-3:00**                **Business Items (Action Required)**
1. Approval of Option One Basic Education Act Waivers for Sunnyside School District and Valley School District
  2. Approval of Option Two Basic Education Act Waiver for Selkirk School District
  3. Approval of Charter School Contract Transfers for Spokane International Academy and Excel Public Charter School
  4. Appointment of the Eastern Washington Regional 2 Elected Position to the Washington State Board of Education
  5. Approval of Executive Committee Nominations
  6. Approval of Letter of Input on School Funding Proposals Before the Legislature
- 3:00**                      **Adjourn**

## QUIL CEDA TULALIP ELEMENTARY SCHOOL VISIT BACKGROUND



### **School Background**

Quil Ceda Tulalip Elementary is located in the Marysville School District in Washington State with an enrollment of 540 students in grades Kindergarten through 5th Grade. Our school provides a rich learning environment blending the Tulalip Culture

with Common Core Standards to improve student learning. We celebrate culture each day with our Morning Assembly in the gym at 9:20 am which lasts about 10 minutes. Students lead traditional drumming and singing, followed by the Pledge of Allegiance and inspirational daily messages from staff. The students are thriving with new learning approaches. As one third grader student wrote on a pre-test: "I don't know this yet, but I will know it after you teach it to me."

Each Friday we honor students with our G.R.O.W.S. leaf awards. This award is earned by following our "guidelines for success" (Grow your brain at least 6 hours a day, Respect yourself, all people and things, Own your actions and attitudes, Welcome all who come to our community, Safety is a must). Students who earn this award will have their name go up on the tree in our hallway. Be sure to check out our tree to see how the leaves are growing.

### **Quil Ceda Tulalip Elementary School Vision and Mission Statements**

#### *Mission*

- The mission of Quil Ceda Tulalip Elementary School is to be a safe, healthy, positive, and inclusive community.
- We are committed to empowering and motivating each member to learn, grow, and improve.

#### *Vision*

- We value and respect all cultures and academics.
- We value a growth mindset for adults and children.
- We meet students where they are and work to accelerate their growth and learning.
- We maintain compassion and high expectations.
- We collaborate with staff, students and families.

The information above is from the school's website. If you have questions regarding this memo, please contact Alissa at [alissa.muller@k12.wa.us](mailto:alissa.muller@k12.wa.us).

## Student Demographics from OSPI State Report Card

Student Demographics		
<b>Enrollment</b>		
October 2015 Student Count		555
May 2016 Student Count		556
<b>Gender (October 2015)</b>		
Male	274	49.4%
Female	281	50.6%
<b>Race/Ethnicity (October 2015)</b>		
Hispanic / Latino of any race(s)	106	19.1%
American Indian / Alaskan Native	206	37.1%
Asian	2	0.4%
Black / African American	6	1.1%
Native Hawaiian / Other Pacific Islander	2	0.4%
White	154	27.7%
Two or More Races	79	14.2%
<b>Special Programs</b>		
Free or Reduced-Price Meals (May 2016)	466	83.8%
Special Education (May 2016)	93	16.7%
Transitional Bilingual (May 2016)	51	9.2%
Migrant (May 2016)	64	11.5%
Section 504 (May 2016)	2	0.4%
<b>Other Information (<a href="#">more info</a>)</b>		
Unexcused Absence Rate (2015-16)	1,325	1.8%

## Achievement Index Report

WASHINGTON STATE  
**SBE** Board of Education
eDS

Washington State Board of Education - Achievement Index [Index Help](#) [Printing Help](#)

Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2014-2015 | Select an ESD | Marysville | Quil Ceda Tulalip Elementary

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**School Details**

Name: Quil Ceda Tulalip Elementary  
 Code: 5350  
 Type: Public  
 Category: Elementary School  
 District: Marysville  
 ESD: Northwest Educational Service District  
 109

2014-2015 Smarter Balanced Assessment Participation Rate		
ELA	100.00%	School Met Federal
Math	100.00%	Accountability Participation Requirements

PERFORMANCE LEVEL	RATING RANGE	
	From	To
HIGHEST	7.89	10.00
↑ ↓	6.85	<7.89
	5.75	<6.85
	4.26	<5.75
LOWEST	3.00	<4.26

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**Achievement Index** | Awards and Designations | Performance Details

Proficiency					
	ELA	Math	Science	Average	Proficiency Average
All Students	3.00	3.00	3.00	3.00	3.21
Targeted Subgroups	2.25	2.50	2.50	2.42	

Growth				
	ELA	Math	Average	Growth Average
All Students	1.00	1.00	1.00	1.00
Targeted Subgroups	1.00	1.00	1.00	1.00

2015 INDEX RATING

1.00

[Printable Index Data Report](#)

Participation Rates

Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.

[Learn more about Index ratings.](#)

Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2014-2015 | Select an ESD | Marysville | Quil Ceda Tulalip Elementary

**School Details**

Name: Quil Ceda Tulalip Elementary  
 Code: 5350  
 Type: Public  
 Category: Elementary School  
 District: Marysville  
 ESD: Northwest Educational Service District 189

TIER LABELS
Exemplary
Very Good
Good
Fair
Underperforming
Lowest 5%

2014-2015 Smarter Balanced Assessment Participation Rate		
ELA	100.00%	School Met Federal
Math	100.00%	Accountability Participation Requirements

Achievement Index | Awards and Designations | Performance Details

SCHOOL CLASSIFICATION	
Tier Label	Lowest 5%
Composite Index Rating	1.00
School Designation	The school has been identified as a Priority School.

2014-2015 Achievement Award(s)	
This school has not received any awards in 2014-2015.	

Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2014-2015 | Select an ESD | Marysville | Quil Ceda Tulalip Elementary

**School Details**

Name: Quil Ceda Tulalip Elementary  
 Code: 5350  
 Type: Public  
 Category: Elementary School  
 District: Marysville  
 ESD: Northwest Educational Service District 189

PERFORMANCE LEVEL	RATING RANGE	
	From	To
HIGHEST	7.89	10.00
	6.85	<7.89
	5.75	<6.85
	4.26	<5.75
	3.63	<4.26
LOWEST	1.00	<3.63

2014-2015 Smarter Balanced Assessment Participation Rate		
ELA	100.00%	School Met Federal
Math	100.00%	Accountability Participation Requirements

Achievement Index | Awards and Designations | Performance Details

	Proficiency			Growth	
	Rating based on Percent Proficient			Rating based on Median Growth Percentiles	
	ELA	Math	Science	ELA	Math
All Students	3.00	3.00	3.00	1.00	1.00
Targeted Subgroup Average	3.25	2.50	3.00	1.00	1.00
Targeted Subgroups					
American Indian/Alaska Native	3.00	3.00	3.00	1.00	1.00
Pacific Islander/Native Hawaiian					
Black/African American					
Hispanic	3.00	4.00		1.00	1.00
English Language Learners (ELLs)					
Former ELL					
Students with Disabilities	3.00	3.00		1.00	1.00
Free and Reduced Price Lunch	3.00	3.00	3.00	1.00	1.00
Non-Targeted Subgroups					
Asian					
White	4.00	5.00		5.00	3.00
Two or More Races	4.00	3.00			

Indicates fewer than 20 student records.

**Participation Rates**  
 Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.  
[Learn more about Index ratings.](#)



# THE WASHINGTON STATE BOARD OF EDUCATION

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

January 11-12, 2017  
Educational Service District 113  
6005 Tye Drive SW  
Tumwater, WA 98512

## Meeting Minutes

### **Tuesday, January 10**

Members Attending: Ms. Connie Fletcher, Mr. Peter Maier J.D., Mr. Jeff Estes, Ms. Holly Koon, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Baxter Hershman, Mr. Ricardo Sanchez, Ms. Patty Wood and Ms. Lindsey Salinas (10)

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

The Washington State Board of Education Community Forum began at 5:38 p.m. Mr. Rarick announced a quorum of voting board members were present; therefore, the event was an open public meeting and discussions were recorded as part of the minutes for the January board meeting.

Board members and community members gathered in small groups and discussed challenges to the education system and recommendations to the Board to strengthen outreach.

The small groups consolidated into a single large group and discussed the following:

- The need for smaller class sizes
- Benefits and challenges of assessments
- Preparing students for Next Generation Science Standards and 21<sup>st</sup> century skills
- Increasing support for social and emotional health

No action was taken by board members.

Mr. Rarick adjourned the meeting at 7:07 p.m.

### **Wednesday, January 11**





Members Attending: Chair Isabel Muñoz-Colón, Vice Chair Kevin Laverty, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Mona Bailey, Mr. Jeff Estes, Ms. Holly Koon, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Baxter Hershman, Ms. Janis Avery, Mr. Ricardo Sanchez, Ms. Patty Wood and Ms. Lindsey Salinas (14)

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

### **CALL TO ORDER**

Chair Muñoz-Colón called the regular bi-monthly meeting of the Washington State Board of Education to order at 8:03 a.m. She introduced Dr. Andrew Eyres, Assistant Superintendent of Teaching and Learning at Educational Service District (ESD) 113, who welcomed the Board to the ESD and thanked them for their work.

Chair Muñoz-Colón invited board members to report on the January 10 community forum or meetings they've had with legislators. Member Bolt shared that she received feedback from teachers on the gaps in our system with assessments and the importance of emotional and social health. Member Jennings, Member Koon, Member Bolt and Member Maier reported on their discussions with legislators on January 10 regarding the Board's legislative priorities. Member Fletcher reported that the Government Affairs Committee received a briefing from the National Association of School Boards of Education regarding possible rule changes to the *Every Student Succeeds Act* and what can be expected with the new federal administration.

Chair Muñoz-Colón administered the oath of office for Mr. Ricardo Sanchez and Ms. Patty Wood.

Chair Muñoz-Colón shared the timeline set for filling the vacant Eastern Regional Two seat on the Board and members reviewed the application. She asked that the following business items be amended or removed from the agenda:

- Appointment to the School Facilities Citizen Advisory Panel (removal from the agenda)
- Approval of Filing of a CR-102 on School Improvement Goals (removal from the agenda)
- Approval of Threshold Scores for the use of the SAT as an Approved Alternative for the Certificate of Academic Achievement (removal from the agenda)
- Adoption of the Career Readiness Resolution (move to Wednesday on the agenda)

**Motion made by Member Laverty** to remove the threshold score setting for the use of the SAT as an approved alternative for the certificate of academic achievement from the agenda and meeting business items, to remove the consideration of proposed amendments to Washington Administration Code for Basic Education Act waivers and school improvement goals including the filing of a CR-102 on school improvement goals from the agenda and meeting business items, and to remove the appointment to the School Facilities Citizen Advisory panel from the meeting business items.

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**Motion seconded.**

**Motion carried.**

**Motion made by Member Bailey** to approve the consent agenda as amended.

**Motion seconded.**

**Motion carried.**

### **DISCUSSION OF EQUITY FRAMEWORK**

Ms. Isabel Muñoz-Colón, Chair

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

Ms. LaCour provided an overview of the Puget Sound ESD's work with racial equity. The ESD staff are currently assisting several districts on developing their equity lens, creating professional development opportunities, coaching, conflict resolution and developing policies for their schools.

Ms. LaCour presented the following:

- The development of Puget Sound ESD's racial equity policy, racial equity tool and implementation plan
- The stages on the continuum on becoming an antiracist multicultural institution; a model the ESD received from Crossroads Antiracism Organizing and Training
- White Institutional Values
- The meaning of the term "antiracist"
- The importance of beginning with organizational leadership in developing an equity lens

Members asked Ms. LaCour questions regarding a cultural proficiency framework and the student voice in racial equity work.

### **DIALOGUE WITH MR. CHRIS REYKDAL**

Mr. Chris Reykdal, Superintendent-Elect of Office of Superintendent of Public Instruction (OSPI)

Members of the Workforce Training and Education Coordinating Board joined SBE board members at the table for this agenda item.

Mr. Reykdal presented the following:

- His vision for public education and OSPI's mission
  - Details of his new administrative team
  - Appropriate uses of assessments
  - Delaying the submission of the Every Student Succeeds Act State Plan
-

Members from both boards asked Mr. Reykdal to share his thoughts about fully funding education, a meaningful high school diploma, and resolving disproportionality in student outcomes.

## **REVIEW OF GOVERNOR INSLEE'S PROPOSED 2017-19 OPERATING BUDGET AND PLANNING FOR THE 2017 LEGISLATIVE SESSION**

Ms. Kaaren Heikes, Director of Policy and Partnerships

Ms. Heikes presented on the following:

- Legislative election results
- 2017 legislature leadership and key committee composition, e.g., education and funding
- 2017 session bill cutoff dates
- Summary of Governor Inslee's proposed K-12 budget, fundamental goals and revenue enhancements
- Highlights and outcomes of recent Education Funding Task Force meetings
- The sponsoring of a bill to eliminate the biology end of course as a diploma requirement
- How members can actively participate in promoting the Board's legislative priorities

Board members discussed the following:

- Governor Inslee's salary allocation model proposal
- The definition of basic education and its relationship with the *McCleary* court order
- How members can be actively supportive of the Board's legislative priorities

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

Mr. Parker Teed, Data Analyst

Mr. Teed reported the SBE received a waiver request from Central Kitsap School District and Zillah School District for the Option One waiver of the basic education requirement of a minimum 180-day school year. In addition, SBE received one waiver request from Paterson School District for an Option 2 waiver from 180-day requirement for the purpose of economy and efficiency.

Central Kitsap School District's request was of three days for three years and for the purpose of parent-teacher conferences. Mr. Teed noted that most waiver requests for parent-teacher conferences do not require board approval, but the district chose to submit their request through the traditional Option One waiver approval process. The district intends to measure the success of the waiver through assessment results, graduation rates and climate survey results.

Zillah School District's request was a waiver renewal of three days for three years, for the purpose of professional development. In addition, the district currently has a waiver to use four days for the sole purpose of parent-teacher conferences. In regards to measuring the success of their prior waiver, the district reported they maintained and reached a high graduation rate and were successful in increasing the number of students that went on to post-secondary education.

Paterson School District's request was a renewal of an Option Two waiver for 34 days for three years. The district states the waiver provides a significant savings on classified personnel, benefits, substitutes, utilities, food and transportation.

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Members discussed reviewing student outcome data more closely for applications when considering approval for renewals.

Members asked Mr. Teed to follow up on the following:

- Clarification on Central Kitsap School District's calculation of their instructional days in the application
- A missing board member signature on the resolution for Central Kitsap School District and Zillah School District

## **PUBLIC COMMENT**

### **Mr. Ben Ibale, Washington Education Association (WEA)**

Mr. Ibale is a former teacher and he's partnered with University of Washington to create a culturally responsive strategies training. This professional development training is available to educators wishing to develop their skills as culturally responsive professionals. Mr. Ibale invited board members to attend any of the free regional trainings being offered. He provided copies of the workshop flyer to board members.

### **Mr. Gordon Quinlan, Washington Education Association (WEA)**

Mr. Quinlan is a trainer for the workshops Mr. Ibale spoke about and is currently practicing as a special education teacher. He spoke about the different types of inequities in schools and the benefits he received becoming a trainer.

## **2017 TEACHER OF THE YEAR RECOGNITION**

Ms. Camille Jones, Pioneer Elementary, Quincy School District

On behalf of Ms. Jones' superintendent, Member Sanchez introduced Ms. Jones as a STEAM (science, technology, engineering, art and math) K-3 teacher in the Quincy School District and elaborated on her passion for globally relevant education, community service, and identifying giftedness in students.

Ms. Jones shared her experience being raised on a farm in Quincy and why she decided to go into education. She presented her school-wide enrichment model tiers, the importance of teaching STEAM (science, technology, engineering, arts and mathematics), and the demographics of her school. Ms. Jones teaches school-wide enrichment and the Highly Capable Programs, which allowed her to lead an initiative in her district to better identify giftedness.

Ms. Jones shared her next steps as Teacher of the Year and her initiative for a statewide K-12 network that is STEM-focused, beginning in kindergarten.

Chair Muñoz-Colón presented Ms. Jones with a resolution for being the 2017 Teacher of the Year.

## **BOARD DISCUSSION**

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Chair Muñoz-Colón briefed members on the structure and purpose of the career readiness discussion planned with the Workforce Training and Education Coordinating Board. She reported that both boards intend to take action on a joint resolution at the conclusion of the discussion.

Members discussed being intentional about not creating additional requirements with the resolution, but rather creating it to be a resource for schools.

**CAREER READINESS DISCUSSION WITH THE WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD (WTECB)**

*(THIS AGENDA ITEM TOOK PLACE IN THE THURSTON ROOM AT ESD 113)*

Ms. Isabel Muñoz-Colón, Chair

Mr. Perry England, Chair, Workforce Training and Education Coordinating Board

Ms. Agnes Balassa, Facilitator, Workforce Training and Education Coordinating Board

Mr. Eric Wolfe, Workforce Program Policy Analyst, Workforce Training and Education Coordinating Board

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

Board members joined the Workforce Training and Education Coordinating Board's meeting for a joint discussion on career readiness.

Chair England introduced the discussion by stating the importance of having K-12 engagement and collaborative policy work in defining career readiness. Chair Muñoz-Colón spoke about the value of having early conversations with students about career fields and how exposing them to those opportunities in elementary can help with closing opportunity gaps and achievement gaps.

Ms. Balassa introduced the world café approach; a small group activity to encourage brainstorming of a subject matter. Members and the public formed small groups to share experiences of understanding career readiness.

One person from each group was asked to share the common themes their group identified among experiences.

Members returned to small groups and each table was assigned to discuss one of the topics below:

- Teaching career readiness
- Aligning career readiness
- Business engagement
- Promising practices
- Ensuring equity

One person from each group shared a summarization of each topic discussion.

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Board members reviewed the draft resolution. Mr. Eric Wolfe summarized the content of the resolution and highlighted key areas.

Board members discussed the following:

- The necessity of a Career Ready Policy Work Group
- The importance of high school credit-bearing courses that incorporate high school and beyond planning
- Fully funding career and technical education programs and creating multiple pathways for students

Ms. Drake reminded members that both boards would need to vote and approve the draft resolution as separate entities.

**Motion made by SBE Member Avery** to adopt the joint career readiness resolution with the Workforce Training and Education Coordinating Board, as shown in Exhibit A.

**Motion seconded.**

**Motion carried.**

The WTECB voted and adopted the joint career readiness resolution.

The board adjourned at 4:57 p.m.

### **Thursday, January 12**

Members Attending: Chair Isabel Muñoz-Colón, Vice Chair Kevin Lavery, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Mona Bailey, Mr. Jeff Estes, Ms. Holly Koon, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Baxter Hershman, Ms. Janis Avery, Mr. Ricardo Sanchez, Ms. Patty Wood and Ms. Lindsey Salinas (14)

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

Members Absent: Mr. Chris Reykdal (1)

### **CALL TO ORDER**

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

### **EXECUTIVE DIRECTOR UPDATE**

Mr. Ben Rarick, Executive Director

Mr. Parker Teed, Data Analyst

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Ms. Linda Sullivan-Colglazier, Assistant Attorney, Office of the Attorney General  
Ms. Linda Drake, Director of Career- and College-Ready Initiatives

Mr. Rarick reported that board members received summary materials on the performance of Required Action Districts and Priority Schools in their board packet. The Office of Superintendent of Public Instruction's report reflects the second year of data since the schools have implemented their required action plan. The Board will conduct a more extensive review of the Required Action Districts during its July meeting.

Ms. Drake reminded board members of their action taken at the July 2016 meeting, in which the Board elected to conditionally approve Saddle Mountain School and Alger Learning Center for six months due to deviations found by OSPI. The Board asked OSPI to monitor both schools. The Board packet includes a memo from OSPI summarizing the results of the monitoring, which indicates that both schools have taken measures to address the deviations. Ms. Drake reported the Board would need to take action on approving both schools for the remaining months of the current school year during business items.

Mr. Teed reminded members that the Board approved the 2016 Basic Education Compliance Report at its last meeting, with the exclusion of Tukwila School District and Boisfort School District. He reported that both excluded districts are in compliance and staff are requesting the Board to take action during business items to approve them for the 2016 Basic Education Compliance Report.

In response to the follow-up tasks board members requested for the 180-day waiver applications, Mr. Teed reported that Central Kitsap School District responded that an error was made on their application in the table showing the number of instructional days, but that the district will meet the minimum number of instructional days required. In regards to the missing board member signatures for Central Kitsap School District's resolution and Zillah School District's resolution, both districts responded that missing signatures were a result of absent board members and not the result of a failed vote.

Mr. Teed provided an overview of the Class of 2017 graduation requirements data from basic education compliance.

Mr. Teed made note of the announcement of the School Facilities Citizen Advisory Panel seat in the board packet. Staff are working with the Board's Executive Committee to review the applications received and make an appointment since full board approval is not required.

Ms. Sullivan-Colglazier provided an overview of the legal services she provides to the Board and staff, the proper procedure for voting on business items and accessing the client-attorney privilege. Board members discussed the various ways the Board may want to utilize legal counsel services.

## **CULTURAL COMPETENCY AND EQUITY FROM A STUDENT'S PERSPECTIVE**

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Ms. Lindsey Salinas, Student Board Member

Ms. Salinas introduced her presentation with a student update. She recently completed her first two Running Start classes and she is involved with the tribal youth council.

Ms. Salinas presented the student demographics of her district. Her school has a curriculum development program, which includes input from teachers, community members and students. She provided an overview of her school's Native Education Certificate Program and how her school is culturally responsive in understanding the needs of the community. Ms. Salinas shared her experiences as a facilitator with Spokane Tribe GONA (Gathering of Native Americans) activities.

#### **REQUIRED ACTION DISTRICT UPDATE**

Mr. John Adkins, Superintendent, Wellpinit School District

Ms. Kim Ewing, Principal, Wellpinit School District

Mr. Adkins and Ms. Ewing updated the Board on their challenges and achievements in school improvement as a Required Action District. The district has committed to partner with their community in the following areas:

- Curriculum based on culture
- Supporting social and emotion health
- Kindergarten readiness
- Retaining and hiring teachers
- Strengthening principal leadership

#### **EVERY STUDENT SUCCEEDS ACT (ESSA) CONSOLIDATED PLAN IMPLEMENTATION UPDATE**

Dr. Michaela Miller, Deputy Superintendent, OSPI

Dr. Miller reported OSPI's intention to delay the submission of the ESSA plan to next fall in order to extend the stakeholder engagement process.

Board members asked that OSPI keep in consideration the impact to districts from the timing of any changes, particularly if there is a change to the Achievement Index.

#### **INDICATORS OF EDUCATIONAL SYSTEM HEALTH – REVIEW AND NEXT STEPS**

Dr. Andrew Parr, Research and Data Manager

Mr. Adam Wilson, Communications Manager

Mr. Parker Teed, Data Analyst

Mr. Wilson briefed the Board on the staff's work on creating and submitting the 2016 Statewide Indicators of the Educational System Health Report. He provided a data overview of the number of views the publication received online, the media coverage received and the social media reception.

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Mr. Teed summarized the status of the statewide indicators that SBE is required to monitor and report on. He provided an overview of the most recent results for each of the specified indicators. Mr. Teed indicated that staff are seeking feedback from board members on how the Board would like to utilize the report to further the Board's Strategic Plan and legislative priorities.

Members asked staff clarifying questions on the process for tracking and gathering student data.

Board members discussed their concern about the scale score point gap on the 2015 8<sup>th</sup> Grade National Assessment of Educational Progress in math for students with disabilities.

### **DISCUSSION OF REVISIONS TO THE 2015-2018 STRATEGIC PLAN**

Mr. Ben Rarick, Executive Director

Mr. Parker Teed, Data Analyst

Mr. Rarick outlined the process staff have taken to amend the 2015-2018 Strategic Plan and the creation of the Theory of Action document. Member Avery, who assisted staff with the framework of the Theory of Action, shared with members the purpose of the document.

Members discussed the following:

- More collaboration with the Educational Opportunity Gap Oversight and Accountability Council and ethnically-rich communities
- How the theories of action will be created and used by the Board in their work with the strategic plan goals

### **BOARD DISCUSSION**

#### Executive Director Update - Continued

In response to a member question, Ms. Drake reported that larger districts over 2,000 students can still define their own occupational credits and it counts towards graduation. She presented some of the challenges schools have shared in implementing a 24-credit graduation framework.

In response to member questions, Mr. Rarick summarized the Board's role with Required Action Districts and its statutory obligation with the district's improvement plans. Board members asked clarifying questions.

Members discussed the importance of making additional resources, such as professional development and coaching, a part of basic education.

### **PUBLIC COMMENT**

Seeing no requests for public comment, Chair Muñoz-Colón continued with the agenda.

### **BOARD DISCUSSION**

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Post-Secondary Pathway Option

Chair Muñoz-Colón shared that she and Mr. Rarick have begun discussing an assessment alternative proposal that she felt aligned with the Board’s legislative priorities. The proposal would be applicable for high school seniors that did not pass the Smarter Balanced Assessment and would allow them to receive their high school diploma if it’s been verified the student has taken steps to continue their education in a post-secondary setting. The proposal was based on some strategies Tacoma Public Schools and Everett Public Schools are using to help their students better prepare for life after high school.

Mr. Rarick reported that staff have discussed the proposal with a key legislator that is interested in possibly writing a bill to support it. This option would not replace any current assessment alternative or the Smarter Balanced Assessment itself, but would rather be an additional pathway when a student has exhausted all other options for graduation.

Mr. Alan Burke, the Board’s contracted consultant, has discussed the concept informally with a few stakeholders and they have been supportive. The practical issues have not been finalized and staff are still in the preliminary stages.

Members discussed how this alternative could benefit students, but also the possible unintended consequences of it being used as the default path for certain student subgroups or to avoid having to pass the Smarter Balanced Assessment.

Some members expressed their discomfort in proceeding with the proposal because members have not had an opportunity to consider the proposal sufficiently. The Board decided to continue the conversation at a later date before staff further their efforts in discussing the proposal with legislators.

Strategic Plan

Board members reviewed the revisions to the strategic plan and offered amendments.

**BUSINESS ITEMS**

**Motion made by Member Avery** to approve the revised 2015-2018 Strategic Plan, as shown in Exhibit A.

**Motion seconded.**

**Motion carried.**

**Motion made by Member Jennings** to approve private schools Saddle Mountain School and Alger Learning Center for the remainder of the 2016-2017 school year.

**Motion seconded.**

**Motion carried.**

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**Motion made by Member Avery** to approve Boisfort School District and Tukwila School District for the 2016 School District Basic Education Compliance Report.

**Motion seconded.**

**Motion carried.**

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

**Motion seconded.**

**Motion carried.**

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

**Motion seconded.**

**Motion carried.**

**Motion made by Member Bolt** to approve Paterson School District's waiver request from the 180-day school year requirement for 34 school days for the purposes of economy and efficiency for the 2017-18, 2018-19 and 2019-20 school years.

**Motion seconded.**

**Motion carried.**

Chair Muñoz-Colón adjourned the meeting at 2:30 p.m.

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

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

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## Feedback Summary of the January 10 Community Forum

Five participants, plus ten board members and seven staff, attended the January 10 community forum in Tumwater. Parents, school board members, community leaders, and administrators attended the forum. The notes below are from staff's notes. Participants expressed concerns about the following topics (**bold and bold underlined items indicate high relative frequency**):

### The need for smaller class sizes:

- **Learning increases, especially for the youngest students, with smaller class sizes**
- Need funding for smaller class sizes

### Benefits and challenges of assessments

- **Need alternatives to assessments**
- Assessments can be used to identify students and content areas in need of additional support
- Assessment and remediation can create barriers to enrollment in other classes
- Consider reducing the amount of high-stakes testing or delinking standardized tests from graduation requirements

### Preparing students for Next Generation Science Standards and 21<sup>st</sup> century skills

- Increase STEM learning by teaching to diverse learning styles
- NGSS helps kids to have the skills and knowledge to tackle multiple scientific issues as well as enhance their skills in reading, writing, and math
- Increase Career and Technical Education funding and flexibility

### Opportunity and Achievement Gaps:

- **Start with kindergarten readiness**
- Focus on transition points
- Better support for Students with Disabilities (SWD) and English Language Learners (ELL)
- Discipline disproportionately affects students of color.

### Increasing support for social and emotional health:

- Positive Behavioral Interventions and Supports (PBIS) and Restorative Justice could help reduce disproportionate discipline for students of color
- Increase support for Social Emotional Learning (SEL) in schools, which focuses on Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making

If you have questions about this feedback summary or future community forums or outreach efforts, please contact Alissa Muller, Communications Consultant, at [Alissa.muller@k12.wa.us](mailto:Alissa.muller@k12.wa.us).

2/23 DRAFT

Dear Executive Committee Members:

This week, Ms. Isabel Munoz-Colon let us know that she will be resigning her seat on the Board, effective at the March meeting. This is certainly difficult news and I know everyone will want ample time to express their gratitude for the great job she has done. I look forward to planning that with you.

The purpose of this memo is to think through the practical implications of Isabel's resignation, both from the standpoint of her board seat, and also from the standpoint of her position as Chair.

### **Board Seat (#5)**

Starting with her status as a board member, our records indicate that Isabel's term was set to expire January, 2018. The Governor's office would have the option of appointing someone in position #5 to fill out the remainder of that term. If they do, that partial term will not count toward the 8-year term limit for the new board member. Past practice suggests, however, that they may wait to make that appointment in January.

### **Board Chair**

In terms of Isabel's status as Chair, the scenarios for replacing her are more complex. Her current term as Chair is set to expire in September at the Planning meeting. There are two primary options for replacing her:

**Option A – Elect expeditiously & follow the strict letter of the by-laws:** Under this scenario, Isabel would resign in March and the Board would not have a chair starting at the May meeting. Article IV of the by-laws require the following:

(4) **Vacancies.** (a) Upon a vacancy in any officer position, the position shall be filled by election not later than the date of the second ensuing regularly scheduled board meeting. The member elected to fill the vacant officer position shall begin service on the executive committee at the end of the meeting at which she or he was elected and complete the term of office associated with the position. (<http://www.sbe.wa.gov/documents/Bylaws201501.pdf>)

My read suggests that, in this case, the "second ensuing regularly scheduled" meeting would be July, meaning that a successor would have had to be elected by

the end of that meeting. More likely, they would be elected in May, with nominations coming in March.

As some of you know from past practice, these elections can have ripple effects – if someone currently on the executive committee is elected Chair, than an ensuing election is held to replace the person who has been promoted in the Executive Committee structure. It is impossible to know how many ‘ripples’ are created but it’s certainly possible that there could be more than two.

*The primary difficulty with Option A is that, with regularly scheduled executive committee elections slated for September, it is possible that the Board may elect a Chair (or a whole slate of candidates following the ‘ripple effects’) for only 1 or 2 meetings. Faced with this dilemma in the past, board members have sometimes sought alternative arrangements where they don’t have to conduct two elections so close together.*

**Option B – “Let it ride” & Ask the Board to suspend the by-laws by a 2/3 votes:** Under this scenario, Isabel would resign in March and the Board would not elect a Chair, letting the vacancy “ride” until the regularly scheduled leadership election in September. Such a plan would require consent of 2/3 of a voting quorum of members at a meeting, under Article IX of the by-laws.

In this scenario, the Chair position would remain vacant and the Vice Chair would be made “Acting Chair,” until such time as a newly elected Chair could be seated in September. The Acting Chair would most likely preside for the May and July meetings, and perhaps part of the September meeting.

The benefit of this approach is holding only one election, rather than two tightly bunched, and avoiding a scenario in which a person is elected to be Chair, or another Executive Committee position, and then subsequently un-elected for whatever reason, including changing voter counts present at each meeting. The drawback of this approach is that the Board operates for some period of time without a permanent Chair, making difficult decisions or board procedures tougher to manage procedurally. Retreat planning, among other factors, can be complicated.

**Next steps:**

The executive committee needs to make a recommendation as to how the Board should proceed. As matters sit now, the agenda is being prepared with an action item that presumes strict conformance with the by-laws. This means that there will be an action item entitled “Executive Committee Nominations” on the March agenda, in which members will nominate peers for an election slated for May. If the Board decides to pursue Option B, a motion to suspend the by-laws will need to be made. If successful, that motion would have the effect of removing that item from the list of action items for the meeting.

One final point – there are probably other options than the two presented here, but they amount to variations on Option B. The big decision to make is basically to elect now or wait.

I should also note that both of these scenarios have merit and in my mind, there is no clear favorite. They each present real benefits and drawbacks. The critical factor in decision-making may be how likely members feel it is that someone would be elected Chair, and then subsequently un-elected/replaced two months later. This has less to do with the actual candidate, and more to do with who is able to attend which meetings, and how the Board is comprised at that time.



# THE WASHINGTON STATE BOARD OF EDUCATION

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**Title: SBE Equity Efforts Update**

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**As Related To:**

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

**Relevant To Board Roles:**

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

**Policy Considerations / Key Questions:**

1. How did last evening’s community forum inform the Board regarding students of color’s strengths and challenges related to career-readiness?
2. What “equity learning year” activities have staff and Board Members participated in recently?
3. What might the Board do next to delve deeper into issues of equity in order to effectively accomplish its goal of closing the opportunity gaps for all Washington children?

**Possible Board Action:**

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

**Materials Included in Packet:**

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

**Synopsis:** Given the Board’s 2017 legislative priorities, the legislature’s organizational structure and Governor Inslee’s proposed budget, how can the Board best advocate for its policy priorities?

This is a continued discussion related to the Board’s learning year on equity. During this meeting the Board will:

- De-brief the voices and messages expressed from communities of color during last evening’s community forum
- Discuss staff’s “Leading for Racial Equity” recent two-day training, and recent Board member activities related to equity
- Discuss next steps

In your packet you will find:

- An “Equity Lens” bookmark (will be provided in “additional materials”) – for use during this section of the agenda and the Legislative Update section of the agenda
- Agenda from last night’s community forum (will be provided in “additional materials”)
- Agenda from staff’s “Leading for Racial Equity” recent two-day training

Please contact Kaaren Heikes with any questions at [Kaaren.heikes@k12.wa.us](mailto:Kaaren.heikes@k12.wa.us) or 360.725.6029.



**Washington State Board of Education Staff Professional Development**  
**Leading for Racial Equity**  
**January 17<sup>th</sup> & 18<sup>th</sup> 2017**  
**Agenda**

**Day One- Objectives**

- Calibrate a collective working definition of “equity” as it relates to strengthening student educational outcomes
- Become aware of our cultural filters, stereotypes, biases & judgments
- Recognize how our interactions are impacted by the messages we receive and our racialized “front packs”
- Examine potential inconsistencies between and among beliefs, language, and actions regarding equity in student learning

8:30 – Welcome/Norms/Opening Activity

9:00 – Setting the Stage for our Racial Equity Work

9:45 – Exploring our Identities: Identity Map Activity

10:30- Diversity Toss: Activity

BREAK

10:45 – What is Implicit Bias?

12:00 Lunch

1:00 – Why Lead for Racial Equity?

1:45 – Finding our “Why”: Activity

2:30 – Break

2:45 – What does it mean to Lead for Racial Equity?

3:30- Making Connections: How do today’s lessons inform Our Work?

4:00 – Closing

## **Day 2 Objectives:**

- Understand the three forms of racism: Individual, Institutional and Structural
- Have greater awareness and knowledge of the historical construction of whiteness and the impact of power and prejudice
- Increase awareness of how race, power, and privilege impacts our work with children/students, families, and colleagues

8:30 – Welcome/Norms/Opening Activity

9:00 – Reflections on Day One: What is still with you?

10:00- Three Levels of Racism

10:30 - BREAK

11:00 – Race the Power of an Illusion

12:00 – Lunch

1:00: Film Debrief and Discussion

1:30 – What is White Privilege: Activity

2:30- Making Connections: How does today's lesson inform our work?

3:00- Closing and Next Steps



# THE WASHINGTON STATE BOARD OF EDUCATION

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<b>Title:</b>	<u>Student Transitions: Planning for Postsecondary Success</u>	
<b>As Related To:</b>	<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 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
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	<ul style="list-style-type: none"> <li>• How do students become informed about and plan for postsecondary options?</li> <li>• How are districts partnering with postsecondary institutions to establish secondary to postsecondary pathways?</li> <li>• Are there statewide policy levers that encourage best practices in student planning for postsecondary success?</li> </ul>	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>The Board will hear from both secondary and postsecondary partners about issues of student planning and successful secondary to postsecondary student transitions. This agenda item will include:</p> <ul style="list-style-type: none"> <li>• A demonstration from WSIPC (a consortium of districts that provides technical data services to districts) of the High School and Beyond Planning application. (The application was developed in partnership with OSPI and the SBE).</li> <li>• A panel discussion with secondary and postsecondary partners on best practices and challenges of educational student planning.</li> <li>• A panel discussion with district and college teams on supporting pathways to postsecondary education.</li> </ul> <p>This section of the Board packet includes:</p> <ul style="list-style-type: none"> <li>• Background information on student transitions and planning.</li> <li>• A summary of the format for this section of the Board meeting, including guiding questions that were shared with the panelists.</li> <li>• Background information on youth apprenticeships (provided for information only; there will not be a presentation to the Board specifically on this topic at this meeting).</li> </ul>	





# THE WASHINGTON STATE BOARD OF EDUCATION

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## STUDENT TRANSITIONS: PLANNING FOR POSTSECONDARY SUCCESS

### Summary and Policy Considerations

At the March board meeting, the State Board of Education (SBE) has reserved part of the agenda for work on student transitions. This work will be the first of at least a three-meeting arc centering on different aspects of the broad topic of student transitions. At the March meeting in Everett, the Board will focus on student planning for postsecondary success. At the May meeting in Walla Walla, the focus will be on supports for successful student transitions. This meeting may also include a focus on non-normative student transitions, such as mobile students who transition between schools, students who leave school and return, transitions of students in English Language Learning programs and Special Education, transitions of students in foster care, and student transitions and the juvenile justice system. At the July meeting in Spokane, the Board will focus on student transitions and assessments, including the role of assessments in high school and in college and university admissions.

Possible outcomes of this work could be:

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

Complementing the work on student transitions, the Board will also be conducting a series of forums the evening before each of the meetings in March, May and July. The forums, entitled “Multi-Cultural Perspectives on Career Readiness”, will focus on hearing diverse communities to inform an equity perspective on high school education policies. The Board has identified outreach and engagement of racially, ethnically and economically diverse communities as part of a strategy to build relationships and policies that help close the opportunity and achievement gaps.

At the March meeting the Board will hear about:

1. Online High School and Beyond Planning

Demonstration by WISPC, a cooperative of Educational Service Districts and school districts for information technology services, of the High School and Beyond planning tool for students.

2. Good Practices and Challenges of Student Planning

A panel discussion of student planning at both the secondary and postsecondary levels, with an exploration of how high school planning could connect with postsecondary planning. Panelists from the Office of the Superintendent of Public Instruction (OSPI), Everett Community College and MESA, an organization associated with the University of Washington committed to creating programs and initiatives to increase diversity and retention in science, technology, engineering and math fields by under-represented student populations.

### 3. Building Pathways to Postsecondary Education

A panel discussion with school district and community college educators about connecting secondary students to postsecondary options.

Guiding questions were given to the presenters and panelists to help frame the discussion. An outline of the format with guiding questions are included in this memo.

Key questions for the Board to consider include:

- How do students become informed about and plan for postsecondary options?
- How are districts partnering with postsecondary institutions to establish secondary to postsecondary pathways?
- Are there statewide policy levers that encourage best practices in student planning for postsecondary success?
- What information would postsecondary institutions like to have from incoming high school graduates that may help students successfully complete certificates or degrees?

### **Background**

Background information on each portion of the meeting segment is provided below.

#### *1. Online High School and Beyond Planning*

Since the High School and Beyond Plan became a graduation requirement, districts have expressed an interest in a no- or low-cost online High School and Beyond Planning (HSBP) tool. OSPI and other stakeholders, including the SBE, worked with WSIPC to develop the tool. WSIPC (formerly the Washington State Information Processing Center, but now simply WSIPC) provides member districts with the Skyward student information management system. The HSBP tool works with the Skyward system to automatically populate the tool with the student's course information.

This is the second year the tool has been widely available to districts. It is offered at no cost to districts that are members of WSIPC. Districts that are not members pay a one-time set up fee to allow the tool to access the district's student information management system.

Benefits of the tool include:

- Automatic population of student course information.
- Tracking graduation requirements met.
- A four year course-taking plan.
- Access by students and counselors.
- Ability for the student to record education and career goals

#### *2. Good Practices and Challenges of Student Planning*

The panelists for this part of the board meeting will be Danise Ackleson, Program Supervisor for OSPI; Lucy Casales, Senior Associated Director of Programs for MESA; and Anne Brackett, Chemistry Faculty and Guided Pathway leader at Everett Community College. Background information provided here is on Career Guidance Washington, the MESA organization, and guided pathways.

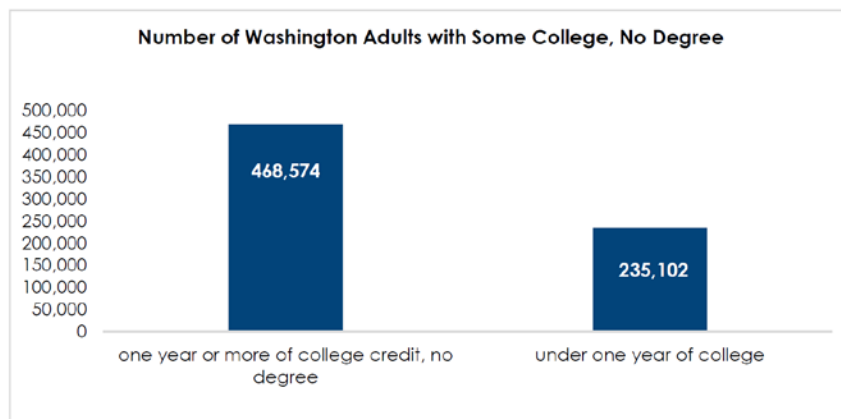
OSPI provides a curriculum for comprehensive guidance, Career Guidance Washington, that is available for districts to use at no cost. Lessons within the curriculum have recently been updated to support a

best practice guidance and counseling program, including helping to guide students in the development of a high quality High School and Beyond Plan. Career Guidance Washington includes resources, templates and curriculum for development of a school-wide guidance program from grades 6 to 12. More information about Career Guidance Washington may be found at: <http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/>

MESA stands for Math, Engineering, Science Achievement, and is an organization dedicated to improving diversity and retention in science, technology, engineering and math field by underrepresented populations of students. MESA employs a variety of strategies at both the K12 and college level, as well as supporting professional development for educators. More information about MESA may be found at: <http://www.washingtonmesa.org/>

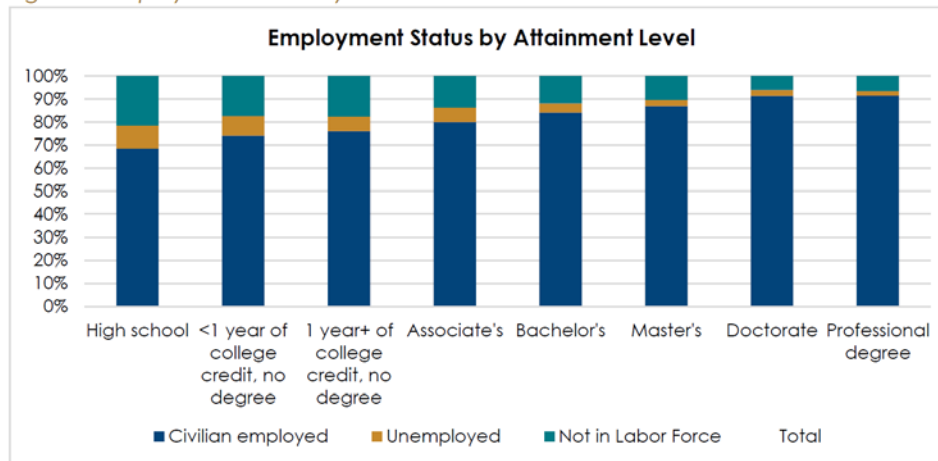
Guided Pathways is a state community and technical college initiative to increase college completion, reduce gaps, and reduce the time to a degree. Forty-two percent of students who enroll in Washington community and technical colleges do not complete their certificate or degree, and this rate is higher for typically underserved racial and ethnic student groups (see figure 1). Individuals who leave college before completing a certificate or degree face significantly higher levels of unemployment relative to those who complete (figure 2). The Guided Pathways model is designed to equalize opportunities institution-wide by clarifying paths to student goals, helping students choose and enter a path, helping students stay on the path through advising and monitoring, and ensuring students are learning by enhancing instruction and teaching and establishing program-level learning outcomes. More information about Guided Pathways may be found at: <http://www.sbctc.edu/colleges-staff/programs-services/student-success-center/guided-pathways.aspx>. A Guided Pathways Research Brief may be found at: <http://www.sbctc.edu/resources/documents/colleges-staff/research/research-briefs/research-brief-2016-4-efficiency-and-time-to-degree.pdf>

Figure 1 and 2: From *Some College, No Degree*, Washington Student Achievement Council, 2015.



Source: American Community Survey, 2009-2013

Figure 2



Source: ACS 2009-13 5 Year Estimates, 17-54 Only

### 3. Building Pathways to Postsecondary Education

The board will hear from a panel of Everett School Districts and Everett Community College educators, and Edmonds School District and Edmonds Community College educators. These districts have worked on intentionally creating pathways to help students transition from secondary to postsecondary education.

Activities and programs that high schools use to inform and connect students to postsecondary education and training include:

- Guidance and counseling
  - May use the Career Guidance Washington curriculum
  - May employ tools such as WSIPC's online high school and beyond planning tool, or other available systems such as [Naviance](#) or [Career Cruising](#).
- College fairs, college and university visits, work site visits
- Building relationships between high school guidance counselors and college and university admissions staff
- Building relationships between secondary and postsecondary teaching staff by working together on curricula alignment such as:
  - Math and English Bridge Courses
  - Tech Prep agreements in Career and Technical Education fields
- Dual credit programs
- Programs such as:
  - Gear Up (<http://www.gearup.wa.gov/about>)
  - AVID (<http://www.avid.org/>)
  - Core Plus (<http://core-plus.org/>)
  - Pre-Apprenticeship Programs (<http://www.ini.wa.gov/TradesLicensing/Apprenticeship/About/IntroProg/default.asp>)



## **Format and Guiding Questions for the “Student Transitions: Planning for Postsecondary Success” Portion of the Board Meeting**

Introduction (15 minutes)

WSIPC Demonstration of My School Data High School and Beyond Planning Tool (25 minutes)

Guiding Questions:

- What are the benefits to students and educators of the HSBP tool?
- What metrics are available on the use of the tool?—How many districts are using it? How many students?
- Are there updates or refinements to the tool underway or planned?
- How ‘portable’ is the data? Could the HSBP data be shared with higher education if there was an interest in connecting students’ HSBP with college advising and guidance?

Panel #1: Good Practices and Challenges of Educational Planning (50 minutes, 10 minutes for each panelist and 20 minutes for discussion)

Danise Ackelson, OSPI, Overview of Career Guidance Washington and high school and beyond planning

Lucy Casale, MESA, Overview of MESA and building pathways to STEM careers for under-represented students

Anne Brackett, Everett CC, Overview of Guided Pathways

Guiding Questions:

- What are good practices in high school and beyond planning?
- What barriers are present that, if removed, would improve high school to postsecondary transitions for students?
- How could guidance and planning in the high school feed into the Guided Pathway approach in the colleges?

Presentation by Superintendent Dr. Gary Cohn Regarding Implementation of a College- and Career-Readiness Seminar in Everett High Schools (20 minutes)

Panel #2: Building Pathways to Postsecondary Education (50 minutes, 10 minutes for each team and the rest for discussion)

Team from Everett Community College and Everett School District

Team from Edmonds Community College and Edmonds School District

Guiding questions:

For colleges:

- What high school-based student information (e.g., transcripts, exam scores, High School and Beyond Plans—HSBP) do community colleges use to suggest entrance into guided pathways or to place recent high school graduates in courses?
- What additional information would be helpful in making those decisions?
- Assuming that your college has developed a relatively effective transition program for students arriving from local feeder high schools, what statewide procedures and practices would improve the information flow for students who do not come from local high schools?

For districts:

- What information do you receive from community colleges about metamajors, placement protocols, or remediation criteria, and how do you use that information in junior/senior student guidance and in suggesting course choices?
- What additional information would be helpful to you in guiding students in ways that would assure better preparation for entrance into community college, and, upon arrival, more effective use of available guided pathways?

Both Parties:

- What are the strengths of your current high school to community college transition program?
- What barriers are present that, if removed, would improve high school to community college transitions for students?
- What current practices are in place that provide collaboration opportunities for guidance practitioners from high schools and community colleges?

## **Youth Apprenticeships**

Information on youth apprenticeships in Washington is provided here as background information. While there will not be a presentation to the Board on apprenticeships at this meeting, apprenticeships are one pathway to a living-wage job for Washington students. Currently, few students are accessing apprenticeship opportunities directly after high school. In 2015, 3,182 apprenticeships exited an apprenticeship program, and the average age of completers was 30, according to the Workforce Board's [Program Report on Apprenticeships for 2015](#), suggesting that few students enter apprenticeships immediately after graduating.

### *What is Apprenticeship?*

Apprenticeship is a combination of on-the-job training and classroom instruction, overseen by a journey-level craft or trade profession. Apprenticeships are sponsored by employer and labor groups, often labor unions, employers or employer associations. Regulation of apprenticeships falls under various state and federal laws. In Washington, the Washington State Apprenticeship and Training Council, appointed by the Department of Labor and Industries through the Apprenticeship Act, is the regulatory body responsible for approving apprenticeship programs and establishing program standards.

### *Youth Apprenticeship in Washington State*

Youth apprenticeship is a priority for Governor Inslee and recently the Apprenticeship and Training Council approved the first youth apprenticeship program in aerospace and advanced manufacturing industries. The first site is a partnership of Tacoma School District, the Washington Department of Labor and Industry, and Bates Technical College. According to Jody Robbins, Apprenticeship Program Manager at the Department of Labor and Industries, the program is currently serving about 15 students. There are plans to expand the program to an additional 10 sites next year.

More information about this program may be found at: <http://www.ajactraining.org/>

Most apprenticeship programs limit entrance to adults over the age of eighteen. For high school students, pre-apprenticeship programs may be a pathway to apprenticeships and career. Pre-

apprenticeship programs are available at several school districts, skills centers, and other sites around the state. Some high school students who complete pre-apprentice programs in may directly enter apprenticeship programs after graduation. More information about pre-apprenticeship programs may be found at: <http://www.lni.wa.gov/TradesLicensing/Apprenticeship/About/IntroProg/default.asp>.

**Action**

No business item is associated with student transitions at the March Board meeting. The Board may consider taking action on student transitions at a later Board meeting.

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



# THE WASHINGTON STATE BOARD OF EDUCATION

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<b>Title: BEA Waiver Requests</b>	
<b>As related to:</b>	<input type="checkbox"/> <b>Goal One:</b> Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> <b>Goal Two:</b> Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input type="checkbox"/> <b>Goal Three:</b> Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> <b>Goal Four:</b> Provide effective oversight of the K-12 system. <input type="checkbox"/> <b>Other</b>
<b>Relevant to Board roles:</b>	<input type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input type="checkbox"/> Advocacy <input type="checkbox"/> Communication <input type="checkbox"/> Convening and facilitating
<b>Policy considerations / Key questions:</b>	Should the Option One requests presented for waiver of the minimum 180-day school year requirement be approved, based upon the criteria for evaluation in WAC 180-18-040? Are there deficiencies in any application that may warrant resubmittal of the application, with corrections, for consideration by the Board at a subsequent meeting per WAC 180-18-050?  Does the request by Selkirk School District for renewal of its waiver of the minimum 180-day school year requirement for purposes of economy and efficiency meet the criteria for approval in WAC 180-18-065?
<b>Relevant to business item:</b>	Approval of Option One waiver requests from Sunnyside and Valley School Districts. Approval of Option Two waiver request from Selkirk School District.
<b>Materials included in packet:</b>	<ul style="list-style-type: none"><li>• A memo summarizing the two Option One and one Option Two waiver requests.</li><li>• The Option One applications submitted by Sunnyside School and Valley Districts.</li><li>• A copy of WAC 180-18-040 (Waivers from minimum one hundred-eighty day school year requirement).</li><li>• Evaluation worksheets for both waiver applications.</li><li>• The Option Two application from Selkirk School District.</li><li>• A copy of RCW 28A.140.141.</li><li>• A copy of WAC 180-18-065 (Waiver from one hundred eighty-day requirement for purposes of economy and efficiency).</li></ul>
<b>Synopsis:</b>	The Board has before it three requests for Option One requests for waiver under RCW 28A.305.140 of the BEA program requirement of a minimum 180-day school year and a request for renewal of a 180-day waiver for purposes of economy and efficiency under RCW 28A.305.141, termed Option Two. The Option One requests are from Sunnyside and Valley School Districts. Selkirk School District requests three years of an Option Two waiver of 30 days.

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# THE WASHINGTON STATE BOARD OF EDUCATION

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## OPTION ONE AND TWO BASIC EDUCATION PROGRAM WAIVER REQUESTS

### Policy Considerations

Do the requests by Valley and Sunnyside school districts for waivers of the minimum 180-day requirement merit approval by the Board, based on the criteria for evaluation adopted in WAC 180-18-040? 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 related documentation that the district might correct for board consideration at a subsequent meeting per WAC 180-18-050?

Does the request by Selkirk 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?

### Summary of Option One Waiver Applications

District	Number of Waiver Days Requested	Number of Years Requested	Purpose of Waiver	Student Instructional Days	Additional Work Days Without Students	New or Renewal
Sunnyside	7 (4 for PT-Conferences, 3 for Professional Development)	3	Parent-Teacher Conferences Professional Development	173	12	Renewal
Valley	3	3	Professional Development	173 (with four parent-teacher conference waiver days)	1	Renewal

### Background: Option One Waivers

The SBE uses the term "Option One" waiver to distinguish the regular 180-day waiver available to school districts under RCW 28A.305.140 from the "Option Two" waiver available to a limited number of districts for purposes of economy and efficiency under RCW 28A.305.141. RCW 28A.305.140 authorizes the Board to grant waivers from the minimum 180-day school year requirement of RCW 28A.150.220(5) "on the basis that such waivers are necessary to implement a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student."

WAC 180-18-040 implements this statute. It provides that "A district desiring to improve student achievement for all students in the district or for individual schools in the district may apply to the state

board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement . . . while offering the equivalent in annual minimum instructional hours . . . in such grades as are conducted by the school district.” The Board may grant a request for up to three school years. There is no limit on the number of days that may be requested. Rules adopted in 2012 as WAC 180-18-040(2) and (3) establish criteria for evaluating the need for a new waiver and renewal of an existing one.

WAC 180-18-050 sets procedures to be followed to request a waiver. A district must provide, in addition to the waiver application, an adopted resolution by its school board requesting the waiver, a proposed school calendar for each year to which the waiver would apply, and information about the collective bargaining agreement with the local education association.

### **Summary of Current Option One Requests**

**Sunnyside**, a district of about 6,800 students o in South-central Washington, requests renewals of its waiver of seven days for the 2017-18, 2018-19, and 2019-20 school years. The district states that it plans to use the seven waiver days for all schools in the district.

As a renewal, the waiver does not reduce the current number of half days. However, the district stated that the renewal waiver continues a schedule that resulted in the reduction of the number of half-days by fourteen compared to a schedule without using a waiver of the 180-day requirement. Sunnyside will continue to meet its minimum instructional hour requirements.

The purpose of the waiver is to improve student achievement through using four of the seven waiver days for parent-teacher conferences and the other three waiver days for professional development. The district has 12 additional teacher work days without students but those days depend on federal funding.

Sunnyside states that the parent-teacher conferences are vital to engaging parents, especially for parents of students who qualify for free or reduced price lunch and students from families where English is not the first language in the home. The professional development will be critical for alignment of curriculum, instruction, and assessment to the Washington State Learning Standards in English language arts, mathematics, and science. The professional development days will provide focus on English Learners and students on Individual Education Plans. The district will use the Center for Educational Leadership Five Dimensions Framework and will make use of assessment during the professional development.

The district aligns its waiver plan to its school improvement plan, noting that the waiver serves the goals of improving instructional practice districtwide by deepening understanding of the standards, providing time for staff to collaborate, and analyzing data in teams to inform practice. The district goal of 100% graduation is supported by the waiver. The district also relates the waiver to growth in ELA, math and science on statewide assessments and interim assessments. Furthermore, the district will examine school-level goals, staff development schedules, and connect the professional development to teacher and principal evaluation. The district noted its gains in growth and graduation rates. In its original waiver application, Sunnyside noted the goal of increasing results on state assessments and graduation rates. Sunnyside has made gains on its graduation rate, steady increases in science, increased Smarter Balanced English Language Arts results in most grade levels, and increased math results in some grade levels from 2014-15 to 2015-16. Overall, Sunnyside has made gains on the metrics that it used to set goals in its original application.

The three year waiver will consist of ongoing activities over the course of the three years. However, those activities will be adjusted and informed by formative and summative data. Family engagement will increase over the three years of the waiver and will be supported by the district’s Family Engagement Director.

Sunnyside stated that they collaborate with the community through advisory committees, publications, and collaboration with community organizations, non-profits, and municipalities. The District Math and Literacy Leadership team also focused on collaborative planning.

In response to renewal questions, Sunnyside stated that it used the waiver days from its prior request as planned for professional development and parent-teacher conferences. The district increased its graduation rates during the previous waiver and made improvements in math and reading at multiple grade levels. The waiver is not changing in length. Although the waiver duration and purpose are not changing, the district will make further use of its data and support systems to achieve its goals. The districts states that the need for the waiver is at an all-time high. The district will use its renewal to focus on review of the Interim Assessment Benchmarks, to assist teachers in unit and lesson planning, and support family engagement strategies. Parents and the community were informed about the waiver by frequent communications home and collaboration with advisory committees, nonprofits, and community organizations. Also, the Family Engagement Task Force, including Title and LAP parent representatives, was informed and updated about the waiver.

**Valley**, a district of about 700 students in Northeastern Washington, requests renewal of a waiver of three days for the purpose of professional development for the 2017-18, 2018-19, and 2019-2020 school years for all schools in the district. Valley is also approved to use four days for the sole purpose of parent-teacher conferences.

As a renewal of a waiver, the approval will not result in any fewer half days. Valley will still meet its minimum instructional hour requirements. Valley has one additional teacher work day without students.

The professional development time on the waiver days will be used for implementation of the Marzano Teacher Evaluation Model, improving use of the Smarter Balanced Assessment Platform's online tools, and social-emotional learning practices. The district will use this time to analyze data and collaborate to develop instructional strategies and interventions.

The district affirmed that the waiver plan is aligned to the district's school improvement plan.

The district's Continuous Improvement Goals include proficiency on the state assessments in ELA and math. The district uses grade-level goals that are outlined in its application. The district also has a goal that high school students pass 100% of classes and no one drops out. In addition to the state assessments, the district will continue to use other measures including various local assessments that are identified in its application. In its original waiver application, Valley lists Annual Measurable Objective (AMO) and Measures of Academic Progress (MAP) results. Unfortunately, progress on these two measures are difficult for SBE staff to evaluate because the last set of AMO results that were published on the OSPI Report Card are from 2012-13 and the MAP results are available locally but are not available at the state level. On the state assessment, Valley's results increased for all grade levels from the 2014-15 to 2015-16 Smarter Balanced ELA and some grade levels in math. Their science results have been mixed. The district does not offer high school. Therefore, the graduation rate could not be analyzed.

The district will use its Continuous Improvement Model to build on analysis of data from year to year. The district also stated that connections from one year of the waiver to the next are built through the district's multi-year process of integrating its systems with the Common Core State Standards.

Valley's waiver activities were planned as a result of input from staff, parents and the community through activities, meetings and surveys compiled over the previous waiver.

Valley School District does not have a collective bargaining agreement.

In response to renewal questions, Valley stated that it used its waiver days under the prior request as planned. They stated that they made progress towards their goals, including 100% of staff having been

trained on the Marzano Instructional Framework and gains on the Smarter Balanced assessment from 2015 to 2016. With the renewal of its waiver, the district will be moving forward from the knowledge level of the Marzano framework to the application level. The district will build on its work with the Common Core State Standards and Smarter Balanced assessment. In particular, the district will engage staff on the Smarter Balanced platform tools. Valley affords staff the opportunity to provide input on the waiver each year as part of each school's continuous improvement planning process.

### **Background: Option Two Waivers**

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

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

- A demonstration of how the BEA program requirement for instructional hours will be maintained by the district;
- An explanation of the economies and efficiencies to be gained from compressing the instructional hours into fewer than 180 days;
- An explanation of how monetary savings will be redirected to support student learning.

Four districts have applied for waivers under this statute: Bickleton, Paterson and Mill A for districts with fewer than 150 students, and Lyle for districts of 150 to 500. In November 2009 the Board approved requests from Bickleton for waiver of 30 days for three years, from Paterson for 34 days for three years, and from Lyle for 12 days and 24 days, respectively, for two years. Bickleton and Paterson were granted renewal of their waivers in March 2012 and, again, in March 2015. Paterson was also granted renewal in January 2017. Both continue to operate on calendars of four-day school weeks. Lyle returned to a standard calendar after two years on a four-day week. Mill A was not approved for a waiver as it would have exceeded the cap on waivers for districts with fewer than 150 students.

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

In establishing the waiver program in 2009, the Legislature placed an ending date of August 31, 2014 on the statute. It required the SBE to submit a report and recommendation to the Legislature by December 2013 on whether it should be continued, modified, or allowed to terminate on that date. The SBE recommendation was to focus on whether the program resulted in improved student learning as demonstrated by empirical evidence. The Board submitted an extensive [report](#), supported by best available data on academic outcomes from the shortened school calendars.

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

*Recognizing that the data are inconclusive as to the question asked by the Legislature, Did the alternative program lead to measurable growth in student achievement, but that the data does show no measurable decline in student achievement and that other benefits were identified by*



*the waiver district communities, the State Board recommends that Option 2 waivers be allowed to continue for an interim period.*

In the 2014 Session the Legislature passed and the governor signed legislation continuing the SBE's authority to grant waivers under RCW 28A.305.141 through August 31, 2017. No changes were made to eligibility for the waiver or other significant provisions. There is no requirement for additional SBE study of the program.

In the 2016 Session the Legislature passed and the governor signed legislative removing the expiration date for waivers granted under RCW 28A.305.141.

### **Current Option Two Waiver Request**

Selkirk, a district of 240 students in Northeastern Washington, is requesting a new Option Two waiver for 30 days for the 2017-18, 2018-19, and 2019-20 school years. The district has stated that it will meet and exceed the minimum instructional hour requirements. The district has a current three-day waiver that will expire at the end of the 2016-17 school year.

The district lists measurable economies (fuel, teacher substitutes, and food – with some of the savings offset by a loss in meal revenue) that will save about \$18,500 and the immeasurable value of 18 paid professional days and economic benefits for parents to take care of appointments and otherwise have flexibility on Fridays. The district lists the following efficiencies:

- Increased uninterrupted instructional time due to adjustments in the athletic schedule.
- Increased student attendance due to a four-day week.
- Increased staff attendance due to providing a weekday to take care of appointments or other business.
- Increased number of highly qualified and desirable teacher applicants due to the four-day week making the district a more attractive employment opportunity. Selkirk is two hours away from Spokane, thus making it hard for teachers to commute. Selkirk is about to have 75% of the staff retire.
- Increased retention and job satisfaction of experienced, qualified staff due to the four-day week.

The district states that it will save a minimum of \$6,000 on certificated substitutes and lists other savings in the economies and efficiencies section of the application. The district's most valued benefit is increased instructional time due to fewer absences and less time lost to athletics scheduling conflicts. Some financial savings will be redirected to child care and extended instructional opportunities and paid training for staff. Unscheduled days will allow for weather make-up days if necessary, 18 professional development days for certificated staff and at least 11 days for classified staff. If it is evident that extra supports are needed to reach student achievement goals, the unscheduled days can be used for special programs or tutoring.

The district held two public hearings on the waiver application and received comments from parents.

Students on free or reduced price lunch can receive take-home backpacks through a partnership with a local food bank. If students are identified as in-need by the district, the local food bank will serve them. Students in athletics on the weekends receive a sack lunch. The district's child nutrition program will have reduced need for local levy subsidies due to the reduction in food costs. If requested by working parents, the district will establish childcare on Fridays that replicates school hours.

In regards to recruitment and retention, the district foresees a significant, positive impact due to the four-day week. Selkirk is a rural, remote, small district. The district expects to compete with other employment opportunities by offering a four-day school week and 18 days of paid professional development.

The district will modify instructional time to provide for longer, uninterrupted days and minimize homework based on a longer school day.

The district will examine the success of its waiver through statewide assessment data. The district provided historical data on its performance. The district is already high-performing and states that the waiver days will improve student performance due to time for improved collaboration and uninterrupted instruction. However, due to its already high performance, the district states that, at the very least, it will sustain its high percentage of students meeting standard. If there are adverse impacts due to the waiver, the district states that it will voluntarily and proactively stop using the waiver days. The district also cites research on the academic benefits of a four-day school week.

The district is submitting its signed resolution separate from the documents in this printed packet. Therefore, the signed resolution will be available in your “additional materials” folder on or after February 28, 2017.

### **Actions**

The Board will consider whether to approve the requests for Option One waivers presented in the applications by Sunnyside and Valley 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 Selkirk School District and summarized in this memorandum.

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

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

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

### **Instructions:**

#### Form and Schedule

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

#### Application Contents:

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

1. A proposed school calendar for each of the years for which the waiver is requested.
2. A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).
3. A resolution adopted and signed by the district board of directors requesting the waiver. The resolution must identify:
  - The basic education program requirement for which the waiver is requested.
  - The school year(s) for which the waiver is requested.
  - The number of days in each school year for which the waiver is requested.
  - Information on how the waiver will support improving student achievement.
  - A statement attesting that if the waiver is granted, the district will meet the minimum instructional hour offerings for basic education in grades one through twelve per RCW 28A.150.220(2)(a).

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

#### Submission Process:

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

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

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

**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	Sunnyside School District
Superintendent	Kevin McKay
County	Yakima
Phone	509-836-8700
Mailing Address	1110 S. 6 <sup>th</sup> Street Sunnyside, WA 98944
Contact Person Information	
Name	Brian Hart
Title	Executive Director of Teaching and Learning
Phone	509-836-8720
Email	brian.hart@sunnysideschools.org
Application type:	
New Application or Renewal Application	New Application (Renewing 3 year waiver)
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	7
School Years	2017-18, 2018-19, 2019-2020
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	14
Remaining number of half days in calendar	0
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? (review below – last waiver)

The purpose of the waiver is to provide the necessary structure to improve student achievement K-12 in Sunnyside School District. This will be accomplished by engaging families in their child's learning with parent conferences and professional development for all certified staff that is focused on improving instruction. The seven days that we will utilize as a result of the waiver are for four-parent conference days and three professional development days.

The four days of parent conference days are focused on engaging parents in their student's learning and developing relationships that support and reinforce what is being taught in school. We have two conference days in the fall and two days in the spring. One of the barriers that we have faced in engaging our parents is that 97 percent of our students qualify for free or reduced lunch because a majority of our families live in poverty. In addition to this, English is not the primary language spoken in many of our families' homes. For this reason, engaging our parents with our schools and teachers is critical for student achievement. Parent conferences are essential for Sunnyside's ability to engage families in support of their student's success.

We have utilized our previous waiver to hold parent-teacher conferences and have had a great amount of success in parent and family turnout and participation. Over 95 percent of parents attended parent-teacher conferences in the elementary and middle schools. About 60 percent of the parents at the high school attended conferences this year, and this percentage has been increasing steadily. These conferences are well planned by each school and are focused on supporting student learning and partnering with families. Schools have staff members who are bilingual and are utilized to effectively communicate with our monolingual families to help reduce the language barrier and make families feel more comfortable and welcome. The 180-day waiver is a critical element in educating families and building relationships to support and help our students learn and achieve at high levels.

Sunnyside School District is focused on district-wide improvement. The waiver will be critical in our implementation of our aligned curriculum, instruction, and assessment of the Washington State Learning Standards in English language arts, mathematics and science district-wide. The three professional development days that we will utilize are essential to help our teachers improve their instructional skills. The three professional development days will focus on implementing the standards to support all students and specifically address the needs of English Learners, and students on individual education plans (IEPs). These professional learning days will help deepen teachers' understanding of the before, during, and after strategies for the use of the curriculum guides aligned to state standards. Professional development on these days will also be focused on staff building a stronger understanding of the Center for Educational Leadership 5 Dimensions Framework and researched best practices to improve teaching and learning.

We will implement curriculum guides that are aligned to state standards in ELA and mathematics. We will utilize the three professional development days to develop a deeper understanding of the standards and assessments. We will analyze student achievement in

these areas utilizing common assessment data and ELA and math interim benchmark assessments. The professional development will support teachers by helping them answer the following guiding questions: How will you plan for re-teaching? What alternative instructional strategies will you use? How will you differentiate instruction to meet the needs of all learners? What assessments will you use to monitor learning outcomes?

The collaboration between buildings, grade levels, and subject areas will focus on common assessment data and ELA and math interim assessment benchmark data. The collaboration across the district is essential, and it will give us the opportunity to review the strengths and challenges on specific standards tested and this data will be disaggregated for each grade level and building site. The collaboration is focused on building on strengths from the results of the assessments in schools and sharing their strategies to support schools that did not perform as well on this assessment. The staff collaboration will focus on structured conversations on lesson planning that will include planning for re-teaching, alternative instructional strategies, differentiated instruction, and assessments to monitor learning outcomes.

The 180-day waiver allows us to maximize student-learning time with 173 full days of instruction without fragmenting daily instruction time and provides continuity and focused learning time.

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

The waiver supports the implementation of the district and school improvement plans by providing for comprehensive teacher and staff training that is aligned to district and building goals. These goals include improving instructional practice district-wide by deepening understanding of the standards and providing time for staff to collaborate in PLCs and grade level teams to analyze data to inform instructional practice. The district's improvement plan can be found online at the web address below.

<http://www.sunnysideschools.org/Page/90>

The individual school improvement plans are on Indistar and can be found at the address below. ([www.indistar.org](http://www.indistar.org))

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

The waiver will support our continued focus on reaching our district vision of 100% graduation. We are focused on continual growth in our graduation rate and in all content areas. By the 2019 school year we want to have at least a 95% 4-year cohort graduation rate. In addition we want to have continuous year-to-year growth in ELA, math and science. The student achievement data we will use is Smarter Balanced Assessment results in ELA and math, MSP/NGSS science, and ELA and math interim assessments. In addition, we will collect evidence on district and

individual school building goals that includes specific achievement goals for English Language Learners and special education students. Staff development schedules will be reviewed and adjusted if needed to ensure alignment with the District Improvement Plan building goals. Evidence of professional development that supports teacher professional growth plans will be collected by reviewing teacher in-service evaluations and by class observations and walk-throughs. Below is our graduation 4-year and 5-year cohort graduation rate from OSPI's website. Not listed are our 2016 results, which was our highest graduation rate ever at an unofficial 90.3%.

Adjusted 4-Year Cohort Graduation Rate (Class of 2015)	89.2%
Adjusted 5-year Cohort Graduation Rate (Class of 2014)	86.7%

Adjusted 4-Year Cohort Graduation Rate (Class of 2014)	84.7%
Adjusted 5-year Cohort Graduation Rate (Class of 2013)	87.0%

Listed below is our SBA results year-to year in ELA and math. Although our proficiency levels are not where we would like, our district has made growth at almost every grade level. There has been a lot of learning to effectively implement the standards for teachers and students. This waiver will help us to continue to improve our instructional practice to positively impact student achievement.

## Sunnyside School District Year to Year Growth

### ELA SBA Comparison

Grade	2014 15 District Average	2015 16 District Average	Growth
3	22%	26%	+4
4	28%	35%	+7
5	28%	34%	+6
6	28%	36%	+8
7	32%	36%	+4
8	33%	34%	+1
10 CCR Cut score	70%	64%	-6
10 Grad Cut Score	81%	78%	-3

### Math SBA Comparison

Grade	2014 15 District Average	2015 16 District Average	Growth
3	35%	43%	+8
4	33%	37%	+4
5	27%	30%	+3
6	26%	35%	+9
7	32%	33%	+1
8	25%	39%	+14



**SUNNYSIDE**  
SCHOOL DISTRICT  
*Learning Today for a Brighter Tomorrow*

## **RESOLUTION NO. 27-2016**

### **REQUEST FOR WAIVER**

**A RESOLUTION** of the Board of Directors of the Sunnyside School District No. 201, Yakima County, Sunnyside, Washington, to request a waiver for grades K-12 of the minimum 180-day school year (WAC 180-18-060) for the school years **2017-18, 2018-19, 2019-20.**

**WHEREAS**, Sunnyside School District No. 201 has a Strategic Plan to improve learning; and

**WHEREAS**, Sunnyside Education Association continuously works with the Sunnyside School District to improve student learning; and

**WHEREAS**, Sunnyside School District No. 201 Board of Directors recognizes that:

1. Planning time is needed for staff to implement the identified goals and to align curriculum with state guidelines for instruction and assessment.
2. The District currently utilizes 173 full days of uninterrupted instruction and uses four full days for parent conferencing. In addition three full days of the 180 days are planned staff development to improve student learning. Furthermore, the District utilizes 12 negotiated days that must be aligned to the State and District learning and teaching goals.
3. All grade levels exceed the minimum hours of teacher-student contact time as required and will continue to exceed the compliance requirement with the requested waiver.
4. Full days designated for curriculum planning, professional development and parent conferencing, facilitate training opportunities for staff and will support the improvement of student achievement.
5. The parents and community support and appreciate having a set schedule of full days of instruction, staff development, and conferencing rather than partial days.
6. Attendance has improved at all grade levels and our graduation rate is at over 90 percent for the first time.

**THEREFORE, BE IT HEREBY RESOLVED**, by the Board of Directors of Sunnyside School District No. 201, Yakima County, Washington, hereby petition the Washington State Board of Education for a waiver of the 180 day school year requirement so that seven full school days per year may be devoted to staff





**SUNNYSIDE**  
SCHOOL DISTRICT  
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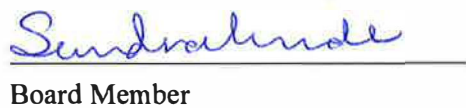
development and conferencing; that the school calendar and staff development dates will be determined in cooperation with the Sunnyside Education Association, building administration, and approved by the Sunnyside School District Board of Directors with the opportunity for parents, students, and community members to provide input; and that the students in grades K-12 will not attend school on the seven days.

**DATED:** this 15th day of December, 2016.

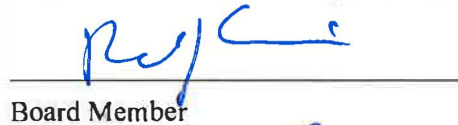
SUNNYSIDE SCHOOL DISTRICT NO. 201  
Board of Directors

  
Secretary to the Board

  
Board Member

  
Board Member

  
Board Member

  
Board Member

  
Board Member

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 professional development days will support the implementation of our District Student Achievement Plan and school improvement plans. The district will be engaged in extensive professional development on the state learning standards. We will also utilize portions of the professional development days to focus on improving student achievement by looking at data in our PLCs and utilizing the District's curriculum, instruction, and assessment (CIA) conceptual framework. In the PLCs teachers will collaboratively plan lessons based on student needs that are determined by analyzing students assessment data on common assessments aligned to CCSS. In PLCs, a majority of the time will be spent on collaboratively planning the instructional time and instructional practices for the next unit of instruction. Standards aligned curriculum guides and assessments will be essential tools to aid in professional learning, planning and implementation of effective teaching practices.

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?

As a district we will use our SSD student achievement targets on the Smarter Balanced Assessments for ELA, math, and the MSP/NGSS science assessment. In addition to these assessments, we will also utilize the ELA and Math Interim Benchmark Assessments from OSPI that are aligned to the CCSS. Sunnyside has implemented the interim assessments this fall and winter and have given our teachers invaluable data to monitor and adjust instruction. The graduation rate will also be a key measure and determine our overall success at the high school and district overall.

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?

A majority of the activities are on going and will continue for the three school years. Our professional development will focus on improving teaching and learning by deepening teachers' understanding of the Common Core State Standards in ELA and mathematics. Curriculum guides that are aligned to state standards, assessment and pacing will be implemented in ELA and math K-12. The teacher and principal evaluation will support teaching and learning and connect with our professional development goals. Sunnyside School District utilizes the CEL Framework to support teacher reflection on their instructional practice. Formative and summative data will be collected and utilized to adjust and inform instruction and will be an essential part of teacher and administrator professional growth goals.

Increasing family engagement will be a continued focus all three years of the waiver and beyond. Our district and buildings will utilize the four conference days to intentionally partner with families

on their child's learning strengths and needs. Sunnyside School District has a Family Engagement Director who works directly with the schools and families to increase participation and connections with schools and individual teachers. The Family Engagement Director is focused on partnering with buildings to make these conferences productive and meaningful for all families.

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

The District communicates and collaborates with parents, staff, and the community through advisory committees, publications, and collaboration with various community organizations, non-profit organizations, and municipalities. In addition, the District Math and Literacy Leadership team consists of teachers and administrators that focus on collaboratively planning and implementing district-wide professional development.

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.

With this waiver, the collective bargaining agreements will include 173 full instructional days. In addition, we have 12 additional workdays without students. The breakdown of the 12 days includes five days for in-service, five days teacher-validated days and two days for collaboration. The waiver would provide four conferences days and three professional development days that would be utilized throughout the year. The link to the CBA is below. <http://www.sunnysideschools.org/domain/106>

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

Student instructional days (as requested in application)	173
Waiver days (as requested in application)	7
Additional teacher work days without students	12
Total	192

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	optional	X		X

2	optional	X		X
3	optional	X		
4	optional	X		
5	optional	X		
6	optional	X		
7	optional	X		
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.

We have 12 workdays above the 180 school days but they are dependent on the amount of funding available from our federal dollars. These additional days are focused on professional development that aligns to district and school improvement goals. The waiver we are requesting allows us to provide a calendar that has four parent conference days and three embedded professional development days. By having this waiver we are able to have three embedded professional development days during the calendar year that provides continuity and support for teacher learning.

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

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

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

The District used the waiver days as planned for professional development and parent-teacher conferences.

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.

Sunnyside School District has made significant improvement with overall graduation rate. In 2014 our 4-year graduation rate was 84.7% percent, 89.2 percent in 2015 and over 90% percent in 2016. We are greatly encouraged by the increase in graduation because this is a district percentage! This is our high school and district graduation rate is. In addition, we also have seen gains in math and reading at many grade 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.

The waiver hasn't changed in length, however the urgency to connect with our families and the professional learning needs of our staff are at an all time high. We are focusing efforts on improving instruction K-12 utilizing professional development to support the implementation of state standards in all content areas. We will also be using data and support systems to continue our focus of increasing our graduation rate.

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.

We need this additional time to connect and partner with our families at parent-conferences to focus on supporting students. The additional time will also be used for three professional development days focused on implementing state standards in math and ELA. In addition, we will use these days to review Interim Assessment Benchmarks (IABs) in ELA and math. This data review will inform the alignment of curriculum, instruction, and assessment and assist teachers in unit and lesson planning. Finally, the family conferences support the engagement strategies we have to partner with them to support each child's success.

5. How were parents and the community informed on an ongoing basis about the use and impacts of the previous waiver? Provide evidence of support by administrators, teachers, other district staff, parents, and the community for renewal of the waiver.

Frequent communication, newsletters, local media, and letters sent home. The District communicates and collaborates with parents, staff and the community through advisory committees, publications, and collaboration with various community organizations, non-profit organizations, and municipalities. In addition, the school board voted unanimously at the December 2016 board meeting for the resolution in support of the 180 day waiver.

The waiver has essential components that connect to our district and building goals. The three professional development days focused led by administrators and teachers. The calendar committee has made adjustments to support teaching and learning and it reflects this waiver. Finally, parent conferences are an essential component of this waiver and the Family Engagement Task Force, that includes Title and LAP parent representatives from each school were updated included in the development 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.

**VALLEY SCHOOL DISTRICT #070  
RESOLUTION #2-16/17**

A resolution of the Board of Directors of the Valley School District #070, Stevens County, Valley, Washington to request a waiver for grades K-12 of the minimum 180-day school year (WAC 180-18-050) for the next three school years.

WHEREAS, the Valley School District is working with the Valley School Board of Directors to restructure education and to improve learning;

WHEREAS, the Valley School District #070 Board of Directors recognize that:

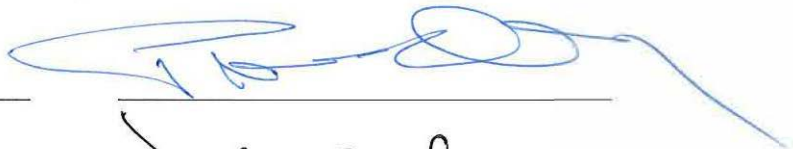
1. Planning and in-service time is needed for staff to implement the identified goals and to align curriculum appropriately for instruction and assessment, and in calculating a 177-day school year, grades K-12 will meet or exceed instructional hour requirements;
2. Attendance at Valley School is lower on partial days and the learning processes are disrupted;
3. Full days designated for planning and in-service training have better facilitated training opportunities for both certified and classified staff, and;

WHEREAS, the Washington State Board of Education has recognized the importance of, and has established waivers for, restructuring purposes (WAC 180-18);

NOW THEREFORE, BE IT RESOLVED that the Valley School District Board of Directors requests from the State Board of Education that the minimum 180-day school year be waived for school years 17/18, 18/19, 19/20, subject to approval by the Valley School Board of Directors each year. This will create three full school days per year to be devoted to instructional planning and professional development. The dates for such planning will be determined by the Valley School District and approved by the Valley School Board of Directors, and students in grades K-12 would not attend school on those days.

Signed and dated this 15<sup>th</sup> day of February, 2017.

  
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**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	Valley School District #070
Superintendent	Kevin Foster
County	Stevens
Phone	509-937-2791
Mailing Address	3030 Huffman Road Valley, WA 99181
Contact Person Information	
Name	Kevin Foster
Title	Superintendent
Phone	509-937-2791
Email	Kevin.Foster@valleysd.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	Three
School Years	2017-18, 2018-19, 2019-20
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days reduced or avoided through the proposed waiver plan	0
Remaining number of half days in calendar	2
Will the district be able to meet the minimum instructional hour offering required by RCW	
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 purposes and goals of this waiver request include continued curriculum and instructional practice development to ensure student mastery of Washington State K-12 Learning Standards and successful performance on Smarter Balanced Assessments (SBA) and other state and local assessments.

Specifically, the waiver plan will provide vital time for the continued implementation of the Marzano Teacher Evaluation Model; teaching staff to effectively use the Smarter Balanced Assessment Platform including the Digital Library's formative assessment process to improve instructional practices and achievement for all students; and training staff in social emotional learning practices (e.g. Sound Discipline and Positive Behavioral Interventions and Supports, etc.).

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.)

This waiver plan was designed to support school improvement goals for all programs in the Valley School District. The school improvement plans are available at these links:

[Valley School District 16-17 District Continuous Improvement Plan](#)  
[Valley School 16-17 School-wide Continuous Improvement Plan](#)  
[Paideia High School 16-17 School Improvement Plan](#)  
[Columbia Virtual Academy 16-17 School Improvement Plan](#)

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

Valley School District's Continuous Improvement Goals encompass Student Learning and Development and establishes targeted percentages of meeting or exceeding standards in English Language Arts and Math state testing. Each school within the district further identifies their Student Achievement goals:

80% of K-2nd grade students will meet/exceed their Fall to Spring Projected Individual Growth Goal or Spring Benchmark on MAP.

3rd-5th grade students will demonstrate measurable growth with 55% of students achieving a proficient level on the Smarter Balanced test.

6th-8th grade students will show one year growth on their informational text Reasoning and Evidence.

All High School Students will pass 100% of their classes and there will be a 0% drop out rate.

Through partnering with parents all CVA students K-8th grade will receive quality curriculum, instruction and interventions in reading and math to be able to make one year's growth.

These goals are reformulated each year based on achievement data.

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.

In-services will be scheduled on the proposed waiver days. The sessions will focus on analyzing assessment data and collaborating to develop instructional strategies and interventions to improve student learning. Most of the professional development activities will utilize a train the trainers model. Staff who have been trained through ESD or other service providers will conduct the waiver day trainings.

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?

Currently we use and will continue to use data from the SBA, Measures of Academic Progress-MAP, DIBELS, iReady, SAT, ACT, End of Course-EOC exams and alternatives, such as the Collection of Evidence-COE, Classroom Formative Assessments, Performance Based Assessments.

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?

Valley School District is committed to a Continuous Improvement Model. We will continue to build on the analysis of data from year to year to improve instruction as we strive to meet this goal. Keeping current with state assessments and the evaluation systems will also require continued professional development. Implementing these systems while integrating the Common Core State Standards, CCSS, is a multi-year process and part of our district-wide continuous improvement plan. For example, Paideia High School has worked to prepare 10th grade students for the Biology EOC and now will work to prepare 11th grade students for the new Next Generation Science Standards, NGSS, assessment.

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

Activities planned as part of this waiver were determined as a result of feedback from staff, parents and community as part of in-service activities, meetings and surveys compiled through the last waiver cycle.

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.

Not Applicable to Valley School District.

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

Student instructional days (as requested in application)	177
Waiver days (as requested in application)	3
Additional teacher work days without students	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	100%	.5	.5	
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.

The amount of contact time with teachers to meet the student achievement goals requires the additional work day.

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

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

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

The waiver days were used as planned and proposed in the prior request as part of the district's ongoing continuous improvement plan. Activities included:

- Teaching Staff about aligning CCSS
- Implemented Marzano Teacher Evaluation System
- Analyze multiple measures of student achievement data i.e. SBAC, MAP, EOC, etc.
- Collection of Evidence Training
- Formative Assessment Development and implementation
- Individualized Academic and Behavior Intervention Plan for at-risk students

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.

Progress was made toward achieving the purposes and goals. 100% of staff have been trained on Marzano and have been evaluated using TPEP.

As a result of our professional development training, all staff are formulating annual improvement goals. All teachers are setting student growth goals based on analysis of student achievement data.

The Spring 2016 SBAC showed strong improvement in comparison to Spring 2015, but we recognize the need to improve our staff's instructional skills to further close the achievement gap.

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 staff from the knowledge level of the Marzano Instructional Framework to the application level of the framework by continuing to develop interventions and improved instructional skills that have a positive effect on student achievement.

Similarly, staff who are now familiar with CCSS will now be developing specific instructional practices to assure all students achieve those standards.

Now that the SBAC platform is more fully developed we will more fully engage staff in the learning of that platform to drive our instructional practices.

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.

Our goal of improving student achievement cannot be realized without the additional time afforded by the waiver days.

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.

Annually, all staff provide input on development of school improvement plans. Any and all interested stakeholders are provided multiple opportunities to provide input as part of the individual schools' continuous improvement planning process.

### 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.

## **WAC 180-18-040**

### **Waivers from minimum one hundred eighty-day school year requirement.**

(1) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW [28A.305.140](#) and WAC [180-16-215](#) while offering the equivalent in annual minimum instructional hours as prescribed in RCW [28A.150.220](#) in such grades as are conducted by such school district. The state board of education may grant said waiver requests for up to three school years.

(2) The state board of education, pursuant to RCW [28A.305.140\(2\)](#), shall evaluate the need for a waiver based on whether:

(a) The resolution by the board of directors of the requesting district attests that if the waiver is approved, the district will meet the required annual instructional hour offerings under RCW [28A.150.220\(2\)](#) in each of the school years for which the waiver is requested;

(b) The purpose and goals of the district's waiver plan are closely aligned with school improvement plans under WAC [180-16-220](#) and any district improvement plan;

(c) The plan explains goals of the waiver related to student achievement that are specific, measurable, and attainable;

(d) The plan states clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of the stated goals;

(e) The plan specifies at least one state or locally determined assessment or metric that will be used to collect evidence to show the degree to which the goals were attained;

(f) The plan describes in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the plan.

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

(a) The degree to which the prior waiver plan's goals were met, based on the assessments or metrics specified in the prior plan;

(b) The effectiveness of the implemented activities in achieving the goals of the plan for student achievement;

(c) Any proposed changes in the plan to achieve the stated goals;

(d) The likelihood that approval of the request would result in advancement of the goals;

(e) Support by administrators, teachers, other district staff, parents, and the community for continuation of the waiver.

[Statutory Authority: RCW [28A.305.140\(2\)](#) and [28A.305.141\(3\)](#). WSR 12-24-049, § 180-18-040, filed 11/30/12, effective 12/31/12. Statutory Authority: Chapter [28A.305](#) RCW, RCW [28A.150.220](#), [28A.230.090](#), [28A.310.020](#), [28A.210.160](#), and [28A.195.040](#). WSR 10-23-104, § 180-18-040, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW [28A.305.140](#) and [28A.655.180](#). WSR 10-10-007, § 180-18-040, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW [28A.150.220\(4\)](#), [28A.305.140](#), [28A.305.130\(6\)](#), [28A.655.180](#). WSR 07-20-030, § 180-18-040, filed 9/24/07, effective 10/25/07. Statutory Authority: Chapter [28A.630](#) RCW and 1995 c 208. WSR 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]

## **WAC 180-18-050**

### **Procedure to obtain waiver.**

(1) State board of education approval of district waiver requests pursuant to WAC [180-18-030](#) and [180-18-040](#) shall occur at a state board meeting prior to implementation. A district's waiver application shall include, at a minimum, a resolution adopted by the district board of directors, an application form, a proposed school calendar, and a summary of the collective bargaining agreement with the local education association stating the number of professional development days, full instruction days, late-start and early-release days, and the amount of other noninstruction time. The resolution shall identify the basic education requirement for which the waiver is requested and include information on how the waiver will support improving student achievement. The resolution must include a statement attesting that the district will meet the minimum instructional hours requirement of RCW [28A.150.220\(2\)](#) under the waiver plan. The resolution shall be accompanied by information detailed in the guidelines and application form available on the state board of education's web site.

(2) The application for a waiver and all supporting documentation must be received by the state board of education at least forty days prior to the state board of education meeting where consideration of the waiver shall occur. The state board of education shall review all applications and supporting documentation to insure the accuracy of the information. In the event that deficiencies are noted in the application or documentation, districts will have the opportunity to make corrections and to seek state board approval at a subsequent meeting.

(3) Under this section, a district seeking to obtain a waiver of no more than five days from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW [28A.305.140](#) solely for the purpose of conducting parent-teacher conferences shall provide notification of the district request to the state board of education at least thirty days prior to implementation of the plan. A request for more than five days must be presented to the state board under subsection (1) of this section for approval. The notice shall provide information and documentation as directed by the state board. The information and documentation shall include, at a minimum:

(a) An adopted resolution by the school district board of directors which shall state, at a minimum, the number of school days and school years for which the waiver is requested, and attest that the district will meet the minimum instructional hours requirement of RCW [28A.150.220\(2\)](#) under the waiver plan.

(b) A detailed explanation of how the parent-teacher conferences to be conducted under the waiver plan will be used to improve student achievement;

(c) The district's reasons for electing to conduct parent-teacher conferences through full days rather than partial days;

(d) The number of partial days that will be reduced as a result of implementing the waiver plan;

(e) A description of participation by administrators, teachers, other staff and parents in the development of the waiver request;

(f) An electronic link to the collective bargaining agreement with the local education association.

Within thirty days of receipt of the notification, the state board will, on a determination that the required information and documentation have been submitted, notify the requesting district that the requirements of this section have been met and a waiver has been granted.

[Statutory Authority: RCW [28A.305.140](#)(2) and [28A.305.141](#)(3). WSR 12-24-049, § 180-18-050, filed 11/30/12, effective 12/31/12. Statutory Authority: Chapter [28A.305](#) RCW, RCW [28A.150.220](#), [28A.230.090](#), [28A.310.020](#), [28A.210.160](#), and [28A.195.040](#). WSR 10-23-104, § 180-18-050, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW [28A.305.140](#) and [28A.655.180](#). WSR 10-10-007, § 180-18-050, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#), [28A.305.130](#)(6), [28A.655.180](#). WSR 07-20-030, § 180-18-050, filed 9/24/07, effective 10/25/07. Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#), and [28A.305.130](#)(6). WSR 04-04-093, § 180-18-050, filed 2/3/04, effective 3/5/04. Statutory Authority: Chapter [28A.630](#) RCW and 1995 c 208. WSR 95-20-054, § 180-18-050, filed 10/2/95, effective 11/2/95.]



## Option One Waiver Application Worksheet

**District:** Sunnyside  
**Date:** 3/9/2017

**Days requested:** 7  
**Years requested:** 3  
**New or Renewal:** R

WAC 180-18-040 (2)	(a) Resolution attests that if waiver is approved, district will meet the instructional hour requirement in each year of waiver.	(b) Purpose and goals of waiver plan are closely aligned with school/district improvement plans.	(c) Explains goals of the waiver related to student achievement that are specific, measurable and attainable.	(d) States clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of stated goals.	(e) Specifies at least one state or local assessment or metric that will be used to show the degree to which the goals were attained.	(f) Describes in detail participation of teachers, other staff, parents and community in development of the plan.
Satisfies criterion Y/N						
Comments	.	.				

**District: Sunnyside**

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

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

## Option One Waiver Application Worksheet

**District:** Valley  
**Date:** 3/9/2017

**Days requested:** 3  
**Years requested:** 3  
**New or Renewal:** R

WAC 180-18-040 (2)	(a) Resolution attests that if waiver is approved, district will meet the instructional hour requirement in each year of waiver.	(b) Purpose and goals of waiver plan are closely aligned with school/district improvement plans.	(c) Explains goals of the waiver related to student achievement that are specific, measurable and attainable.	(d) States clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of stated goals.	(e) Specifies at least one state or local assessment or metric that will be used to show the degree to which the goals were attained.	(f) Describes in detail participation of teachers, other staff, parents and community in development of the plan.
Satisfies criterion Y/N						
Comments						

**District: Valley**

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

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

## **Option 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 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:

Parker Teed  
State Board of Education  
PO Box 47206  
Olympia, Washington 98504  
360-725-6047; Fax 360-586-2357  
Parker.teed@k12.wa.us

Applications must include all three documents listed above to be considered complete.



**District Office**  
Nancy Lotze, Superintendent  
P.O. Box 129  
Metaline Falls, Washington 99153  
Phone: (509) 446-2951 ~ FAX: (509) 446-2929  
[www.selkirk.k12.wa.us](http://www.selkirk.k12.wa.us)

February 2, 2017

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

RE: Option 2 Waiver

Dear Parker,

Attached is Selkirk School District's *Option Two Wavier From 180-Day School Year for the Purposes of Economy and Efficiency* application. Again, I would like to thank both you and Ben for accommodating our request for an extension on the school board resolution and a summary of public hearing comments. As discussed by email, we will submit these documents on February 28, 2017.

In addition to this application (9 pages), attached please find the following in support of our waiver request:

1. Bibliography of research used (1 page)
2. Question #17 Assessment Data (7 pages)
3. Proposed Calendars for the 3 school years (3 pages)
4. Proposed School Day Hours and MBE Compliance Worksheet (1 page)

Your predecessor, Jack Archer, indicated last spring that the 2016 Legislature passed SHB 2476, eliminating the expiration date on RCW 28A.305.141, and the governor signed it into law as Chapter 99, Laws of 2016 allowing for requests by school districts beyond 2014. Selkirk School District, located in northeast Washington, has an enrollment of approximately 250 students. Our application includes documentation noting that our proposed 4-day school week calendars exceed the minimum contact hours. As the law allows approval for up to five school districts and there are currently only two other districts in Washington with the Option 2 Waiver, both under 150 FTE, we believe we meet the eligibility to submit a waiver and appeal to the State Board of Education to grant this request at their March 2017 meeting.

Our focus on economy and efficiency may be slightly different from past districts that have applied. While our reasoning is delineated within the application, in essence, our focus is on economy and efficiency of time and staff, not necessarily funding. Equity for our students is also a driving force in this application as we strive to provide the same quality instruction available in other urban or affluent areas. Our application is centered on the following goals:

1. Attract a qualified applicant pool during a time of great transition for our district. We are in the middle of a five year span where about 75% of our staff will retire. One position remains unfilled while we add three additional teaching jobs for next fall.
2. Increase retention rates of staff who may have the option to retire. We would like to entice staff to continue for a few more years while the State grapples with the teacher shortage statewide.
3. Increase uninterrupted academic time with students by moving athletic away events to Fridays and Saturdays. An anticipated increase in student and staff attendance as a result of the 4-day school week is also expected to contribute to improved quality academic time.
4. Meet the needs of families who live in a rural, remote area by providing them a business day to conduct appointments.

On February 28, I will email our school board resolution as well as the summary of comments from a public hearing which will include a brief outline of how concerns will be addressed. If you have need of any additional information before the March board meeting, please do not hesitate to contact me. I would also gladly attend the meeting if you can provide location information and the date the board will hear our waiver. While I am sure we can conduct much of this by distance, I want to impress upon the board how important this waiver is to us and would make the journey to the meeting. However, if Ben thinks that level of importance can be conveyed without my attendance, I will defer to his judgment. Please let me know what he advises.

Sincerely,



Nancy J. Lotze  
Superintendent

**Application for Option 2 Waiver from 180-day Requirement  
for Purposes of Economy and Efficiency**

1. Contact Information (Please complete all information below)

Name	Nancy Lotze
Title	Superintendent
School District	Selkirk School District
Phone	509.446.2951
Email	<a href="mailto:nlotze@selkirk.k12.wa.us">nlotze@selkirk.k12.wa.us</a>
Mailing Address	P.O. Box 129, Metaline Falls, WA 99153

2. Student Count:

	Count	Year
Most recent student count for the district (please identify year)	240	2016-17
Forecast for the next student count (if available)	240	2016-17

3. Does the district currently have any waivers? If yes, please explain.

<b>YES</b>	If yes, explain: We have had a 3-day waiver for multiple 3-year cycles, however, the waiver expires a the end of the 2016-17 school year.
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4. Is the request for all schools in the district? If no, which schools or grades are included?

<b>YES</b> If no:	Schools	Grades

5. Number of waiver days requested:

School Years	2017-18	2018-19	2019-20
Number of Days Waiver Days for students	30	30	30

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?

RCW 28A.150 220 requires that *for students enrolled in grades one through twelve...which shall be increased beginning in the 2015-16 school year to at least one thousand eighty instructional hours for students enrolled in grades nine through twelve and at least one thousand instructional hours for students in grades one through eight, all of which may be calculated by a school district using a district-wide annual average of instructional hours over grades one through twelve.* The district will average 1038 hours in grades 1-12, exceeding the average of 1026 hours allowed in the RCW for those grades. Using the 150 student-day calendar proposed in the attachments, grades 9-12 will result in 1075 hours for each grade with grades 6-8 at 1053 and K-5 at 1000 hours. Only grades 1-12 were used in the averaging.

In addition, an additional **20** hours per grades K-5 and **16** hours per grades 6-12 will be reserved for parent/teacher conferences. According to the instructional hour guidelines, parent/teacher conferences can be included in allowable contact time, but for the purposes of meeting the instructional hour minimums in



our 4-Day school week proposal, that time has not been included in the above calendars 2017-18, 2018-19, and 2019-2020. Counting that allowable parent/teacher conference time would bring grades 9-12 to 1091 contact hours and the overall average of grades 1-12 to would increase to 1056 contact hours on the proposed calendars. (see attachment: **FORM 1497 SCHEDULE A COMPUTATON OF TOTAL PROGRAM OFFERINGS**)

The parent/teacher conference time was not included because rather than scheduled days, the time will be utilized differently at each grade-span (i.e., grades 6-12 may conduct two 4-hour arena conferences or individual student-led conference sessions in November while elementary students may meet individually with parents in the evenings over a period of two weeks to accommodate parent schedules). Parent/Teacher Conference dates are not included on the proposed calendar to allow flexibility and therefore not counted in the instructional time on three calendars. If there is a concern from the SBE regarding contact time, we designate days on the calendars to include allowable parent/teacher time.

7. Explain and estimate the economies and efficiencies expected to be gained from compressing the instructional hours into fewer days.

**Economies:**

- Fuel (\$4,500 in bus fuel for 15,000 to/from school miles)
- Food (\$8,000) However, this savings will be off-set by a loss in revenue for meals not served on Fridays.
- Teacher Subs (\$6000) A reduction of a minimum of 50 teacher substitute days based on increased staff attendance. The district spends almost 8 times the amount allocated by the state for substitutes.
- Provision of 18 paid professional days will be provided within the existing state salary schedule eliminating the need to allocate extra levy dollars and provides significantly more professional development time. In 2016-17 Selkirk teacher were paid three per diem days out levy funds to work on coordinated curriculum, align instruction with Common Core standards, and collaborate toward building goals. The 18-professional days embedded in the teacher year on our proposed four day school week calendar will likely eliminate that extra expense.
- Increased economies for parents to conduct business (medical appointments, shopping, banking, etc.) on Fridays without causing their children to miss instructional time or incur personal expense for additional trips to Spokane (95 miles) or Colville (45 miles). Our district qualifies for a CEP food service program in grades K-5 and Pend Oreille County has a high poverty rate. Our parents do not have the financial ability to make multiple trips per week to Spokane or Colville so when they do go, they tend to take all children even if only one has an appointment. Additionally, 80% of our students participate in athletics, so parents do not use Saturdays (a big athletics day) to run errands as they attend the events to support their children and, of course, few medical providers offer appointments on weekends. What typically happens is that students, especially elementary students, miss significantly more than 5 days per semester or year as tag-alongs to these other events/appointments. Providing parents with a business day to conduct some of those activities and still attend athletic events will reduce the amount of lost instructional time for students and allow parents to maximize their trips to Spokane. While we acknowledge that not every medical provider works on Fridays, based on research of districts who currently offer four-day school weeks in Montana, Colorado, and Oregon, we do expect a significant reduction in student absences.

**Efficiencies:**

- Increased uninterrupted instructional time as the majority of away athletic events move to Thursday nights or Fridays/Saturdays. Last year, students in grades 6-12 lost approximately 120 instructional

hours because of athletics. The proposed athletic schedule for a four-day school week in 2017-18 and through 2019-2020 reduces that loss to half of that. Our district is located in the furthest northeast corner of the state with only one district within a 40 minute bus ride. All other athletic events range from two to six hours or further for travel. For example, a recent basketball game at Almira-Coulee-Hartline necessitated a 9:00 a.m. release for our high school boys' and girls' varsity, JV, stats keepers, managers, and cheerleaders which includes 50% of our 9-12 student body. The district will work with the league to schedule the majority of away events on Thursday, Friday, or Saturdays. The district has identified a desired athletic schedule by sport that reduces lost time.

- Increased student attendance. Multiple research studies reviewing schools in Montana and Colorado show that staff and student absences decrease in schools with four-day school weeks. Currently, 30% of Colorado's school districts operate on a 4-day school week, primarily in rural districts. In addition, 22 states allow 4-day school week options and while the researchers presumed that with longer days and longer weekends, elementary students would suffer academically, what they found was the opposite. Academic areas either strengthened or there was not statistical difference. Citation: *Does Shortening the School Week Impact Student Performance? Evidence from the Four-Day School Week*, D. Mark Anderson, Montana State University and Mary Beth Walker, Georgia State University, February 2012.
- Increased staff attendance which will translate into stronger instruction. Because of our rural and remote location we lack substitutes and many are emergency subs. Quite honestly, we do not have a substitute who can teach first grade reading well or, on the other end of the spectrum, Pre-Calculus or Chemistry which means that those days are also lost instructional opportunities. Reducing the number of staff absences by providing a business day to conduct medical or other personal business increases efficiency. Last year, we recorded the equivalent of 230 days of substitutes, 161 of which were for staff illness or appointments. By providing 25 three-day weekends, and four four-day weekends, the hope is that staff will have more opportunity for rest, thus staying healthier, and a business day to conduct medical appointments. Multiple research studies also support a recorded reduction in staff absences in schools with a four-day school week.
- Increased number of highly qualified and desirable teacher applicants. Currently, Selkirk is in the middle of a five year transition period where 75% of the staff will retire. In the past two years, we have struggled to attract qualified applicants as those in the pool tend toward districts who offer 20, 30, and even 70 per diem days, in locations where they are apt to find social relationships, or where their existing spouses can find employment. We have been unable to fill an elementary special education teacher position for over a year and we hired a middle school science teacher under an emergency certification. She has a bachelor's in science but no teaching degree/certification other than the emergency waiver. Many rural districts in our region (but located closer to urban areas than Selkirk) are becoming commuter districts. Selkirk is too far to become a commuting district from Spokane (2 hours away) like our neighbors Cusick (1 hr from Spokane) and Newport (30 minutes from Spokane), can. We need to create a reason for quality applicants to consider our district, especially as we have strong retention rates once they are employed. Once employed, we generally have good retention with staff who value the supportive environment and focus on quality educational programs. However, it is difficult to find quality applicants to commit to our district. A year ago, we went half a school year before we could find a qualified fourth grade teacher forcing us to create a large combination classroom for half a year while a student teacher finished their experience in a district closer to Spokane. The university would not allow a placement in Selkirk because of the distance. Our students certainly do not have access to the qualified applicant pool that districts in more urban areas or those within commuting district seem to have. Staffing or lack of qualified applicants has become an equity issue for our students. A 4-day school week with 18 paid professional days will make us a more attractive employment opportunity.

- Increased retention/job satisfaction of experienced qualified staff, which means that students in a small, rural, remote district will receive equity in instruction comparable to students in urban areas who are taught by highly qualified staff and where districts have a qualified applicant pool to choose from. According to a Northshore School District elementary principal, the district hired 40 elementary teachers last spring (April 2016) without knowing exactly where they would be placed but assured of the need by August. Selkirk had one elementary opening at the same time and did not find a qualified applicant forcing the district to abandon the idea of a math coach for elementary and middle school teachers, a common support in urban/larger districts.
8. Estimate the expected savings in expenditures for substitutes, fuel, food service, utilities, and salaries of district and school employees.

Expected savings for certificated substitutes: approximately 50 sub days or \$6000 at minimum. However, the real added bonus is increased instructional time by actual classroom teachers based on reduced absences and increased instructional time previously lost to athletics.
  9. Explain how monetary savings from the proposal will be redirected to support student learning.

Some of the expected financial savings will be directed toward child care/extended instructional opportunities on Fridays, if requested by parents. In addition, the district will be able to utilize funds to support inservice and training that focuses on supporting student learning, for all staff who will be provided with paid training dates (including classified employees). Currently, classified employees are not paid for non-school day training dates. There will be little savings in terms of classified staff as the district is offering paid professional development and other opportunities to equalize the hours lost because of the four-day week.
  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.

The school district rarely has disruptions to the calendar because of weather, however, in the event of a lost day, a four-day school week would easily allow for make-up days without extending the calendar in June. The other unscheduled days would include 18 professional development days for certificated staff and at least 11 professional/training days for classified staff. On a 180-day 5/week school year, a teacher works 1260 hours. With our proposed 150 student day and 18 teacher professional development days, teachers will continue to work 1260 hours. Special programs or tutoring may be areas that we pursue for Fridays if the need is evident based on student achievement during our first year experience with a 4-day schedule.
  11. Summarize the comments received at one or more public hearings on the proposal and how concerns will be addressed.

The Selkirk School District Board of Directors held a special meeting on February 16, 2016 to obtain parent/community feedback on the proposed 4-day school week option. In addition, the Board of Directors held a second public hearing on the possibility of a four-day school week as part of the regular monthly board meeting on February 27, 2016. (See attachment: **QUESTION #11 PARENT COMMENTS**)
  12. Explain the expected impact on students who rely upon free and reduced-price school child nutrition services.

The school district currently partners with the local food bank to provide take-home backpacks for a small number of K-8 students on weekends. This practice would continue. In addition, any family identified by the school district as a family in need, is accepted at the local foodbank. As food and staff costs rise, reducing food costs one day per week will allow the district to continue offering the

nutritious and healthy scratch cooking with fresh fruit and veggies program currently in use. For students in grades 6-12 participating in athletics on the weekend, the food bank will provide a sack lunch and \$5 to any student identified by the coach, even for events on non-school days. These programs are supported by local donations.

- 13.** Explain the expected impact on the ability of the child nutrition program to operate an economically independent program.

Our food service program runs in the red as do most small districts serving both breakfast and lunch. Our remote location and lack of providers drives the cost of food up as well. The extra \$80,000 spent above state and federal revenues are supported by levy funds. The district operates a CEP program in grades K-5 which translates to 100% of students in that grade span eating free but with only a 69% reimbursement rate. Our overall Free and Reduced Lunch Program application rate (without the CEP calculation) ranges between 40%-50% district-wide. The reduction in food costs for one day will reduce the need for local levy subsidies.

- 14.** Explain the expected impact on the ability to recruit and retain employees in education support positions.

The four-day school week is anticipated to significantly enhance our ability to recruit and retain employees. Our district is in the middle of a five-year transition period where approximately 75% of teachers and other staff will retire, most after spending 20 plus years in our district. At present, Selkirk has had an opening for a special education teacher for over a year and while we have had two applicants, neither were the type of candidate a district would wish to employ, especially a district concerned about a quality education program. In addition, last year we started the year without a fourth grade teacher because we could not find a suitable candidate. We offered the position twice, but both candidates accepted other employment either closer to their home or with higher salaries. We combined a class for a portion of the year and recruited a quality student teacher. However, the student-teacher had a personal connection with the community and she was familiar with our work environment which prompted her to apply. This year, we have four teaching positions open: music, science, high school math, and elementary special education. With a choice of positions and few qualified candidates to fill them state-wide, teachers are accepting jobs that are within commuting distance of an urban (or more urban than Selkirk) area, those that offer higher salaries, or those that provide a spouse or significant other opportunity to find employment. Our hope is that a four-day school week will attract not only new teachers but encourage experienced staff to continue a few more years while the state grapples with the issue of an overall teacher shortage.

With regard to retention, our district does not use a scripted curriculum, but relies on teachers to know the standards and design instruction around those standards. As learning standards continually change and the need to keep up with technology and innovative teaching strategies intensifies, the ability to develop successful lesson plans creates challenges for both experienced and new teachers. Providing a four-day work week allows staff (many of whom already spend at least one weekend day onsite) to meet those expectations and still find balance in a personal life. The proposed calendar is expected to contribute to retention as well as recruitment. Teaching is difficult, but rewarding work. This is our district's effort to recognize our staff for the inordinate amount of time they spend on professional development activities that districts along the I-5 corridor are able to pay for out of levy funds.

Our current retention rate speaks of high job satisfaction, but why would a new teacher accept a job in Selkirk, rural, remote and in the furthest northeast corner of the state, when the benefits in other school districts outweigh what we can offer? We hope that the four-day school week with 18 paid professional days helps with that decision. We also acknowledge that this arrangement may widen our employment pool to include commuters, currently a daunting commitment at five days per week.

15. Explain the expected impact on students whose parents work during the missed school days.

Of our 115 K-5 student population, only 24 students have two working parents. Of those, 12 have a parent who works evening or weekends or a relative in the community, leaving 12 students who may be in need of child care. If requested by parents, the district will establish childcare on Fridays that replicates school hours for students in grades K-5.

16. Explain how instruction will be adjusted to accommodate the waiver calendar for elementary and secondary grade levels.

Instruction will be modified for delivery on a four-day per week school calendar in all grades, however, keep in mind contact hours, especially in grades 6-12 are expected to exceed that of a five-day calendar, not only based on time, but because there will be fewer days interrupted from athletics. In addition, while the elementary calendar is slightly less than the current four day calendar (about one hour per week), staff attendance is expected to improve (absences decrease) so that fewer days are taught with a substitute, many of whom have only AA degrees and are emergency certified. Finally, each teacher has developed a potential four-day school week calendar already. In grades K-5, teachers found that with slightly larger blocks of time, the time spent on core academics (reading, math, science, writing) is expected to improve over the five-day shorter-day schedule. In grades 6-12, teachers are working on ways to integrate “flipped classroom” concepts integrating technology (our district implements a 1:1 iPad project) and greater student engagement activities to restructure lessons for a longer period and minimize homework based on a longer school day.

17. Describe the assessments and observations the district will use to analyze student achievement over the course of the waiver.

Data from the state test, Smarter Balanced Assessment (SBA) will analyzed and compared to other districts and Selkirk’s historical data for achievement in grades 3-11. As third grade scores are evidence of a strong primary grade program, the district will rely on that data to determine effectiveness in lower grades in addition to curriculum-based assessments in math and the DRA assessment in reading. Selkirk uses a standards based report card in grades K-5 and will monitor impact on student progress in aggregated format. Please see attachment **QUESTION #17 Student Assessment** for an indication of Selkirk’s strong student achievement.

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.

Our district traditionally outperforms district’s around the region and across the state on the WASL, MSP, HSPE, and now, the SBA(see attachment: **QUESTION # 17 ASSESSMENT DATA**). While we are still adjusting to the new standards and format of the SBA/Common Core assessment, our staff work hard to rise to the challenge of giving our students a challenging and rigorous educational program. We have no vested interest in diminishing our success and, indeed, believe that with increased teacher contact time (increased student/staff attendance and fewer disruptions) and more opportunities for collaboration and professional development, we will actually strengthen student performance. At the very least, we are looking to maintain status of high percentages of students meeting standard. If there is an adverse educational impact from a four-day school week, the district will not wait for the SBE to pull our waiver, we will voluntarily render it.

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).

Research shows that there is no adverse impact on academics attributed to a four-day school week, practiced in 22 states including: Oregon, Idaho, Montana, and Colorado. In addition, a summary provided by Regional Education Laboratory at Marzano Research entitled, *What is the Impact of a Four-Day week on Student Learning?* demonstrates that school districts operating a four-day week does show lower absenteeism of students and staff, enhanced quality of instruction, and more time for professional development, and collaboration. Selkirk also believes that a four-day school week will attract a pool of qualified teachers to choose from, thus providing the academic benefit. Without a quality pool of applicants, Selkirk students may be taught by teachers no one else would hire or as in the case of elementary special education, a teacher one day per week on loan from the secondary program. Rural students deserve to have the same opportunities for quality instruction as other students; the four-day school week may give Selkirk a temporary edge in the hiring market while the State addresses the issue of the teacher shortage.

### ***For Renewal Requests***

20. Explain and estimate the economies and efficiencies that were gained from compressing the instructional hours into fewer days.
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.
22. Explain how monetary savings from the proposal were redirected to support student learning.
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).
24. Summarize the comments received at one or more public hearings on the proposal and how concerns were addressed.

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.
26. Describe the impact on the district's ability to recruit and retain employees.
27. Describe the impact on students whose parents work during the missed school day.
28. Describe how instruction was adjusted to accommodate the waiver calendar for elementary and secondary grade levels.
29. Provide a set of student achievement data for the previous waiver years (provide attachments, if preferred). Describe and explain student achievement trends.
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).





rate lower than 5% or higher than 95%)

Wellpinit	Chewelah	Colville	Kettle	Newport
24.20%	41.00%	51.50%	40.00%	39.70%
14.20%	42.30%	67.20%	36.90%	72.20%
34.30%	48.20%	56.40%	65.90%	39.70%
8.60%	58.10%	50.70%	49.20%	43.00%
42.30%	56.10%	51.20%	69.30%	45.30%
37.50%	65.10%	65.40%	70.20%	47.50%
40.00%	77.30%	80.40%	56.70%	71.80%

Wellpinit	Chewelah	Colville	Kettle	Newport
15.10%	48.20%	54.60%	47.20%	39.70%
14.20%	51.90%	50.00%	43.40%	62.60%
18.70%	42.80%	40.00%	27.00%	21.90%
<a href="#">Suppressed</a>	41.80%	43.20%	23.80%	32.90%
15.30%	61.40%	40.40%	55.10%	46.30%
12.50%	53.00%	58.10%	59.50%	47.50%
<a href="#">Suppressed</a>	29.10%	32.80%	17.80%	27.80%

Wellpinit	Chewelah	Colville	Kettle	Newport
15.60%	71.40%	75.70%	78.70%	47.90%
54.10%	74.20%	73.70%	93.80%	60.90%
47.60%	63.20%	79.00%	83.00%	76.00%

0	8	8	8	4
15	17	17	17	17
0.0%	47.1%	47.1%	47.1%	23.5%

0	1	1	2	1
15	17	17	17	17
0.0%	5.9%	5.9%	11.8%	5.9%

## QUESTION #17 ASSESSMENT DATA

Five years of assessment data with comparison to schools within our athletic league and our region is attached. Most of the schools fall in the 1B to 2B range, but there are also three 1A-size districts and one 2A district. The attached comparisons span both MSP/HSPE and SBA assessments. The data shows a clear pattern of student achievement above Washington state averages and above schools within the region in most areas. In fact, Selkirk student achievement has ranked high among schools statewide going back to WASL trends as well.

The District anticipates that a four-day school week will actually provide more collaboration time, which should enhance our educational programs and, hopefully, translate into academic growth.

In the years prior to OSPI suppressing scores below 5% or higher than 95%, Selkirk staff downloaded statewide assessment data and sorted scores to rank Selkirk student achievement data against all reporting districts in the state. Below is a 2013 example of where Selkirk schools fell after sorting scores by school district. Please note that data can be analyze many ways including by school, by ESD, by district, etc. Selkirk choose to sort data by district. After the data suppression, it was harder to compare as top districts with scores at 95% meeting standard or higher were no longer available. Selkirk was in those ranks as well. However, when the data was fully available, we here are some of the comparisons that were made:

### **2012 – Assessment Fun Facts**

If the MSP were a sporting event...

- ▶ Out of approximately 250 contestants, in 21 events, where the top 25% were recognized for success, Selkirk would have brought home...
- ▶ 17 Awards/Trophies
- ▶ 16 for performance in the top 20 Districts
- ▶ 10 for performance in the top 10 Districts



### **2013– Assessment Fun Facts**

Out of roughly 295 school districts, Selkirk places among the top districts in the State:

- ▶ 1<sup>st</sup> place in...
  - 4<sup>th</sup> Math (2-way tie)
  - 8<sup>th</sup> Science (2-way tie)
  - 10<sup>th</sup> Reading (5-way tie)
  - 10<sup>th</sup> Science (3-way tie)
- ▶ 2<sup>nd</sup> place in...
  - 5<sup>th</sup> Math
- ▶ 14<sup>th</sup> in...
  - 4<sup>th</sup> Writing
- ▶ 16<sup>th</sup> in...
  - 5<sup>th</sup> Reading
  - 5<sup>th</sup> Science
- ▶ 17<sup>th</sup> in...
  - 7<sup>th</sup> Reading

### **2014 – Assessment Fun Facts**

The District piloted the SBA with no scores returned. 2013 data included only science and high school scores. Even so....Selkirk places among the top districts in the State:

- ▶ 10<sup>th</sup> Grade...Top 12
  - Writing (#1/224 Districts)
  - Reading (#11/219 Districts)
- ▶ 8<sup>th</sup> Grade...Top 20%
  - Science (#32/188 Districts)
  - 5<sup>th</sup> Grade...Top 5
  - Science (#3/246 Districts)
- ▶ 5<sup>th</sup> Grade...Top 5
  - Science (#3/246 Districts)

### **2015 – Assessment Fun Facts**

This was the first year of SBA scores and 95% district pass rates, *if any* were suppressed. However, a comparison of data available indicate's Selkirk's student achievement was strong:

- ▶ Top 10% of all Districts
  - 3<sup>rd</sup>, 4<sup>th</sup>, 8<sup>th</sup>, 11<sup>th</sup> (math)
- ▶ Top 20%
  - 6<sup>th</sup>, 11<sup>th</sup> (ELA)
- ▶ Top 30%
  - 7<sup>th</sup> (math)

### **2012 – 2016 Assessment Scores**

Attached are Selkirk's scores for 2012 through 2016 as well as the state averages and other area districts for comparison.

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## **RCW 28a.305.141**

### **Waiver from one hundred eighty-day school year requirement—Criteria.**

(1) In addition to waivers authorized under RCW [28A.305.140](#) and [28A.655.180](#), the state board of education may grant waivers from the requirement for a one hundred eighty-day school year under RCW [28A.150.220](#) to school districts that propose to operate one or more schools on a flexible calendar for purposes of economy and efficiency as provided in this section. The requirement under RCW [28A.150.220](#) that school districts offer minimum instructional hours may not be waived.

(2) A school district seeking a waiver under this section must submit an application that includes:

(a) A proposed calendar for the school day and school year that demonstrates how the instructional hour requirement will be maintained;

(b) An explanation and estimate of the economies and efficiencies to be gained from compressing the instructional hours into fewer than one hundred eighty days;

(c) An explanation of how monetary savings from the proposal will be redirected to support student learning;

(d) A summary of comments received at one or more public hearings on the proposal and how concerns will be addressed;

(e) An explanation of the impact on students who rely upon free and reduced-price school child nutrition services and the impact on the ability of the child nutrition program to operate an economically independent program;

(f) An explanation of the impact on employees in education support positions and the ability to recruit and retain employees in education support positions;

(g) An explanation of the impact on students whose parents work during the missed school day; and

(h) Other information that the state board of education may request to assure that the proposed flexible calendar will not adversely affect student learning.

(3) The state board of education shall adopt criteria to evaluate waiver requests under this section. A waiver may be effective for up to three years and may be renewed for subsequent periods of three or fewer years. After each school year in which a waiver has been granted under this section, the state board of education must analyze empirical evidence to determine whether the reduction is affecting student learning. If the state board of education determines that student learning is adversely affected, the school district must discontinue the flexible calendar as soon as possible but not later than the beginning of the next school year after the determination has been made.

(4) The state board of education may grant waivers authorized under this section to five or fewer school districts. Of the five waivers that may be granted, two must be reserved for districts with student populations of less than one hundred fifty students, and three must be reserved for districts with student populations of between one hundred fifty-one and five hundred students.

[ [2016 c 99 § 1](#); [2014 c 171 § 1](#); [2009 c 543 § 2](#).]

### **NOTES:**

**Finding—2009 c 543:** "The legislature continues to support school districts seeking innovations to further the educational experiences of students and staff while also realizing increased efficiencies in day-to-day operations. School districts have suggested that efficiencies in heating, lighting, or maintenance expenses could be possible if districts were given the ability to create a more flexible

calendar. Furthermore, the legislature finds that a flexible calendar could be beneficial to student learning by allowing for the use of the unscheduled days for professional development activities, planning, tutoring, special programs, parent conferences, and athletic events. A flexible calendar also has the potential to ease the burden of long commutes on students in rural areas and to lower absenteeism.

School districts in several western states have operated on a four-day school week and report increased efficiencies, family support, and reduced absenteeism, with no negative impact on student learning. Small rural school districts in particular could benefit due to their high per-pupil costs for transportation and utilities. Therefore, the legislature intends to provide increased flexibility to a limited number of school districts to explore the potential value of operating on a flexible calendar, so long as adequate safeguards are put in place to prevent any negative impact on student learning." [ [2009 c 543 § 1.](#)]

## **WAC 180-18-065**

### **Waiver from one hundred eighty-day school year requirement for purposes of economy and efficiency—Criteria for evaluation of waiver requests.**

(1) In order to be granted a waiver by the state board of education under RCW [28A.305.141](#) to operate one or more schools on a flexible calendar for purposes of economy and efficiency, a school district eligible for such waiver must meet each of the requirements of RCW [28A.305.141\(2\)](#).

(2) In the event that a greater number of requests for waivers are received that meet the requirement of subsection (1) of this section than may be granted by the state board of education under RCW [28A.305.141\(3\)](#), priority shall be given to those plans that best redirect monetary savings from the proposed flexible calendar to support student learning.

[Statutory Authority: RCW [28A.305.140\(2\)](#) and [28A.305.141\(3\)](#). WSR 12-24-049, § 180-18-065, filed 11/30/12, effective 12/31/12.]



# THE WASHINGTON STATE BOARD OF EDUCATION

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

<b>Title:</b>	<u>Achievement Index and ESSA Update</u>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	<b>Key Questions:</b> <ol style="list-style-type: none"> <li>1. What is the status of the Washington ESSA State Plan and have the ESSA accountability regulations been enacted as expected?</li> <li>2. What is the status of the spring 2017 version of the Achievement Index and were any notable changes made to this version in comparison to the last version?</li> <li>3. What is the status of the Washington Achievement Award ceremony and are any changes proposed for the awards selection criteria?</li> <li>4. What are the tentative activities and timeline for addressing Achievement Index changes made necessary by the Every Student Succeeds Act?</li> <li>5. How does the 2016 Smarter Balanced assessment results and the recently released class of 2016 graduation rates compare to previous years?</li> </ol>	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>The memo uses a series of charts and tables to provide updates on the status of the Every Student Succeeds Act (ESSA) accountability guidance/regulations, the school Achievement Index, information on Priority and Focus Schools, the Washington Achievement Awards, and the upcoming work of the accountability workgroup. The memo provides information about students' increasing performance on the Smarter Balanced assessments from the 2015-16 school year by student group and about improvements in the latest graduation results, also by student group.</p>	



# THE WASHINGTON STATE BOARD OF EDUCATION

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

## ACHIEVEMENT INDEX AND ESSA UPDATE

### Background

The State Board of Education (SBE) is authorized in RCW 28A.305.130 to engage in a variety of tasks for the overarching purpose of providing advocacy and strategic oversight of public education, implement a standards-based accountability framework that creates a unified system of increasing levels of support for schools in order to improve student academic achievement, provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles, and promote achievement of the goals of RCW 28A.150.210.

Section (4) (a) of RCW 28A.305.130 tasks the SBE to adopt and revise performance improvement goals in reading, writing, science, and mathematics, by subject and grade level, once assessments in these subjects are required statewide; academic and technical skills, as appropriate, in secondary career and technical education programs; and student attendance, as the Board deems appropriate to improve student learning. The goals shall not conflict with the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2016.

Among the many duties specified in 28A.657.110, Sections (2) (3) and (4) authorize the SBE to develop the Washington Achievement Index to identify schools and school districts for recognition, for continuous improvement, and for additional state support. In cooperation with the OSPI, the SBE shall annually recognize schools for exemplary performance as measured on the Washington Achievement Index. Again in cooperation with the OSPI, the SBE shall seek approval from the United States Department of Education for use of the Washington Achievement Index and the state system of differentiated support, assistance, and intervention to replace the federal accountability system.

As described above, many of the statutes specify that the State Board of Education work in cooperation with the Office of the Superintendent of Public Instruction. Of relevance to this memo, the SBE and the OSPI continue to collaborate on publishing the winter 2017 Index version, the Washington Achievement Awards, and anticipate reconstituting an accountability workgroup in order to collect feedback on a wide array of accountability issues related to the ESSA, several of which are discussed below.

### Summary and Key Questions

Each spring, the State Board of Education (SBE) and the Office of the Superintendent of Public Instruction (OSPI) work together to review and publish the Washington School Achievement Index (Index) and identify schools for recognition and those in need of support. While final public announcements on these topics will not take place until after the March SBE meeting, the SBE and OSPI are well into this work and are in a position to provide additional information to some of the questions you might have on these two topics.



Near the end of 2016, the Superintendent announced his intention to submit the Every Student Succeeds Act (ESSA) Consolidated State Plan to the U.S. Department of Education on September 18, which provides the SBE and OSPI with additional time to engage with the Achievement and Accountability Workgroup (AAW) or a similarly tasked accountability workgroup on a number of Index-related issues identified in the ESSA Draft Consolidated State Plan. The Index-related issues to be examined by the accountability workgroup will rely on the most recent assessment and graduation data that are included in the winter 2017 version of the Index and are summarized in this memo.

### *Key Questions*

1. What is the status of the Washington ESSA State Plan and have the ESSA regulations been enacted as expected?
2. What is the status of the spring 2017 version of the Achievement Index and were any notable changes made to this version in comparison to the last version?
3. What is the status of the Washington Achievement Award ceremony and are any changes proposed for the awards selection criteria?
4. What are the tentative activities and timeline for addressing Achievement Index changes made necessary by the Every Student Succeeds Act?
5. How does the 2016 Smarter Balanced assessment results and the recently released class of 2016 graduation rates compare to previous years?

As part of the presentation to the Board on the Every Student Succeeds Act, the OSPI will discuss a number of the tasks that remain to be completed and present a general timeline in which the tasks will occur.

### **ESSA Update**

The first round of public comments on Washington's ESSA Consolidated State Plan closed on February 15. The OSPI will closely examine the approximately 200 written comments to determine whether changes to the plan should be considered. The OSPI will reportedly conduct a second public comment period in the spring 2017 in advance of the anticipated fall 2017 submission date.

### *ESSA Accountability Regulations*

On November 29, 2016 under the Obama administration, the U.S. Department of Education (USED) issued [final regulations](#) regarding statewide accountability systems and data reporting under the ESSA.

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*Unless further action is taken by the U.S. Senate, the ESSA accountability regulations are set to take effect on March 31, 2017.*

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Then on January 24 under the direction of the Trump administration, the USED delayed the effective date of the regulations concerning accountability and state plans under the ESSA by 60 days, to permit further review by the Department and the new administration. On February 7, the U.S. House of Representatives voted to overturn the ESSA accountability regulations after considering a joint resolution of disapproval under the Congressional Review Act (CRA). A U.S. Senate resolution to overturn the regulations is expected in the near future. If a resolution of disapproval is passed by the House and Senate and signed by the President, the accountability regulations shall have no force or effect, and Congress is barred from issuing "substantially similar" regulations on ESSA accountability.

The United States Senate confirmed Ms. Betsy DeVos as Secretary for the Department of Education on February 7, and very soon after, Secretary DeVos stated in a letter to the Council of Chief State School Officers that states should continue to develop their respective ESSA state plans as the USED will be accepting ESSA Consolidated State Plans on April 3 and September 18, 2017 as previously indicated. Secretary DeVos has not yet made it clear whether the Department would create new regulations to replace those overturned, a process that could take up to a year to complete. Unless further action is taken by the U.S. Senate, the regulations are set to take effect on March 31, 2017.

The overturning of the ESSA accountability regulations could have unknown and potentially far-reaching consequences for the state officials and local district leaders preparing to submit state plans. The rules overturned by the House address the meaningful differentiation of schools and school ratings, the timeline for identifying and intervening in struggling schools, development of long-term goals, revisions to the adjusted cohort graduation rate calculation, the indicators of school quality or student success, and other substantive issues required in the state plans. The regulations are the primary tool the Department uses to ensure that states are compliant with the law in terms of setting up accountability systems and school improvement systems.

Groups supporting the removal of the regulations argue that the move would grant states and districts the local power federal lawmakers intended under the ESSA. Further, that schools would be free from unnecessary burdens. Those opposed to the regulations claim that would be lost in clarity, states and districts might gain in flexibility. However, proponents hold that the regulations represent a responsible check on states by the Department and serve as guideposts for states and districts to follow in order to achieve the desired outcomes. Also, supporters contend that the regulations provide protections to vulnerable students, who could be harmed if regulations are not reinstated.

#### *ESSA Accountability - Next Steps for an Accountability Workgroup*

The Achievement and Accountability Workgroup (AAW) was temporarily suspended in the spring 2016 to facilitate the creation and work of the ESSA Accountability System Workgroup (ASW). The final meeting of the ESSA ASW was held on October 14, 2016, at which time the group developed the final recommendations for the [ESSA Consolidated State Plan](#) team. A number of the recommendations put forth by the ASW and supported by the Consolidated State Plan Team recommended, to then Superintendent Dorn, that the AAW or an accountability workgroup provide input to the SBE and the OSPI on the Consolidated State Plan components tabulated in Figure 1.

Since the development of the Draft Consolidated State Plan in November 2016, Mr. Chris Reykdal was elected Superintendent of the OSPI. Superintendent Reykdal is considering the most effective and meaningful manner in which to address the unfinished accountability tasks identified in the Draft Consolidated State Plan. Some type of accountability workgroup is envisioned and will be formed by the Superintendent and the SBE. Both the overall composition and the charge for the accountability workgroup(s) will be presented at the board meeting.

As part of the OSPI presentation at the March board meeting, the SBE will have the opportunity to learn about the Superintendent's most recent thinking on the establishment, charge, and composition of an accountability workgroup.

Figure 1: shows the tasks and activities assigned to an accountability workgroup in the ESSA Draft Consolidated State Plan.

Citation in the ESSA State Plan	Description of the Accountability Workgroup Activity or Task
Section 1.1.C.i (Page 18)	The Draft State Plan states that the accountability workgroup, in conjunction with the Bilingual Education Advisory Committee, make recommendations to the State Superintendent for the English Learner progress measure.
Section 4.1.A.v (Page 51)	Regarding the measures of School Quality or Student Success, the ASW and stakeholders expressed interest in considering the use of other measures for school accountability: disproportionate discipline, teacher assignment and equity, and a school climate and engagement survey. The Draft State Plan specifies that the accountability workgroup, in conjunction with OSPI’s Data Governance Workgroup (if it is a new data collection), will evaluate those measures for suitability in state accountability, including data quality, validity, and research demonstrating their association with student achievement.
Section 4.1.D.i (Page 55)	The Draft State Plan indicates that the methodology of aggregating the all students and targeted subgroup scores will be evaluated and subsequently established by SBE and OSPI with input from an accountability workgroup.
Section 4.1.D.ii (Page 55-56)	The Draft State Plan indicates that an accountability workgroup will use the guidelines tabulated on page 56 to establish the exact weighting percentages of the indicators in the Index.
Section 4.1.D.iii (Page 56)	The summative school ratings will have a corresponding color assignment and a tier label assigned to schools. The specifics, including colors and associated mapping to the scores and tier labels, will be evaluated and established by SBE and OSPI with input from an accountability workgroup.
Section 4.1.E. (Page 58-59)	The accountability workgroup shall develop details around state-determined actions for schools that do not meet 95 percent participation rate. Those actions should be non-punitive supports that do not affect the rating or funding of schools. The accountability workgroup would define and recommend these supports and technical assistance that would be used to help schools meet 95 percent participation. The accountability workgroup would also recommend and define tiered accountability if improvement wasn’t made.

### School Achievement Index – Winter 2017 Version

In response to stakeholder input regarding the timing of the public release of the Index, the Office of the Superintendent of Public Instruction (OSPI) modified the district review process used to finalize the Adjusted Cohort Graduation Rate calculation, and this resulted in the slightly earlier district review of the Index. The school district preview of the Index will most likely be concluded in mid-March and an early April public release of the school Index is anticipated.

The Achievement Index published in the winter 2017 is derived from a combination of the 2013-14 legacy assessments (Measures of Student Progress [MSPs] and the High School Proficiency Exams [HSPEs]) and the Smarter Balanced assessments used during the 2014-15 and 2015-16 school years. This most recent version of the Index continues to use the MSP in science for the 5<sup>th</sup> and 8<sup>th</sup> grade, and the Biology End of Course assessment for high school. The methodology, indicators, and measures used to compute the school ratings are unchanged from the winter 2016 Index version.

At the July 2015 SBE meeting, the Board approved the Position Statement on the Accountability System during the Transition to the Smarter Balanced Assessment (click [here](#) to review the full statement). In the statement, the SBE and the OSPI agreed to support the idea of next identifying Priority and Focus Schools in the winter 2018 to provide schools and districts with ample planning time to initiate comprehensive school improvement at the start of the 2018-19 school year. This is described in more detail in the [Draft ESSA Consolidated State Plan](#) currently posted on the OSPI website.

The Draft ESSA Consolidated State Plan (section 4.2.A.i, page 60) specifies that schools identified for comprehensive support (comparable to Priority Schools) will be identified on the basis of the summative school Index rating that is described in the Draft State Plan. The Draft ESSA Consolidated State Plan describes an Index that includes measures (chronic absenteeism, 9<sup>th</sup> grade course-taking success, and an English learner measure) not yet previewed by districts. In order to be fair to school and district staff, the SBE and OSPI have tentatively agreed to create an Index “simulation(s)” that includes the indicators that will be used in the summative rating to identify schools for comprehensive support. The simulation(s) would be made available to districts and perhaps some Index materials could also be made available to the general public so that the anticipated changes will not come as a surprise to districts or the public. At the Superintendent’s discretion, data from the Index simulation(s) could be included in the ESSA State Plan that is expected to be submitted to the U.S. Department of Education on September 18.

#### *Smarter Balanced Assessment Transition*

Washington and many other states are in the midst of transitioning accountability systems using new assessments; Washington from the Measures of Student Progress and High School Proficiency Exams to the Smarter Balanced assessment system (SBA). The winter 2017 Index version will be the last to be

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*The 2016 and 2017 Index version ratings are not statistically different.*

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derived from a combination of legacy assessments and the SBAs. It might be expected that the Index would exhibit substantial year-to-year variations on account of the assessment transition of for other reasons, but the average Index ratings have remained relatively stable over time, as intended, in spite of updates and changes to the various Index versions (Figure 2). The year-to-year variations are summarized below.

- The percentage of students meeting standards and the graduation rates increased in 2013-14 as compared to 2012-13, and these increases contributed in part to stable but slightly higher school Index ratings in the winter 2015 Index version.
- School Index ratings were lower in the winter 2016 Index version, partly because of the administration of new assessments and partly because of the lower participation rates on the statewide assessments.

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*The methodology, indicators, and measures used to compute the winter 2017 Index version school ratings are unchanged from the winter 2016 Index version.*

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- The percentage of students meeting standards and the graduation rates were higher in 2015-16 as compared to 2014-15, and these increases contributed in part to the higher high school Index ratings in the winter preliminary 2017 Index version.

Figure 2: Average Composite Index ratings by school level over the four most recent Index versions.

Index Version*	Average Composite Index Rating by School Level				
	Elementary Schools	Middle Schools	Combined Schools (K-8)	High Schools	Combined High Schools (K-12)
Winter 2014	5.78	5.61	5.30	6.53	5.65
Winter 2015	5.84	5.69	5.40	6.68	5.77
Winter 2016	5.45	5.51	5.44	5.60	5.60
Winter 2017 <sup>+</sup>	5.64 <sup>+</sup>	5.39 <sup>+</sup>	5.40 <sup>+</sup>	6.32 <sup>+</sup>	5.45 <sup>+</sup>
<p>*Note: Winter 2014 Index based on MSPs/HSPes from 2010-11, 2011-12, and 2012-13 school years.            *Note: Winter 2015 Index based on MSPs/HSPes from 2011-12, 2012-13, and 2013-14 school years.            *Note: Winter 2016 Index based on MSPs/HSPes from 2012-13 and 2013-14, and SBA from 2014-15 school year.            *Note: Winter 2017 Index based on MSPs/HSPes from 2013-14, and SBA from 2014-15 and 2015-16 school year and values identified with (+) are derived from Preliminary Index data.            *Note: All of the Index versions use the annual MSP science and End of Course biology assessment results.</p>					

The year-to-year (winter 2016 and winter 2017 versions, Figure 3) variation in the Composite Index rating is not statistically significant when analyzed by school level. The lack of statistical significance supports the notion of year-to-year stability in the Composite Index rating and it would be correct to say that the Index ratings for the two most recent years are statistically not different.

*Priority and Focus Schools*

The OSPI Office of Student and School Success is instrumental in providing support to all schools and monitoring school success (click [here](#) to read more). Each year, the OSPI identifies the Priority and Focus Schools that have implemented school improvement models for the required time period and analyzes the academic performance for the schools to make a determination as to whether or not the schools meet or exceed the predetermined exit criteria. After analyzing the performance of Priority and Focus Schools through the most recent Index, the OSPI made the following determinations.

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*Approximately 20 percent of Priority and Focus Schools considered for exiting actually met the exit criteria.*

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- Of the 120 total Priority Schools being served through the 2016-17 school year, 55 were eligible for exit consideration, and 11 (20 percent) met or exceeded the predetermined exit criteria. The OSPI will reportedly support 109 Priority Schools at the start of the 2017-18 school year.

- Of the 130 total Focus Schools being served through the 2016-17 school year, 103 were eligible for exit consideration, and 18 (17.5 percent) met or exceeded the predetermined exit criteria. The OSPI is expected to support 112 Focus Schools at the start of the 2017-18 school year (Figure 3).

Figure 3: shows the status of Focus Schools

Focus School Group Identified	Served in 2016-17	Met Exit Criteria	Served in 2017-18
Students with a Disability (SWD)	78	14	64
English Language Learners (ELL)	19	2	17
SWD and ELL	18	1	17
Low Graduation	15	1	14
<b>Total*</b>	<b>130</b>	<b>18</b>	<b>112</b>
*Note: information based on Preliminary Achievement Index data.			

- It is interesting to note that approximately one in five Focus Schools identified by low SWD performance met exit criteria (Figure 3), while less than one in ten Focus Schools identified for other low performance met exit criteria.

### *Participation on Statewide Assessments*

For the first time beginning in the 2014-15 school year, a large number of Washington schools did not meet the 95 percent participation rate on statewide assessments as required by the U.S. Department of Education. The lower than normal participation rates are partly connected to the transition in statewide assessments and associated graduation requirements. Many of the high school juniors refused to test in 2015 (Figure 5) presumably because they had already met their high school assessment graduation requirements and this is reflected in the low number of high schools meeting participation requirements in 2015. More juniors tested in 2016 because students of the class of 2017 are required to pass the Smarter Balanced ELA (but not the Smarter Balanced in math) for high school graduation. Students of the class of 2017 and 2018 are the last graduation classes to be able to use the End of Course math assessments to meet graduation requirements, and this means that participation rates in math should increase dramatically when the high school juniors sit for the 2017-18 (next year's) assessments.

Overall, the number and percent of schools meeting the 95 percent participation requirement increased in 2016 as compared to 2015 (Figure 4, the cells highlighted in green indicate where increases were noted). However, the participation rates on the statewide assessments continue to be lower than desired for all school levels.

- Elementary and middle schools continue to meet the assessment participation requirement at fairly high rates.
- High schools met the assessment participation requirement at very low rates on account of the SBA and the graduation assessment requirement transitions. However, the number of high schools meeting the requirement increased modestly in this most recent Index version.
- Combined schools (K-8 for example) and combined high schools (K-12 for example) met the assessment participation requirement at moderate to low rates.

Figure 4: shows the number and percent of schools with an annual Index rating and meeting the participation on statewide assessments requirement as reported in the preliminary Index data files.

School Level	Schools Meeting 95% Participation Rate Requirement									
	2014-15 School Year					2015-16 School Year <sup>†</sup>				
	Total Schools	ELA	Math	ELA & Math*	%	Total Schools	ELA	Math	ELA & Math*	%
Elementary	1049	995	990	984	93.8	1051	1016	1012	1011	96.2
Middle	349	322	320	316	90.5	352	332	325	323	91.8
Combined Schools (K-8)	68	49	49	49	72.1	74	56	55	54	73.0
High School	297	22	18	12	4.0	299	77	32	19	6.4
Combined HS (K-12)	123	47	45	41	33.3	99	42	38	30	30.3
<b>Total</b>	<b>1886</b>	<b>1435</b>	<b>1422</b>	<b>1402</b>	<b>74.3</b>	<b>1875</b>	<b>1523</b>	<b>1462</b>	<b>1437</b>	<b>76.6</b>

\*Note: schools not meeting the 95 percent participation rate on statewide assessments requirement are ineligible for the Washington Achievement Awards.  
<sup>†</sup>Note: based on the Preliminary Achievement Index for the current year.

This rate is lower than what might be expected. Many of these schools are identified as an “Alternative” school type and utilize non-traditional grade configurations, either of which may contribute in some manner to the lower participation rates.

This rate is lower than what might be expected but many of these schools are 7-12, and are negatively impacted by the large number of 11<sup>th</sup> grade students who may have refused to test.

## Washington Achievement Awards

Each year, the SBE and OSPI collaborate on identifying recipients of the Washington Achievement Awards and hold an awards ceremony (click [here](#) to read more). The Washington Achievement Awards are derived primarily from the Washington Achievement Index. In addition to the yet to be finalized award criteria described below, schools must meet the 95 percent participation rate on state assessments in ELA and math to be eligible. Figure 5 tabulates the award categories for which schools are recognized and describes any changes (in **bold font**) to the award criteria.

Figure 5: describes the Washington Achievement Awards and changes to the award criteria.

Award	Identified Schools*	Description and Changes
Overall Excellence	90	The top five percent of schools based on the Composite Index rating. No changes from last year.
High Progress	100	The top ten percent of schools based on progress, which is an average of achievement and improvement in ELA and math. <b>This year only, will use a 2-Year average.</b>
ELA Growth	75	The top five percent of schools based on the 3-Year average median SGP in ELA. No changes from last year.
Math Growth	75	The top five percent of schools based on the 3-Year average median SGP in math. No changes from last year.
Extended Graduation Rate	15	Meets or exceeds minimum threshold target and minimal graduation gap threshold – 3-Year average. No changes.
English Language Acquisition	25	<b>This year only, will award the top five percent of schools based on the rate of English Learners attaining Achievement Levels 4 and 5 on the English Language Proficiency Assessment (ELPA21) and the rate of attaining Achievement Levels 3 and 4 on the SBA ELA for the ELL student group.</b>
Achievement Gap Reduction	10	Meets gap reduction threshold target for a student group and has no widening gaps for other groups. <b>This year only, will use a 2-Year term instead of a 3-Year term.</b>
*Note: the number of identified schools is approximate pending the final Index calculations.		

## Latest Assessment and Graduation Results

### *Smarter Balanced ELA and Math Assessments*

In the fall 2016, the OSPI reported the results for the 2015-16 Smarter Balanced English/language arts (ELA) and math assessments. The SBA results were the focus of a December 2, 2016 *Seattle Times* newspaper story on the latest assessment outcomes for Washington students. The news story showed that Washington students posted the second best performance on the SBA in ELA (Figure 6) and was the highest performing on the 2015-16 SBA math assessment (Figure 6). However, the *Seattle Times* story did not elaborate on the increasing performance by individual student groups. The 2015-16 SBA results of ELA and math for federally-reported student groups are tabulated in Appendix A.

For Washington (Figure 6), the percent of 11<sup>th</sup> graders meeting standard on the Smarter Balanced ELA is 33.4 percent. This measures only the 11<sup>th</sup> graders who sat for the assessment in 2016 and for which a score was reported. This is a somewhat misleading measure as it does not include the 10<sup>th</sup> graders who met standard the preceding year. **If the 10<sup>th</sup> graders (previously passed) were included in this measure, as is done for the Report Card, the Washington 11<sup>th</sup> grade percent meeting standard would likely be in the range of 70 to 75 percent.**



Figure 6: Assessment results from 2015-16 for all states administering the Smarter Balanced ELA assessment. The highest proficiency rates are highlighted in green.

State	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
California	43.0%	44.0%	49.0%	48.0%	48.0%	48.0%	59.0%
Connecticut <sup>1</sup>	54.0%	55.6%	58.8%	55.0%	55.2%	55.5%	NA <sup>4</sup>
Delaware	53.8%	55.9%	60.3%	51.8%	52.7%	54.2%	NA <sup>4</sup>
Hawaii	49.0%	50.0%	56.0%	52.0%	47.0%	49.0%	56.0%
Idaho	49.3%	49.8%	53.8%	50.5%	52.7%	53.6%	61.7%
New Hampshire	56.0%	57.0%	63.0%	59.0%	62.0%	62.0%	NA <sup>4</sup>
North Dakota	50.4%	50.9%	49.9%	50.9%	50.0%	49.1%	54.8%
Michigan <sup>2</sup>	46.0%	46.3%	50.6%	45.0%	47.1%	48.9%	NA <sup>4</sup>
Montana <sup>3</sup>	48.0%	48.0%	49.0%	52.0%	52.0%	51.0%	NA <sup>4</sup>
Nevada	48.0%	49.0%	52.0%	43.0%	49.0%	49.0%	NA <sup>4</sup>
Oregon <sup>3</sup>	47.4%	49.9%	56.5%	53.0%	56.1%	57.2%	68.5%
South Dakota	50.6%	50.2%	50.2%	51.4%	52.4%	53.1%	60.3%
Vermont	53.8%	53.8%	58.2%	56.2%	57.6%	58.5%	57.2%
<b>Washington</b>	<b>55.4%</b>	<b>58.0%</b>	<b>61.2%</b>	<b>57.6%</b>	<b>60.0%</b>	<b>61.5%</b>	<del>33.4%</del>
West Virginia	48.1%	48.3%	51.2%	46.0%	48.1%	46.7%	49.2%

Figure 7: Assessment results from 2015-16 for all states administering the Smarter Balanced math.

California	46.0%	38.0%	33.0%	35.0%	36.0%	36.0%	33.0%
Connecticut	52.8%	48.0%	40.9%	40.6%	41.8%	40.4%	NA <sup>4</sup>
Delaware	55.1%	50.6%	41.5%	37.0%	39.6%	37.7%	NA <sup>4</sup>
Hawaii	54.0%	47.0%	42.0%	40.0%	37.0%	38.0%	30.0%
Idaho	52.2%	47.1%	40.0%	39.8%	41.9%	38.5%	30.8%
New Hampshire	57.0%	51.0%	48.0%	47.0%	52.0%	47.0%	NA <sup>4</sup>
North Dakota	50.4%	46.1%	37.8%	39.9%	39.6%	35.6%	34.7%
Michigan	45.2%	44.0%	33.8%	32.8%	35.3%	32.7%	NA <sup>4</sup>
Montana <sup>3</sup>	49.0%	44.0%	37.0%	39.0%	41.0%	36.0%	NA <sup>4</sup>
Nevada	47.0%	40.0%	34.0%	32.0%	31.0%	19.0%	NA <sup>4</sup>
Oregon <sup>3</sup>	47.5%	43.5%	40.4%	38.8%	43.7%	42.4%	33.0%
South Dakota	54.0%	48.5%	38.2%	41.0%	42.6%	41.9%	37.9%
Vermont	55.8%	49.9%	43.3%	40.9%	46.0%	43.9%	37.8%
<b>Washington</b>	<b>60.0%</b>	<b>56.5%</b>	<b>50.1%</b>	<b>49.0%</b>	<b>51.1%</b>	<b>49.4%</b>	<del>34.7%</del>
West Virginia	49.2%	40.3%	32.7%	29.2%	29.6%	27.1%	21.0%

Notes: <sup>1</sup>ELA Performance Tasks were not administered. <sup>2</sup>ELA Performance Tasks were administered in Grades 5 and 8 only. <sup>3</sup>Results are for all students expected to test (i.e., includes refusals). <sup>4</sup>Smarter Balance is not administered for high school. (Chart provided by the OSPI, modified by the SBE)

On the 2016 Smarter Balanced assessment in math (Figure 7), Washington students were the highest performers in grades three through six and eight, and overall, Washington students performed the best of the SBA states. The percent of 11<sup>th</sup> graders meeting standard on the math assessment (34.7 percent) is also a somewhat misleading measure as it represents only a small fraction of the students who should have tested, not all 11<sup>th</sup> graders. As was the case for the 11<sup>th</sup> grade ELA, **the 11<sup>th</sup> grade math results are not reflective of the bulk of Washington students, but are included here for completeness.**

*Washington Science and Biology Assessments*

Every year, Washington 5<sup>th</sup> and 8<sup>th</sup> grade students sit for the MSP in science, and the Biology End of Course assessment, typically by the end of the 10<sup>th</sup> grade. The overall conclusion for the Washington science assessments is that the percentage of students meeting standard was higher in 2016 as compared to 2015 for the 5<sup>th</sup> and 8<sup>th</sup> grade student groups and was similar to but mostly a little lower for the 10<sup>th</sup> graders (Figure 8).

- For the 5<sup>th</sup> grade science assessment, the percentage of students meeting standards was higher in 2016 as compared to 2015 for all student groups (cells highlighted in green, Table 9) except for the Native Hawaiian/Pacific Islander student group (cell highlighted in purple).
- For the 8<sup>th</sup> grade science assessment, the percentage of students meeting standard was substantially higher in 2016 as compared to 2015 for all student groups.
- For the end-of-course high school biology assessment, the percentage of students meeting standard was similar to but a little lower in 2016 as compared to 2015 for all student groups (purple highlighted cells), except for the Asian, Native Hawaiian/Pacific Islander, and English learner student groups.

Figure 8: shows the student performance on the 2015 and 2016 science assessments.

Science	Grade 5		Grade 8		Grade 10*	
	2015	2016	2015	2016	2015	2016
All Students	63.4	65.3	60.7	67.5	72.5	72.2
Black / African American	40.5	43.3	37.1	46.5	51.3	50.9
American Indian / Alaskan Native	35.7	36.4	32.4	42.0	50.8	46.8
Asian	75.7	79.3	76.4	81.2	82.1	82.4
Hispanic / Latino	42.3	44.3	39.8	49.0	55.5	55.3
Native Hawaiian / Pacific Islander	38.1	36.2	37.7	42.6	45.2	45.9
White	72.8	75.2	68.8	75.2	79.4	79.3
Two or More	66.0	66.8	64.0	68.9	74.2	73.6
Students with a Disability	35.5	36.1	24.1	31.1	40.7	34.1
Limited English	21.5	23.1	11.9	16.9	19.7	21.5
Low-Income	47.9	49.4	44.2	51.9	57.8	57.1

\*Note: includes previous passing score as a 9<sup>th</sup> grader.

## Graduation Results

In mid-January, the OPSI posted the class of 2016 Four Year and Five Year Adjusted Cohort Graduation Rates (ACGR) to the Performance Indicators website (click [here](#) to learn more). Incremental improvement is evident for each of the three graduation classes after the class of 2013, as the graduation rate for all student groups increased by 1.7 to 8.1 percentage points (3-Year Change shown on Figure 9). **The improved graduation rates for the Hispanic/Latino, English Learner, and the American Indian/Alaskan Native student groups (6.7, 7.2, and 8.1 percentage points respectively) highlighted by the gold stars are particularly noteworthy.**

*Graduation gaps were reduced over the four most recent years for all race/ethnicity student groups.*

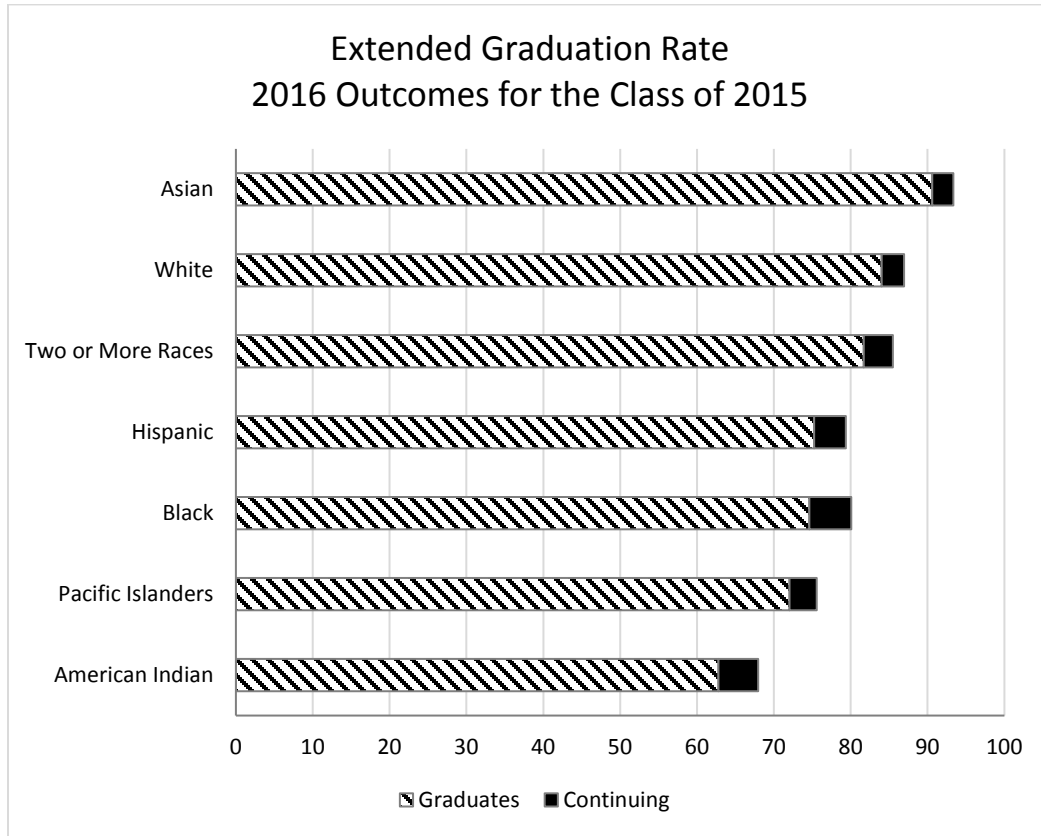
Figure 9: Shows the Four Year ACGR for student groups over the six most recent reporting years.

Four Year ACGR	2012-13	2013-14	2014-15	2015-16	1-Year Change*	3-Year Change*
All Students	76.0%	77.2%	78.1%	79.1%	1.0	3.1
African American / Black	65.4%	67.8%	68.8%	70.7%	1.9	5.3
American Indian / Alaskan Native	52.5%	53.7%	56.4%	60.6%	4.2	8.1
Asian	84.1%	86.5%	87.8%	88.6%	0.8	4.5
Hispanic / Latino	65.6%	67.3%	69.6%	72.3%	2.7	6.7
Native Hawaiian / Pacific Islander	62.3%	64.6%	67.0%	68.2%	1.2	5.9
White	79.4%	80.5%	80.9%	81.5%	0.6	2.1
Two or More	76.2%	75.5%	77.9%	77.9%	-0.1	1.7
Students with a Disability	54.4%	55.7%	57.9%	58.1%	0.2	3.7
Limited English	50.4%	53.7%	55.8%	57.6%	1.8	7.2
Low-Income	64.6%	66.4%	68.0%	69.4%	1.5	4.8

\*Note: the 1-Year, 3-Year, and 5-Year Changes are shown as percentage point changes. Positive changes are highlighted in green and indicate an increase in the graduation rate. Some changes do not match the data elements due to rounding

Each year, the OSPI calculates a Five Year Adjusted Cohort Graduation Rate to monitor the educational outcomes for students striving to meet graduation requirements beyond the traditional four year term (Figure 11). For the class of 2015, the Four Year graduation rate was approximately 78.1 percent, while the Five Year graduation rate was 81.9 percent. As a result of continuing in high school for the additional year, an additional 3361 students assigned to the class of 2015 cohort earned their high school diploma. Of the students not graduating within five years of starting high school, approximately 2700 were classified as continuing on to a sixth year of high school and nearly 12,000 students were classified as dropouts. Using the Five Year ACGR methodology, the computed dropout rate is approximately 14.8 percent.

Figure 10: shows the graduation outcomes (graduation and continuing rates) for the class of 2015 following the Five Year ACGR methodology.



**Action**

It is expected that the Board will discuss various elements of the information contained herein and the Board Chair will provide staff with the directive to proceed with the Index release and Washington Achievement Awards.

Appendix A: Smarter Balanced assessment results from the 2015-16 school year.

English/Language Arts (2016)	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
<b>All Students</b>	<b>54.0%</b>	<b>56.6%</b>	<b>59.6%</b>	<b>56.0%</b>	<b>57.9%</b>	<b>59.0%</b>	<b>74.7%</b>
Black / African American	36.4%	38.4%	40.6%	36.4%	39.4%	40.4%	57.5%
American Indian / Alaskan Native	26.1%	29.7%	29.8%	26.4%	31.7%	34.4%	56.2%
Asian	72.7%	75.0%	77.7%	76.1%	78.3%	78.2%	85.0%
Hispanic / Latino	34.8%	38.5%	41.7%	37.3%	40.0%	41.6%	62.1%
Native Hawaiian / Pacific Islander	32.3%	36.0%	38.5%	38.1%	33.4%	41.4%	55.4%
White	62.0%	64.6%	67.1%	63.1%	64.5%	65.3%	79.6%
Two or More	58.5%	58.0%	61.5%	59.9%	59.9%	60.9%	76.7%
Students with a Disability	23.4%	21.9%	20.7%	13.8%	13.6%	12.8%	32.4%
Limited English	20.3%	20.2%	18.2%	10.5%	9.4%	9.3%	6.6%
Low-Income	37.3%	39.7%	42.9%	38.7%	41.2%	42.7%	62.3%
*Note: on this table, the percent proficient includes only those students who earn a score corresponding to achievement level three or four on the Smarter Balanced assessment. Source: Washington Report Card.							

Math (2016)	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
<b>All Students</b>	<b>58.7%</b>	<b>55.0%</b>	<b>48.9%</b>	<b>47.8%</b>	<b>49.5%</b>	<b>47.6%</b>	<b>21.8%</b>
Black / African American	40.1%	34.1%	27.6%	26.2%	28.2%	26.9%	10.5%
American Indian / Alaskan Native	33.4%	28.1%	21.3%	19.0%	24.0%	22.0%	11.6%
Asian	78.5%	77.3%	73.5%	72.0%	75.0%	74.1%	30.8%
Hispanic / Latino	41.7%	37.0%	30.2%	28.6%	31.0%	29.4%	13.6%
Native Hawaiian / Pacific Islander	36.6%	36.9%	30.1%	30.2%	24.7%	26.4%	11.0%
White	65.8%	62.6%	56.1%	54.8%	55.8%	53.4%	24.6%
Two or More	61.8%	55.7%	49.4%	50.3%	51.0%	48.5%	21.8%
Students with a Disability	27.4%	22.5%	16.2%	11.0%	10.8%	8.5%	<5.0%
Limited English	31.2%	23.7%	14.7%	9.0%	10.4%	11.2%	5.7%
Low-Income	43.6%	38.3%	32.1%	30.3%	32.2%	30.1%	14.4%
*Note: on this table, the percent proficient includes only those students who earn a score corresponding to achievement level three or four on the Smarter Balanced assessment. Source: Washington Report Card.							

From the 2014-15 school year to the 2015-16 school year, the performance in ELA and math for most student groups increased for most grade levels as indicated by the cells highlighted in green (Figure 11 and Figure 12). The cells highlighted in purple show where the performance by a student group decreased from the 2014-15 school year to the 2015-16 school year, while the cells highlighted in green show where the performance increased. The average increase in ELA was approximately 2.0 percentage points, while the average increase in math was approximately 1.5 percentage points.

Figure 11: shows the change in performance on the SBA ELA by student group from the 2014-15 school year to the 2015-16 school year.

English/Language Arts	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All Students	2.3	2.4	2.4	2.6	1.6	2.9
African American / Black	2.6	2.7	2.1	0.8	2.9	4.9
American Indian / Alaskan Native	1.1	4.0	-0.8	-1.3	0.7	4.2
Asian	3.2	2.3	4.0	1.3	2.5	3.4
Hispanic / Latino	1.3	3.6	3.4	2.4	2.2	3.2
Native Hawaiian / Pacific Islander	1.0	1.5	-0.1	4.3	-5.4	4.2
White	2.5	2.4	2.4	3.5	1.7	3.0
Two or More	4.5	2.3	1.4	3.1	1.1	1.3
Students with a Disability	0.1	0.6	1.7	0.9	1.2	0.9
Limited English	1.4	3.1	3.2	1.0	0.4	0.4
Low-Income	1.8	2.2	2.1	2.1	1.5	2.7

\*Note: percentage point gain from 2015 proficiency rate to 2016 proficiency rate.

Figure 12: shows the change in performance on the SBA math by student group from the 2014-15 school year to the 2015-16 school year.

Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All Students	2.3	1.4	1.1	2.6	1.9	1.7
Black / African American	3.7	0.2	1.3	0.7	0.3	2.0
American Indian / Alaskan Native	2.4	2.0	-1.7	-3.1	0.5	0.1
Asian	1.6	1.7	3.1	1.2	1.4	2.6
Hispanic / Latino	2.5	2.2	1.2	2.7	2.0	1.2
Native Hawaiian / Pacific Islander	-0.2	2.0	-0.2	6.8	-3.8	-1.5
White	2.1	1.7	1.5	3.3	2.3	2.1
Two or More	5.1	1.1	-0.1	3.3	2.0	0.5
Students with a Disability	0.4	0.4	0.6	0.6	1.2	0.9
Limited English	2.7	1.6	1.7	0.4	0.6	0
Low-Income	2.4	0.8	1.0	1.8	1.1	0.2

\*Note: percentage point gain from 2015 proficiency rate to 2016 proficiency rate.

Figure 13: On-time ACGR calculations showing nearly across-the-board improvement (highlighted in green cells) for all student groups and for all years since the class of 2013.

On-Time ACGR	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<b>All Students</b>	<b>76.6%</b>	<b>77.2%</b>	<b>76.0%</b>	<b>77.2%</b>	<b>78.1%</b>	<b>79.1%</b>
Black / African American	68.9%	66.9%	65.4%	67.8%	68.8%	70.7%
American Indian / Alaskan Native	62.2%	56.4%	52.5%	53.7%	56.4%	60.6%
Asian	84.9%	84.4%	84.1%	86.5%	87.8%	88.6%
Hispanic / Latino	67.6%	66.5%	65.6%	67.3%	69.6%	72.3%
Native Hawaiian / Pacific Islander	66.9%	64.4%	62.3%	64.6%	67.0%	68.2%
White	81.9%	80.2%	79.4%	80.5%	80.9%	81.5%
Two or More	73.6%	78.1%	76.2%	75.5%	77.9%	77.9%
Students with a Disability	59.6%	57.4%	54.4%	55.7%	57.9%	58.1%
Limited English	54.5%	53.8%	50.4%	53.7%	55.8%	57.6%
Low-Income	68.5%	66.0%	64.6%	66.4%	68.0%	69.4%
*Note: green highlighted cells indicate an increase in the graduation rate from the prior year and the purple highlighted cells indicate a decrease in the graduation rate from the prior year.						

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



# THE WASHINGTON STATE BOARD OF EDUCATION

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

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<b>Title: SBE Strategic Planning and Theories of Action</b>	
<b>As related to:</b>	<input checked="" type="checkbox"/> <b>Goal One:</b> Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> <b>Goal Two:</b> Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input checked="" type="checkbox"/> <b>Goal Three:</b> Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> <b>Goal Four:</b> Provide effective oversight of the K-12 system. <input type="checkbox"/> <b>Other</b>
<b>Relevant to Board roles:</b>	<input checked="" type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input checked="" type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and facilitating
<b>Policy considerations / Key questions:</b>	What is the Board's theory of how each Strategic Plan goal creates change in the education system? How do the activities of the Board change the outcomes of kids? How can that change be measured and evaluated?
<b>Relevant to business item:</b>	Approval of Theories of Action
<b>Materials included in packet:</b>	<ul style="list-style-type: none"><li>• A memo summarizing what a theory of action is, showing next steps, and providing resources to dig deeper into theory of action research.</li><li>• Blank templates for board members to develop draft theories of action during small workgroups.</li><li>• A copy of the revised Strategic Plan as approved at the January 2017 board meeting.</li></ul>
<b>Synopsis:</b>	<p>The Board has received primers on theory of action at the November 2016 and January 2017 board meetings. This board packet also offers a brief description of a theory of action. Although there are in-depth and comprehensive processes out there, staff have approached the Board's theory of action work as a simple, thought-provoking exercise of pondering "How does our policy work actually change the education system? How can we measure its success?"</p> <p>During small group deliberations, board members are asked to think about the underlying logic of the Board's key strategic goals: "If we do this, then this happens to the system, and it is evident in this result". The Board will work iteratively over a period of time to develop theories of actions that convey those assumptions about change to the education system.</p>

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# THE WASHINGTON STATE BOARD OF EDUCATION

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## STRATEGIC PLAN AND THEORIES OF ACTION

During the September Retreat, and to a lesser extent the November 2016 and January 2017 board meetings, the Board has expressed an interest in incorporating a theory of action into its strategic plan framework, and undertaking some collaborative work in this area. Accordingly, the March agenda includes a 2-hour work session to provide time for board members to work in small groups to discuss the underlying assumptions of the Board's current strategic plan, and how theories of action could be constructed for the four major goal areas contained in the revised plan.

The November and January packets included primers on what a theory of action is, why it is useful to strategic planning, and what the next steps could be for developing theories of action. At this meeting, board members will work in small groups to develop a theory of action for each of the four goals in the revised 2015-18 Strategic Plan. This section of the board packet includes a template for developing your own ideas on the strategic plan.

The purpose and structure of this segment incorporates the input of Member Janis Avery, who agreed to help staff think through a development process that would be most enriching and beneficial to the membership.

### Goal for Meeting

Originally, the staff planned on finalizing theories of action by the end of the March meeting. That goal was amended to target finality by the next planning retreat in September, with some work occurring in iterative steps over the ensuing meetings. This change was made to allow members (many of whom are new) an opportunity to engage in these deeper discussions without feeling the pressure of having to immediately resolve issues that may require further thought, research, and discussion.

### What is a theory of action?

"It is a set of underlying assumptions about how we will move our organization from its current state to its desired future." – Dr. Judy Skupa, Assistant Superintendent, Performance Improvement, Cherry Creek Schools, Colorado

Essentially, a theory of action challenges the Board to consider, in detail:

If we do X...

Then Y will happen...

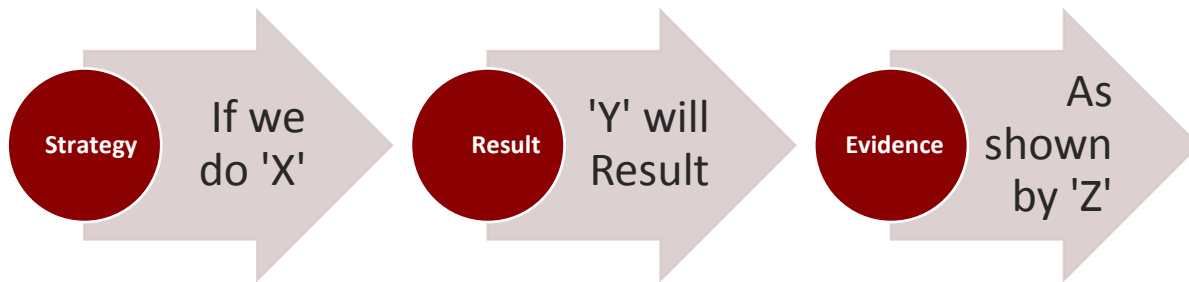
Then Y will be evident in Z result.

### What will the Board do during the Strategic Plan and Theories of Action discussion on day one?

After an introduction to this work from Member Avery and staff, board members will break into four workgroups. Each workgroup will focus on one of the four goals in the Strategic Plan and will be assigned a staff person. Board members will be asked to rotate after about 20 minutes at each

workgroup and members will be asked to engage in each of the workgroups, thus working on a draft theory of action for each of the four goals in the Strategic Plan.

At each workgroup, board members will be asked to develop a theory of action using the following formula:



Formula: “if we do X, then Y will happen, then Y will be evident in Z result” on the theory of action matrix (included later in this section). Goals and the subordinate strategies are on the matrix.

The theory of action matrix allows board members to examine the logic of the Board’s strategic plan activities. At the end of the time dedicated to each “station,” each board member should turn in a filled-in theory of action template (found later in this section of the packet) to the staff or board member lead for that group.

Staff will analyze the templates that have been filled out by board members and work with Member Avery to further develop the draft theories of action. The Board leadership is comfortable with an open-ended goal at this meeting. Accordingly, next steps in this project will be dictated by the degree of progress during our work session, and the expressed needs of the membership going forward.

## Resources

The following websites and articles describe the process of developing a theory of action and the usefulness of a theory of action. “Theory of change” is used interchangeably with “theory of action” in literature.

- Center for Theory of Change. Description: Provides basic explanation of what a theory of change is, examples of theories of change, and resources for digging deeper into the subject.  
URL: <http://www.theoryofchange.org/>
- Harvard Family Research Project – An Introduction to Theory of Change. Description: Differentiates theory of change from logic model and describes their use.  
URL: <http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/evaluation-methodology/an-introduction-to-theory-of-change>
- Annie E. Casey Foundation – Theory of Change: A Practical Tool for Action, Results, and Learning. Description: Provides overview of mapping types of changes, how to develop a community-based theory of change, and advice on using a theory of change.  
URL: <http://www.aecf.org/m/resourcedoc/aecf-theoryofchange-2004.pdf>
- Theory of Change Basics: A Primer on Theory of Change. Description: Walks the reader through a process for creating a theory of change and subordinate steps to planning.
- ActKnowledge – Theory of Change Technical Papers. Description: Offers basic and in-depth information about creating a theory of change, characteristics of a high quality theory, and how to monitor and evaluate a theory of change over time.  
URL: <http://www.actknowledge.org/resources/documents/ToC-Tech-Papers.pdf>
- Ascendant Strategy Management Group – Theory of Change Blog Archives. Description: Differentiates theory of change from logic models and strategy maps.

URL: <http://www.ascendantsmg.com/blog/index.cfm/2008/10/20/Theory-of-Change-Logic-Models-and-Strategy-Maps-Oh-My>

**Action**

No action is planned for the March meeting.

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

Your Name \_\_\_\_\_

<b>Goal 1: Develop and support policies to close the achievement and opportunity gaps.</b>		
<b>If SBE does [ X ]...</b>	<b>Then [ Y ] happens.... (please fill in below)</b>	<b>Then [ Y ] will be evident in [ Z ] result....</b>
<b>Strategy 1.A: Engage diverse stakeholders to advance our understanding of achievement and opportunity gaps.</b>  Strategic Plan Already Adopted (Do not fill out this column)		
<b>Strategy 1.B Analyze data and promote policies for closing achievement and opportunity gaps.</b>		
<b>Strategy 1.C: Develop policies to promote equity in postsecondary readiness, access, and transitions.</b>		
<b>Strategy 1.D: Promote strategies to strengthen key transition points within a student's K-12 experience.</b>		

Your Name \_\_\_\_\_

**Goal 2: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.**

If SBE does [ X ]...	Then [ Y ] happens.... (please fill in below)	Then [ Y ] will be evident in [ Z ] result....
<p><b>Strategy 2.A: Establish, monitor, and report on ambitious student achievement goals for the K-12 system.</b></p>          <p>Strategic Plan Already Adopted (Do not fill out this column)</p>		
<p><b>Strategy 2.B: Develop and implement an aligned statewide system of school recognition and support.</b></p>		
<p><b>Strategy 2.C: Recommend evidence-based reforms to the Legislature to improve performance on the Indicators of Educational System Health.</b></p>		

Your Name \_\_\_\_\_

**Goal 3: Ensure that every student has the opportunity to meet career and college ready standards.**

If SBE does [ X ]...	Then [ Y ] happens.... (please fill in below)	Then [ Y ] will be evident in [ Z ] result....
<p><b>Strategy 3.A: Support district implementation of the 24-credit graduation requirements.</b></p>          <p>Strategic Plan Already Adopted (Do not fill out this column)</p>		
<p><b>Strategy 3.B: Strengthen career readiness through effective High School and Beyond Planning.</b></p>		
<p><b>Strategy 3.C: Support the implementation of career and college ready standards and an aligned assessment system.</b></p>		

Your Name \_\_\_\_\_

**Goal 4: Provide effective oversight of the K 12 system.**

If SBE does [ X ]...

**Strategy 4.A Advocate for ample state funding for a high quality education system that prepares all students for career, college, and life.**

Strategic Plan Already Adopted (Do not fill out this column)

Then [ Y ] happens.... (please fill in below)

Then [ Y ] will be evident in [ Z ] result....

**Strategy 4.B Ensure compliance with all requirements for the instructional program of basic education.**

**Strategy 3.C: Assist in ensuring a quality charter school system by fulfilling statutory duties.**

# Goal 1: Develop and support policies to close the achievement and opportunity gaps.



## Outreach and Engagement

**Strategy 1.A: Engage diverse stakeholders to advance our understanding of achievement and opportunity gaps.**

Action Step	Timeline	Measure
<b>1.A.1</b> Engage and collaborate with racially, ethnically, and economically diverse communities and organizations to gather input, build relationships and develop policies related to closing the opportunity and achievement gaps.	Ongoing	Engagement and collaboration occur with the EOGOAC and targeted engagement of community-based organizations for input
<b>1.A.2</b> Integrate a policy decision-making framework rooted in equity in opportunity for all students.	2017	Equity Tool for Policy Decisions
<b>1.A.3</b> Participate in training and other experiences to deepen cultural competence.	2017	Personal Growth of Board and Staff
<b>1.A.4</b> Utilize the perspective and experiences of our high school student representatives to shape board policymaking to identify and address opportunity gaps.	Ongoing	Student Input

## Analysis and Promotion of Policies

**Strategy 1.B Analyze data and promote policies for closing achievement and opportunity gaps.**

<b>1.B.1</b> Analyze achievement and opportunity gaps through deeper disaggregation of student demographic data with intentional connection to policy opportunities.	Annual - March	Achievement Index Results
<b>1.B.2</b> Research and promote policy to reduce the loss of instructional time resulting from exclusionary discipline, absenteeism, and disengagement.	Annual - September	5491 Additional Indicators

## Postsecondary Transitions

**Strategy 1.C: Develop policies to promote equity in postsecondary readiness, access, and transitions.**

<b>1.C.1</b> Work with partner agencies and stakeholders to strengthen the transition from high school to college and career by promoting coherent state-wide transition policies.	Annual - December	5491 Report
<b>1.C.2</b> Partner with other education agencies to use the high school Smarter Balanced assessment to improve college placement, admissions, and course-taking outcomes.	Ongoing	Policy Proposal

## Transitions within K-12

**Strategy 1.D: Promote strategies to strengthen key transition points within a student's K-12 experience.**

<b>1.D.1</b> With OSPI, analyze data to understand trends and underlying causes in students who are and who are not successfully completing a high school diploma.	Annual - January	Data Analysis and OSPI Report on Practices
<b>1.D.2</b> Analyze and address non-normative school transitions for traditionally underserved student populations and students with special educational needs through analysis of data and identification of gaps in policy.	2017	Completion of Analysis and Policy Proposal



## Goal 2: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.



### Index and School Improvement

**Strategy 2.A: Establish, monitor, and report on ambitious student achievement goals for the K-12 system.**

Action Step	Timeline	Measure
<b>2.A.1</b> Publicly report the Achievement Index results through a website that enables summary and disaggregated data.	Annual – On or before March	Enhanced Website
<b>2.A.2</b> Revise and implement ambitious yet achievable school improvement goals to ensure alignment with state and federal law.	July 2017	Rule Adoption
<b>2.A.3</b> Establish Adequate Growth targets to be incorporated into the Achievement Index and the state accountability framework.	March 2018	Inclusion of Adequate Growth in Achievement Index
<b>2.A.4</b> In partnership with OSPI, implement additional measures and indicators in the state Achievement Index in order to meet the federal requirements for a school quality and student success indicator.	2017	ESSA Consolidated Plan Approval

### Development and Implementation of State Accountability

**Framework Strategy 2.B: Develop and implement an aligned statewide system of school recognition and support.**

<b>2.B.1</b> Partner with the Office of Superintendent of Public Instruction to ensure alignment of the Achievement Index for the identification of Challenged Schools in Need of Improvement.	Annual – On or before March	Identification of Challenged Schools in Need of Improvement
<b>2.B.2</b> Monitor and evaluate Required Action District schools for entry to or exit from Required Action status, assignment to Required Action level II status, and consideration of approval of Required Action Plans.	Annual - Spring	Adherence to Rule
<b>2.B.3</b> Publicly recognize schools through the Washington Achievement Awards.	Annual - May	Washington Achievement Awards

### Indicators of Educational System Health

**Strategy 2.C: Recommend evidence-based reforms to the Legislature to improve performance on the Indicators of Educational System Health.**

<b>2.C.1</b> Collaborate with stakeholders and peer agencies in identifying reforms for Washington's unique context.	Biennial - October	Convene Achievement and Accountability Workgroup
<b>2.C.2</b> Review and revise Indicators of Educational System Health to include measures of student outcomes, and measures of equity and access in the system.	Annual – December, Biennial Report to Legislature	5491 Report
<b>2.C.3</b> Engage in a process of inquiry to design explicit connections between data analysis projects and opportunities for policymaking and advocacy for the Board.	2017	Restructured Data Spotlight Format

## Goal 3: Ensure that every student has the opportunity to meet career- and college-ready standards.



### Graduation Requirements

Strategy 3.A: Support district implementation of the 24-credit graduation requirements.

Action Step	Timeline	Measure
3.A.1 With OSPI, partner with stakeholders to examine and address implementation issues of the 24 credit career- and college-ready graduation requirements.	Ongoing	School Counselor Conferences and ESD Outreach
3.A.2 With OSPI, develop guidance on competency-based crediting for use by guidance counselors and administrators.	2017	Guidance on Website

### Career Readiness

Strategy 3.B: Strengthen career readiness through effective High School and Beyond Planning.

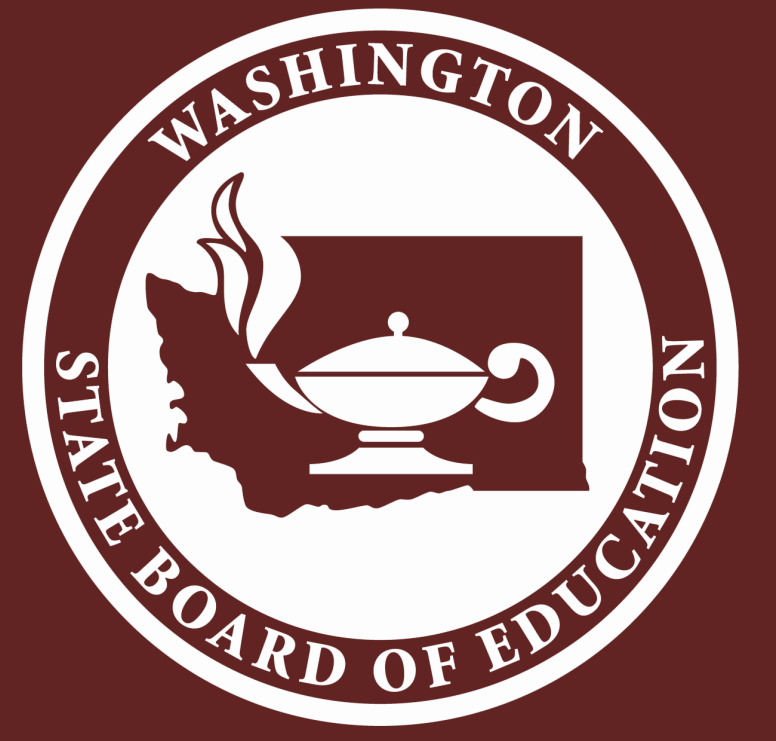
3.B.1 In partnership with OSPI, promote research-based practices in student personalized planning experiences.	Ongoing	Guidance on Web Page, 5491 Report
3.B.2 In partnership with OSPI and the Workforce Training Board, explore definitions of career readiness and adopting and implementing career readiness learning standards in accordance with the NASBE Deeper Learning grant.	2017	Definition of Career Readiness, Career readiness Learning Standards
3.B.3 In partnership with OSPI, explore the development of a model High School and Beyond course.	2017	Model High School and Beyond Course

### Aligned Assessment System

Strategy 3.C: Support the implementation of career and college ready standards and an aligned assessment system.

3.C.1 Establish the scores needed for students to demonstrate proficiency on state assessments, including the graduation score for the high school Smarter Balanced Assessment.	As needed	Scores Established; NGSS as Required
3.C.2 Collaborate with the Office of Superintendent of Public Instruction on supporting an effective assessment system that includes alternative assessments and assessment developed for Next Generation Science Standards.	Annual - December	Annual Report, Legislative Priority

## Goal 4: Provide effective oversight of the K-12 system.



### Ample Provision

**Strategy 4.A Advocate for ample state funding for a high quality education system that prepares all students for career, college, and life.**

Action Step	Timeline	Measure
<b>4.A.1</b> Work closely with the Legislature, agencies, and other partners to ensure ample provision of resources for the program of basic education	2017 session	Ample Provision

### Basic Education Compliance and Waivers

**Strategy 4.B Ensure compliance with all requirements for the instructional program of basic education.**

<b>4.B.1</b> Implement timely and full reporting of compliance by school districts with basic education requirements.	Annual – July to November	100% Compliance
<b>4.B.2</b> Provide quality review and approval of private schools as recommended by the Superintendent of Public Instruction.	Annual – Spring	Private Schools Approval List
<b>4.B.3</b> Conduct thorough evaluations of requests for waivers of Basic Education Act requirements.	As needed	Waiver Request Summaries

### Charter Schools

**Strategy 4.C Assist in ensuring a quality charter school system by fulfilling statutory duties.**

<b>4.C.1</b> Serve as a primary resource for school districts for information on charter authorizing and the state's charter school law.	Ongoing	Materials on Website, Public Presentations
<b>4.C.2</b> Implement quality review and approval process for charter authorizer applications based on appropriate criteria.	Annual – February	Reviewed Applications
<b>4.C.3</b> Perform ongoing oversight, including representing SBE Chair on the WA Charter Schools Commission, as well as issuing annual reports and special authorizer performance reviews.	Annually (12/1) Ongoing and as needed	Annual reports (to Governor, Legislature) Special Performance Reviews if Necessary



# THE WASHINGTON STATE BOARD OF EDUCATION

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<b>Title:</b>	<b>Student Presentation</b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.
	<input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system.
		<input checked="" type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership	<input checked="" type="checkbox"/> Communication
	<input type="checkbox"/> System Oversight	<input type="checkbox"/> Convening and Facilitating
	<input type="checkbox"/> Advocacy	
<b>Policy Considerations / Key Questions:</b>		
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review	<input type="checkbox"/> Adopt
	<input type="checkbox"/> Approve	<input type="checkbox"/> Other
<b>Materials Included in Packet:</b>	<input type="checkbox"/> Memo	
	<input type="checkbox"/> Graphs / Graphics	
	<input type="checkbox"/> Third-Party Materials	
	<input checked="" type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	Student presentations allow SBE board members an opportunity to explore the unique perspectives of their younger colleagues. Student Representatives, Lindsey Salinas and Baxter Hershman, will present together on transitions in the education system from a student's perspective.	



# THE WASHINGTON STATE BOARD OF EDUCATION

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## Title: Executive Director Update

**As related to:**

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

**Relevant to Board roles:**

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

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## Policy considerations / Key questions:

### Letter to the School Facilities Citizen Advisory Panel (SFCAP)

What issues should the SFCAP examine to support the Board's work? What questions should the SFCAP answer regarding ample provision of funding in response to the *McCleary* order?

### Retroactive Parent-Teacher Conference Waivers

The Board has received applications for retroactive waivers for the sole purpose of conducting parent-teacher conferences from two school districts – Kelso and Walla Walla.

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**Relevant to business item:** None

**Materials included in packet:**

- A letter from SBE to the School Facilities Citizen Advisory Panel
- A letter from Kelso School District stating that they are requesting a retroactive waiver of the 180-day minimum school year.
- A letter from Walla Walla School District stating that they are requesting a retroactive waiver of the 180-day minimum school year.

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**Synopsis:** At the request of OSPI staff, the Executive Director has sent a letter to the School Facilities Citizen Advisory Panel inviting them to examine school facilities issues pertaining to ample provision of funding in response to the *McCleary* order. The Board is receiving an update on this panel. The Board has received requests for a retroactive waiver for Kelso and Walla Walla School Districts. The Board is receiving an update and record of these requests.

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Kelso School District  
601 Crawford Street  
Kelso, WA 98626

Glenn Gelbrich, Superintendent  
360-501-1927  
glenn.gelbrich@kelsosd.org

February 7, 2017

Parker Teed  
State Board of Education  
PO Box 47206  
Olympia, WA 98504

Dear Mr. Teed,

I am writing to you today on behalf of our students and staff. With apologies for such late submission, we are requesting a waiver for parent-teacher conferences. We realize that we have made a mistake. This request should have been filed in advance of our calendar change, but was not. Please know the mistake was inadvertent and that we have changed our process and stewardship for calendar-related waivers to ensure such errors do not occur in the future.

Two years ago, we modified the manner in which we conducted parent-teacher conferences at the elementary level. Based on feedback from parents and faculty, we moved away from a week of half-days of instruction to setting aside three full days in the fall and a single day in the spring. Our mistake was that we did not complete a waiver application prior to implementation during the 2015-2016 school year. We used four of instructional days in that year and have used the three fall days again this year. A fourth parent-teacher conference day is scheduled for our elementary schools on March 13<sup>th</sup>.

We apologize for the error and seek the attached waiver retroactively. We are also seeking permission to hold that March 13<sup>th</sup> elementary parent-teacher as scheduled.

**These days were used exclusively for parent-teacher conferences. Our average K-12 average instructional time for both last year and this year exceed the 1,027 hour minimum requirement.**

Thank you for your consideration.

Respectfully,

Glenn Gelbrich

**Attachments:** Waiver Application  
School Board Resolution  
2015-2016 Calendars<sup>1</sup>  
Calculation of 2015-2016 Instructional Time  
2016-2017 Calendars<sup>1\*</sup>

*\*Explanation of 2016-2017 make-up days to recover instructional time lost to inclement weather  
Calculation of 2016-2017 Instructional Time*

*<sup>1</sup>We have one school (Wallace Elementary School) on a modified calendar, so two calendars are attached for each year.*



## Human Resources

364 South Park Street, Walla Walla WA 99362-3293 \* (509) 527-3000 \* FAX (509) 529-7713

February 8, 2017

Parker Teed  
State Board of Education  
PO Box 47206  
Olympia, WA 98504  
Parker.teed@k12.wa.us

RE: Parent-Teacher Conference Waiver (2014-2015, 2015-2016, 2016-2017)

Dear Parker:

Recently, it came to our attention that our 180-day waiver for parent-teacher conferences lapsed at the end of the 2013-2014 school year. We have inadvertently been operating under the assumption that the waiver was still active as it has been a long standing practice of our school district to conduct parent-teacher conferences on two full-days included in the 180-day school year.

Once the oversight was recognized we contacted the State Board of Education to take steps to correct the situation. We are requesting the two-day waiver retroactively for the 2014-2015, 2015-2016 and 2016-2017 school years. These days were and will be used exclusively for parent-teacher conferences.

Thank you for your consideration of our request.

Sincerely,

A handwritten signature in blue ink, appearing to read "Chris Gardea".

Chris Gardea  
Assistant Superintendent

CG/ma



## THE WASHINGTON STATE BOARD OF EDUCATION

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February 2, 2017

OSPI School Facilities and Organization  
600 Washington Street SE  
P.O. Box 47200  
Olympia, WA 98504  
Attn: School Facilities Citizen Advisory Panel

Members of the School Facilities Citizen Advisory Panel,

The Board would like consideration of the following issues as related to capital investment, and the state's ability to meet the basic education goals outlined in RCW 28A.150.210.

In the Supreme Court's 2014 order to the Legislature in the *McCleary* case, the Court seems to say clearly that the state must pay for the 'actual costs' of providing programs such as reduced class size and full day kindergarten programs. See the citation [here](#). There are two parts to this question. The first is what the current thinking is on the total price tag on capital costs associated with this responsibility. The latest cost estimate that the State Board of Education is aware of is shown on [this chart](#) –\$599 million. So far as we can tell, the legislature's response to this order was to create a competitive grant program. Our question to you is whether this \$200 million investment in the grant program constitutes an adequate response, and what a subsequent budgetary request should look like if the answer is no.

The second part of this question pertains to school facilities as a component of the program of basic education. It remains our understanding that state funding for facilities is dispensed on a local match methodology. This means that locals must have the resources to make an investment up front to receive state support for capital facility projects. Our question is whether a local match program is consistent with the idea that capital facilities, at least insofar as they are required to deliver lower class sizes and full day kindergarten (perhaps more broadly than that), is something the Court sees as an entitlement. Can a district be required to make a contribution if facilities is supposed to be a basic education entitlement in that case? We would appreciate analysis of this question. We would also like to have a better understanding of how that \$200 million was dispensed (if that was indeed the only investment), and what remaining need there is, to the extent that is known and can be quantified.

The Board would also appreciate analysis and input on the question of the funding mechanism for capital facilities. Our understanding is that the formula is basically premised on individual component cost assumptions, many of which are out-of-date. For example, what is the construction cost of a square foot of instruction space? How much space does a modern classroom require, et cetera. We would appreciate knowing if other states encounter this same challenge in having costing assumptions quickly become out-of-date. How could or should Washington's



allocation model be modified to have built-in adjustments for inflation and other factors, in much the same way the state's compensation models do?

Beyond these questions, the Board would appreciate hearing from the Citizen's Advisory Panel about questions you think are of particular importance to the success of children, and how the Board can help elevate the profile of these issues.

Thank you for your service to this committee,

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

Ben Rarick, Executive Director  
State Board of Education



# THE WASHINGTON STATE BOARD OF EDUCATION

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**Title: 2017 Legislative Update**

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**As Related To:**

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

**Relevant To Board Roles:**

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

**Policy Considerations / Key Questions:**

1. What is the current status of the Board’s 2017 legislative priorities?
2. Which elements of the current K-12 budget proposals most closely align with the Board’s legislative priorities and strategic goals?
3. How can the Board best advocate for these budget elements as the legislature and Governor negotiate the next biennium’s budget?

**Possible Board Action:**

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

**Materials Included in Packet:**

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

**Synopsis:** The Board will discuss the current legislative policy and budget proposals, identify which align most closely with its legislative priorities and strategic goals and determine how to best advocate for these throughout the remainder of session.

In your packet you will find:

- Comparison of three main legislative K-12 budget proposals
- A memo regarding materials the Board will receive immediately prior to or during the March Board meeting in order to provide the most up-to-date legislative information.

Please contact Kaaren Heikes with any questions at [kaaren.heikes@k12.wa.us](mailto:kaaren.heikes@k12.wa.us) or 360.725.6029.



# THE WASHINGTON STATE BOARD OF EDUCATION

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## LEGISLATIVE UPDATE

March 8<sup>th</sup> is the Legislative cut-off for considering bills in their house of origin. Therefore, Board Members will receive the bulk of the documents related to this section in the days leading up to the meeting, including:

- Latest Status of SBE 2017 legislative priorities
- Latest Status of other significant K-12 policies
- Up-to-the minute details on K-12 budget proposals and packages

Please contact Kaaren Heikes with any questions at [kaaren.heikes@k12.wa.us](mailto:kaaren.heikes@k12.wa.us) or 360.725.6029.

Comparison of 2017 K-12 Education Funding Proposals

February 3, 2017

	<b>Governor</b>	<b>House Bill 1843</b>	<b>Senate Bill 5607</b>
<b>Prototypical School Funding Model</b>	<p>Continues current prototypical school funding model. Increases allocations for support staff by 1.0 FTE in each prototypical school.</p> <p>Increases CTE and MSOC allocations by using a ratio of the general education MSOC allocation.</p>	<p>Continues current prototypical school funding model. Beginning in 2019-20 and phased in over two years, increases allocations for elementary school parent involvement coordinators by 1.0 FTE, and increases allocations for middle and high school guidance counselors by 1.0 FTE each. Beginning with SY 2019-20, and phased in over two years, CTE class sizes are reduced to 19 students and Skills class sizes are reduced to 16 students.</p>	<p>Eliminates the prototypical school model and replaces it with a new basic per pupil guarantee allocation of \$10,000 per pupil. An additional funding adjustment is made so that the minimum allocation from the state that is in addition to the new state Local Effort Levy is at least 40% each year or \$4,000 in 2018-19. Max basic allocation is \$14,000, not including categorical funding described below. The \$10,000 basic education allocation replaces general apportionment, pupil transportation including bus depreciation, local levies, and LEA.</p>
<b>Categorical Programs</b>	<p><b>Learning Assistance</b> instructional hours are increased to 2.75 hours  <b>Highly Capable</b> is expanded to 2.75% of the student population.</p>	<p>Beginning with SY 2019-20, and phased in over two years:  <b>Learning Assistance</b> instructional hours are increased to 3.4 hours.  <b>Highly Capable</b> instructional hours are increased to 3.2 hours  <b>Bilingual</b> instructional hours are increased to 6.778 hours for middle and high school.</p>	<p><b>Transportation</b> is eliminated as a categorical program and included in the new basic per pupil guarantee. New per pupil allocations replace existing program allocations, as follows:  <b>Special Education:</b> \$7,500/pupil  <b>Bilingual Instruction:</b> \$1,000/pupil  <b>Highly Capable:</b> \$1,000/pupil  <b>Learning Assistance:</b> \$2,000 - \$5,000 per pupil depending on poverty level. Free and Reduced Price Lunch poverty measurement replaced with Census Bureau poverty estimate  <b>Homeless Student:</b> \$1,500/unsheltered homeless student  <b>CTE &amp; Skills:</b> \$500/pupil</p>
<b>Compensation</b>	<p>Revises salary allocation model to a grid based on education (bachelors or masters) and professional certification with an additional bump at ten years of</p>	<p>Specifies minimum statewide average salary allocations for each of the three staff types. Maintains I-732 and makes the cost of living adjustment part of the program of basic</p>	<p>Beginning in the 2018-19 school year, the salary allocation schedule for CIS is eliminated and a minimum salary of \$45,000 for beginning CIS is required.</p>

**Comparison of 2017 K-12 Education Funding Proposals**

February 3, 2017

	<b><i>Governor</i></b>	<b><i>House Bill 1843</i></b>	<b><i>Senate Bill 5607</i></b>
	<p>experience. Fully funded in SY 2018-19. Statewide average allocation for Certificated Instructional Staff (CIS) is \$68,284 after adjusting for staff mix. Adjusting for the professional learning days, this allocation is \$72,470. Minimum pay is \$54,500 for CIS w/ BA and \$59,000 for CIS with MA. National Board bonus is maintained.</p> <p>Allocations for Classified staff (CLS) and Administrative staff (CAS) are increased to \$52,908 and \$114,612 respectively.</p> <p>Requires rebasing to market rate every four years.</p>	<p>education. Specifies a phase-in schedule for implementing the new salary allocations.</p> <p>Eliminates the current salary allocation grid for CIS and replaces it with a statewide average CIS allocation of \$70,824 adjusted by Seattle CPI in SY 2018-19. Beginning with the 2019-20 school year, sets minimum pay for beginning CIS and early career CIS. Districts must pay minimum of \$45,500 for first year CIS and \$50,500 for a CIS with three years' experience. Minimum pay values are also adjusted by Seattle CPI each year after 2019-20.</p> <p>Specifies statewide average salary allocation for CAS and CLS, and includes the values as part of the state's program of basic education.</p> <p>Note - values specified for each of the three staff types include the 4 days of professional learning required by the bill (see below).</p> <p>Requires rebasing to market rate every 6 years.</p>	<p>Prohibits additional pay based on an advanced degree unless the degree is in the subject area taught by the staff person.</p> <p>Limits district expenditures on compensation (salaries plus benefits) to 80% of total general operating expenditures. Excludes the housing allowance and teacher recruitment and retention bonus from this limitation.</p> <p>State funding for the national board bonus is eliminated, but districts are permitted to pay the bonus as part of the locally designed compensation plan. Payment of the bonus is outside the state's program of basic education.</p> <p>Permits state-funded extended school year contracts outside the state's program of basic education, for up to an additional 90 days outside the 180-day school year and based on the staff person's prior year hourly rate.</p> <p>Recruitment and retention bonus for districts with at least 25% poverty (uses census data for poverty measure) and at least 25,000 students. Bonus of \$12,500 is paid for each CIS and CAS staff. Bonus is not part of basic education.</p> <p>Teacher recognition bonus - \$25,000 or \$50,000 grants for top teachers</p>

**Comparison of 2017 K-12 Education Funding Proposals**

February 3, 2017

	<b><i>Governor</i></b>	<b><i>House Bill 1843</i></b>	<b><i>Senate Bill 5607</i></b>
<b>Regionalization</b>	No regional differences specified.	Must be identified in the budget	Provides a housing allowance for districts with higher than average residential home values, up to \$10,000 per each staff person, to address regional cost differences. Bonus is not part of basic education.
<b>Health Benefits</b>	Increases health benefit allocations. Maintains current bargaining structure and classified benefit factor	Maintains current bargaining structure and classified benefit factor	Requires districts to offer health benefit plans that incorporate a plan design with employee premiums that ensure the ratio of premiums for single to family is no more than 1:3.
<b>Collective Bargaining</b>	Collective bargaining is maintained. New minimums specified. See compensation above.	Collective bargaining is maintained. New minimums specified. See compensation above.	<p>Collective bargaining is maintained. New minimums specified. See compensation above. Collective bargaining agreements must conform to the requirements of the act.</p> <p>Teacher strikes are expressly prohibited. Housing allowances and the Top Teacher Recognition Grant are not subject to collective bargaining</p> <p>Allows school districts to dismiss a teacher who, following in-service training and mentorship, fails to show improvement to the extent that it is detrimental to student academic performance.</p> <p>Allows individuals without a teaching certificate to teach students so long as it is under the general supervision of a certificated employee and the individual passes a record check.</p>

**Comparison of 2017 K-12 Education Funding Proposals**

February 3, 2017

	<b><i>Governor</i></b>	<b><i>House Bill 1843</i></b>	<b><i>Senate Bill 5607</i></b>
			Permits districts that have been identified as being granted additional flexibility to exempt schools buildings within the district from district policies and district collective bargaining agreements. (See flexibility below).
<b>Professional Learning Time</b>	Increases allocations for Certificated Instructional Staff to support 30 hours in 2017-18 and 80 hours in 2018-19. Increases allocations for teaching assistance staff to support 20 hours in 2017-18 and 40 hours in 2018-19.	Increases allocations for all staff types to support 1 day in 2017-18, 2 days in 2018-19, 4 days in 2019-20, 6 days in 2020-21 and 10 days by 2022-23.	Does not specify allocations or requirements for professional learning.
<b>Mentoring</b>	Provides additional funding for the Beginning Educator Support (BEST) program and expands the program to include beginning principals.	Declares legislative intent to support full funding of enacted recruitment and retention policies and increasing investments in the BEST program.	Maintains the existing mentorship and in service training. See collective bargaining section.
<b>M&amp;O Levies and Local Effort Assistance</b>	No change to levy cliff in 2018.  Reduces levy lid to 15% and LEA to 7.5% in 2019. Also eliminates grandfathered levy lids in 2019.	Revises the levy cliff to phase down the lid and LEA over four years. Phases down grandfathered levy lids to have all districts at 24% by 2021. Eliminates ghost money in 2018.	Delays the levy cliff one year. Eliminates local levies for CY 2019. Eliminates LEA permanently. Permits districts to collect up to 10% of a newly defined levy base beginning in CY 2020.
<b>Accountability, Transparency, and Reporting</b>	Provides funding for accounting system updates enabling districts to report based on the allocation model and on a revenue to expenditure basis.	Establishes a technical working group to provide recommendations for revising school district accounting practices.  Requires districts to report supplemental pay contracts to SPI and SPI to provide a report to the legislature.	Requires district fiscal health reports and additional auditing. Requires districts to prepare four-year outlooks as part of their budget process. Requires districts to provide separate accounting of state, federal and local revenues to expenditures and separate accounting of basic and nonbasic expenditures by fund sources.

**Comparison of 2017 K-12 Education Funding Proposals**

February 3, 2017

	<b>Governor</b>	<b>House Bill 1843</b>	<b>Senate Bill 5607</b>
			Districts are required to deposit local excess levies into a subfund and separately account for expenditures from the subfund.
<b>Revenue</b>	Tax Preference Closures, B&O Tax Changes, Capital Gains Excise Tax, Carbon Pricing	Source not specified	<p>New state property levy referred to as the "Local Effort Levy" - Not subject to the 1% growth limit, \$0.45/\$1,000 in CY 2018 and \$1.80/\$1,000 in CY 2019.</p> <p>Prioritizes use of NGF-S revenue growth first for support of the new formulas and then for reduction of the state Local Effort Levy to \$1.25/\$1000.</p> <p>Provides a reimbursement mechanism for local taxing districts that are pro-rated under the 1% constitutional limit due to the state Local Effort Levy.</p>
<b>Other</b>	<p>Provides additional support for the Alternative Routes program, school improvement grants, truancy reductions and, principal internships and workshops.</p> <p>Increase state-funded classroom space in public school facilities for K-6. Award state grants to school districts for the construction and acquisition of K-3 classrooms.</p>	Declares legislative intent to consider recommendations of the education and capital budget committees to address recruitment and retention and to support classroom and facility needs to support all-day kindergarten and class size reductions.	<p>I-732 and I-1351 are repealed.</p> <p><b>Measures of success:</b> Provides specific school district performance measures. Permits districts who have met standards to be granted additional flexibility and directs the state board to create a process for identifying innovation districts which may be exempt from some state laws.</p> <p><b>Student Absenteeism:</b> Districts are required to create an attendance reserve to be used to reduce chronic student absenteeism. The superintendent must</p>



Comparison of 2017 K-12 Education Funding Proposals

February 3, 2017

	<b>Governor</b>	<b>House Bill 1843</b>	<b>Senate Bill 5607</b>
			<p>recover funds from the district's reserve equal to the amount of funds the district received for students that were chronically absent in excess of 20%.</p> <p><b>Paraeducators:</b> Establishes statewide minimum employment standards for paraeducators, and creates a paraeducator workgroup to administer rules for paraeducator preparation, certification, and training.</p> <p><b>Baldrige Performance Excellence Assessment:</b> Provides that large school districts, all educational service districts, and certain educational state agencies must implement the Baldrige Performance Excellence Assessment program, as phased in over a three-year period starting in the 2018-2019 school year.</p>
<b>Hold Harmless</b>	District hold harmless provided in the budget for the 2017-18 school year.	Specifies that no district will receive less funding as a result of the regionalization.	<b>District hold harmless/minimum funding:</b> If total school district funding from state, federal, and local sources combined is less than \$12,500 per pupil, then an additional state allocation is provided to increase total funding to \$12,500 per pupil.



# THE WASHINGTON STATE BOARD OF EDUCATION

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## Title: Charter Schools – Update and Contract Transfer Petitions

**As Related To:**

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

**Relevant To Board Roles:**

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

**Policy Considerations / Key Questions:**

1. What is the rudimentary charter school landscape in WA?
2. What statutory duties related to charter schools does the the SBE have?
3. Specifically, what is the Board’s role in granting a petition to transfer a charter contract before its term expires?

**Possible Board Action:**

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

**Materials Included in Packet:**

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

**Synopsis:** Staff will brief the Board on the rudimentary charter school landscape and legal duties of the Board related to charter schools. The Board will then consider two petitions from currently operating charter schools to transfer their charter contracts before they expire.

In your packet you will find:

- Charter School Landscape, Law, and SBE Duties - PPT
- List of Washington Charter Schools
- Laws applicable to Washington Charter Schools
- Accountability of Washington Charter Schools
- Demographics of current Washington Charter Schools
- Petition to allow charter contract transfer: Excel Public Charter School
- Letter from the WA Charter School Commission (CSC) re Excel’s Petition
- Petition to allow charter contract transfer: Spokane International Academy
- Letter from the WA CSC re Petition from Spokane International Academy
- Letter from Spokane School District re Petition from Spokane International Academy

**Recommendation:** The Executive Committee requested staff to make recommendations regarding the petitions from Excel Public Charter School and Spokane International Academy. Per this request, staff does recommend that the Board take action to grant both of the petitions before you to transfer charter school contracts, as all the information we have indicates that both satisfy the pertinent legal criteria in RCW 28A.710.210(3) for “special circumstances” and provide sufficient evidence of the transfers being in the “best interest of the charter schools’ students.”

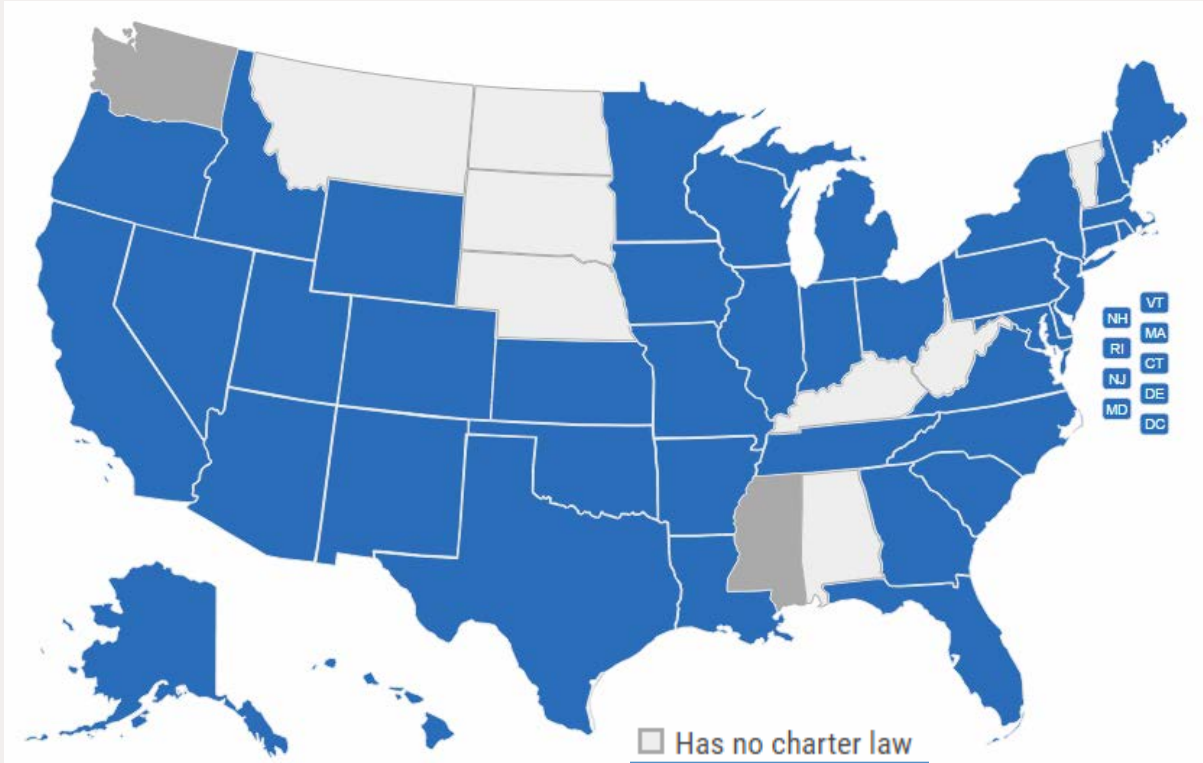
Please contact Kaaren Heikes with any questions at [kaaren.heikes@k12.wa.us](mailto:kaaren.heikes@k12.wa.us) or 360.725.6029.



# Charter School Update

Kaaren Heikes  
March 9, 2017

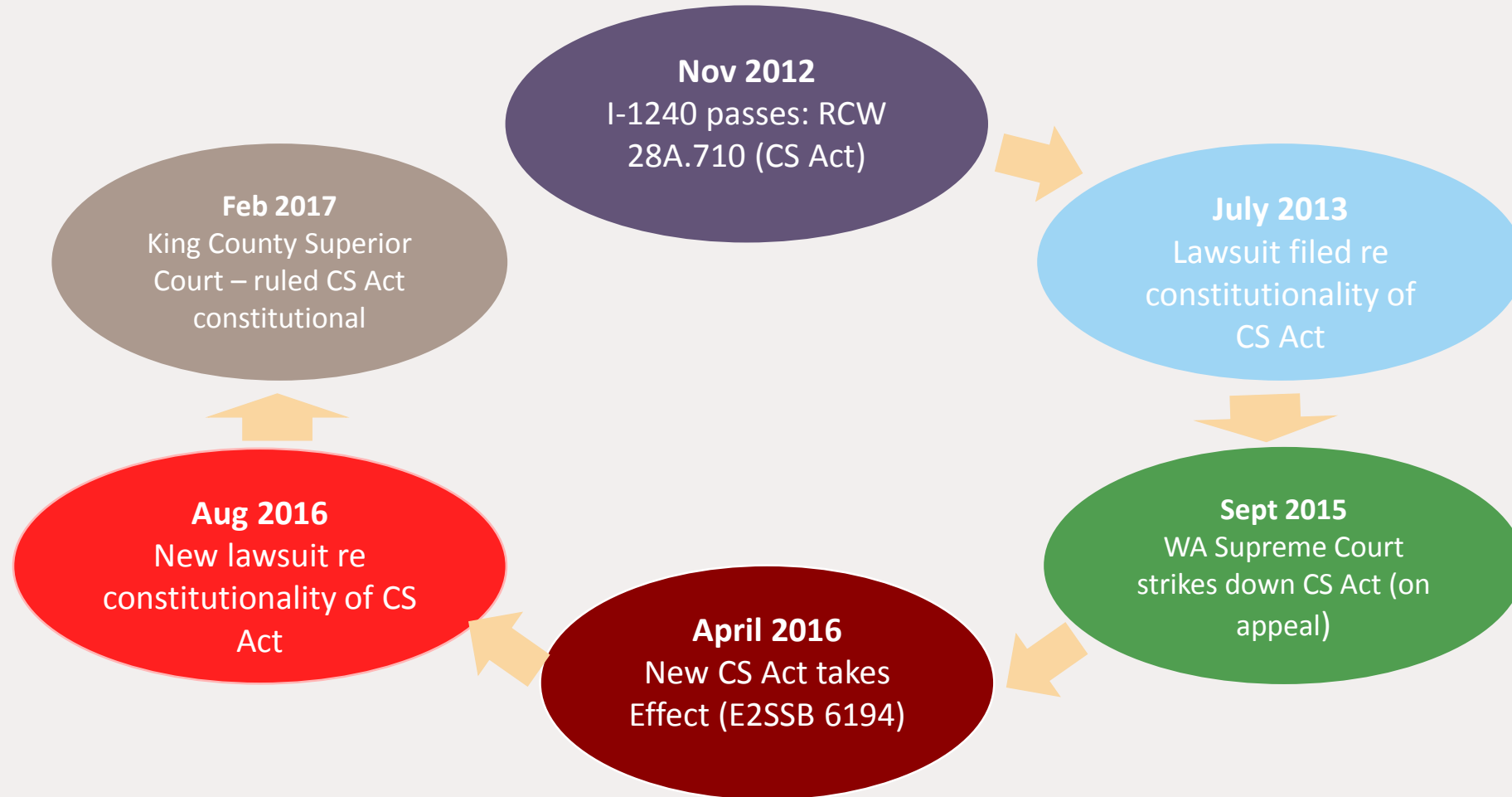
# National Landscape



- 42 states and D.C. have charter school laws and charter schools
- Eight states do not (Montana, N Dakota, S Dakota, Nebraska, Alabama, Kentucky, W Virginia, Vermont)
- Nationally: 6,900 charter schools serving 3,100,000 students (2016-17)



# History of WA's Charter School Law





# *El Centro de la Raza, et al v. State of WA*

February 17, 2017: King County Superior Court (Judge Chun) dismissed all remaining claims in *El Centro v. State*, the lawsuit challenging the constitutionality of the Charter Schools Act (court had previously dismissed the Plaintiff's claims relating to ample funding and ALEs).

The Courts Order Granting Summary Judgment concerned the five remaining claims:

1. that charter schools violate Article IX, Section 2's uniformity requirement;
2. unconstitutionally divert constitutionally restricted common school funds;
3. impermissibly delegates the legislature's duty to define a program of basic education;
4. displaced the Superintendent of Public Instruction's supervisory authority; and
5. unconstitutionally amended the basic education and collective bargaining laws.

The Court rejected Plaintiffs' arguments, finding that the Plaintiffs conflated the term *common school*, with the term *public school*, and holding that all of the claims failed as a matter of law. As such, the Court dismissed all of the Plaintiffs' claims with prejudice.



# *El Centro de la Raza, et al v. State of WA*

Remaining issues?










- Plaintiffs may appeal the King County Superior Court’s ruling to the State Superior Court
- Plaintiff claims there are still “significant questions on how funding will occur as the charter school program grows.” This raises the question as to whether lottery funds will suffice long-term for 40 potential charter schools.
- Judge Chun’s ruling agreed that this point could be raised again if the funding mechanism has to change: “If, in the future, the state attempts to use funds allocated for common schools in violation of article IX, section 2, then the issue will be ripe for consideration,” the decision said. “On the face of the [Charter School Act], however, such use is not inevitable.”

# Charter Schools: Public or Private?



**MYTH:** Charter schools are not public schools.

**FACT:** Charter schools **are** public schools.

PUBLIC CHARTER SCHOOLS		TRADITIONAL PUBLIC SCHOOLS
	Tuition-free and open to all students	
	Non-sectarian, do not discriminate on any basis	
	Publicly funded based on enrollment	
	Held accountable to state and federal standards	





# What type of WA public school?

## 28A.710.020

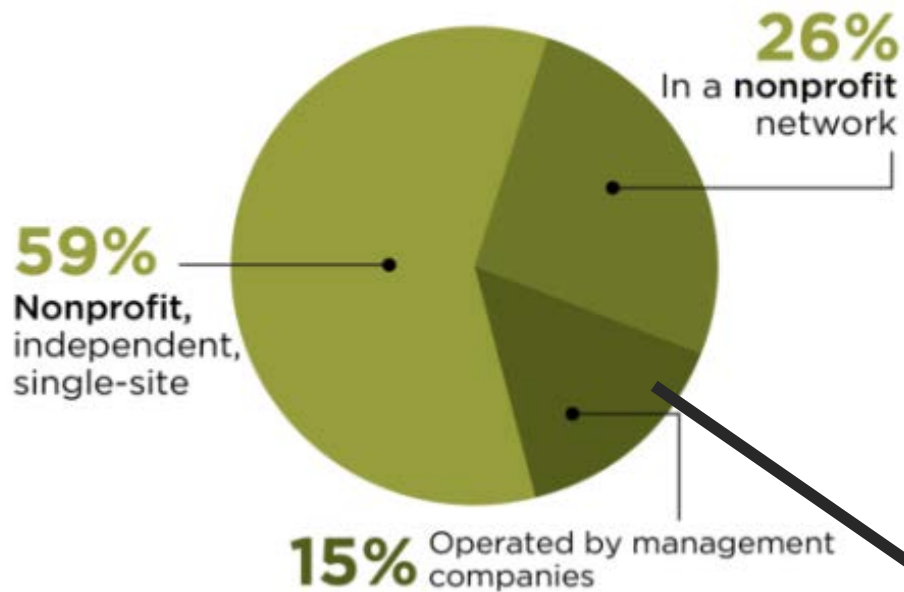
A charter school established under this chapter is a public school that is:

Operated separately from the common school system as an alternative to traditional common schools (i.e., “a public school that is not a common school”).

# Nationally: publicly or privately run?

**MYTH:** Charter schools are for-profit companies.

**FACT:** 85% of charter schools are **nonprofits**.



- Operated by nonprofit, public benefit corporations with a board of directors
- Non-religious and non-sectarian
- Open to all students; no admission criteria, admission via lottery

“Management Companies” that operate 15% of charters nationally – predominantly “virtual schools” or “home school hybrids” – do not operate or manage any charters in WA.



# WA Charter Schools: privately or publicly run?

- In addition to all the facts on slide 4, WA charter schools:
  - Must be a WA public benefit nonprofit corporation with tax exempt status under section 501(c)(3) of IRS code;
  - Must meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW [28A.710.220](#);
  - Is governed by a “charter” (5-year-renewable-performance-based-contract) executed between the nonprofit organization/board and the authorizer – either a school district or the CSC (a state agency);
  - May **only** contract with **nonprofit organizations for management operation** of the charter school.
- The “private” corporations that run WA charter schools and 85% of charter schools nation-wide are “private NONPROFIT corporations” (vs “private sector” corporations).



# What laws apply to WA charter public schools?

**28A.710.040(3)** *See “Applicable Laws” doc in packet*

Charter public schools must comply with all state statutes and rules made applicable to the charter school in the school's charter contract, and are subject to the specific state statutes and rules identified in subsection (2) of this section.



# What are WA charters not subject to?

## 28A.710.040(3)

For the purpose of allowing flexibility to innovate in areas such as scheduling, personnel, funding, and educational programs to improve student outcomes and academic achievement, charter schools are not subject to, and are exempt from, **all other state statutes and rules applicable to school districts and school district boards of directors**. Except as provided otherwise by this chapter or a charter contract, charter schools are exempt from **all school district policies**.



# Charter Public Schools - Funding

Charter Public schools are not “common schools”

Legislative intent (6194) is that state funding for charter public schools be equitable to the state funding received by other public schools and includes:

- The prototypical school funding

- Any enrichment specified in the budget

- Categorical program funding

- State funding for school construction, but not from the common school construction fund

Not eligible for local levy funds (which, on average, is 30% of the public funding district-run schools receive)



# Charter Public Schools – funding source

WA Charter Public Schools are funded by the Washington Opportunity Pathways Account (WOPA)

Other public K-12 Educational schools/programs that are not common schools and are funded by WOPA:

- Tribal compact schools

- Community learning center program

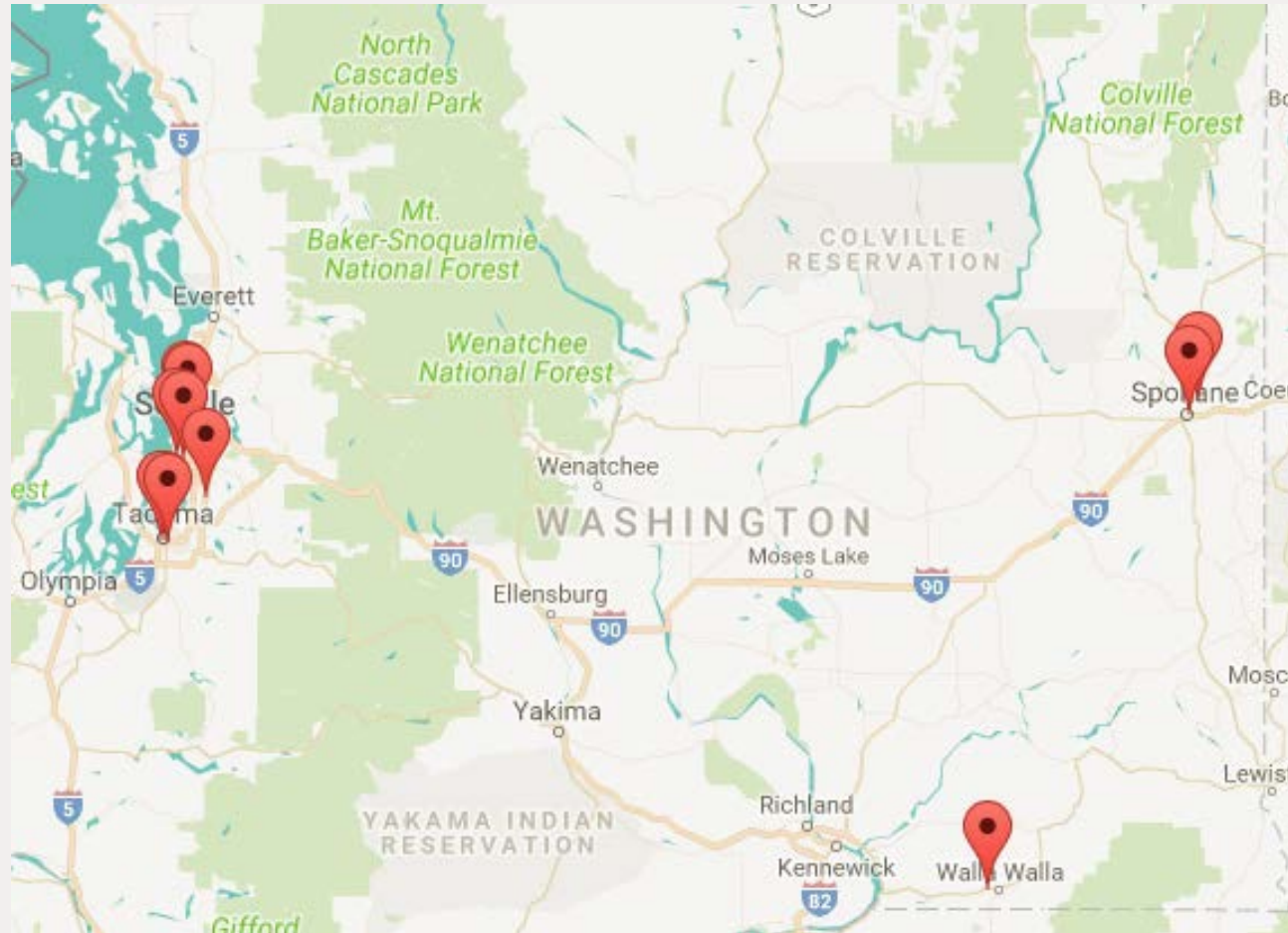
- Education Centers

- Washington National Guard Youth Challenge Program

- Early Entrance Program at UW for highly capable students

- The educational program for juveniles in detention centers

# Eight open charter schools in WA 2016-17







# WA Authorizers and Charters

## Authorizers

Charter School Commission (CSC)

Spokane Public Schools

No additional districts have submitted “notice of intents” to the SBE

## Charter Schools

Eight currently operating

Three slated to open fall 2017

Four submitted “notice of intent” to the CS Commission to apply for fall 2018 (Auburn, S Seattle, Everett, Seattle)

# Washington State Charter School Commission



## Commission Composition

3 members appointed by the **Governor**

3 members appointed by the **Senate**

3 members appointed by the **House**

The **SPI** or designee

The **SBE Chair** or designee

# Charter School Commission: 28A.710.070(1-2)



- Independent state agency
- Mission (per statute) is to authorize high quality charter public schools throughout the state, especially schools that are designed to expand opportunities for at-risk students, and to ensure the highest standards of accountability and oversight for these schools.
- Administer the charter schools it authorizes in the same manner as a school district board of directors administers other schools (through its management, supervision, and enforcement of the charter contracts and pursuant to applicable law).



# SBE Statutory Duties re Charter Schools

Include all charter schools in its public school system oversight, including accountability measures, to the same extent as other public schools

SBE chair, or designee, serve as a member of the Charter School Commission

Screen, approve, contract with, and oversee the performance and effectiveness of school districts that authorize charter schools within their boundaries

Establish a statewide formula for an authorizer oversight fee

Certify charter school applications approved by CSC or a district authorizer between approval and contract ratification (to ensure “room” within the 40 maximum allowed by law).

Create annual charter school report for Governor, Legislature, public at large

Petitions for charter contract transfers (review and determine whether to grant)



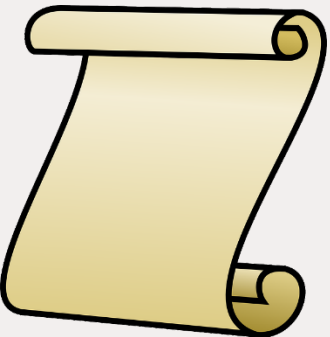
# Charter Contract Transfer Petition

If the SBE receives a “petition to transfer charter contract” from either a charter school or its authorizer, the SBE:

- Must review such petitions on a case-by-case basis
- May grant transfer requests in response to special circumstances and evidence that such a transfer would serve the best interests of the charter school's students

Granting, or approving, the transfer means:

- The charter contract transfer is permissible, not required.
- It is incumbent upon the two parties to the charter contract to follow applicable laws and their policies to proceed.





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## Charter Schools in Washington State

### Green Dot Destiny Middle School



**Tacoma**

**Grades Served:** 6-7 in 2016-2017, expanding to 6-8 in 2017-18

**Focus:** High school preparation, college-ready pathway programs

**Enrollment:**

**Website:** <http://wa.greendot.org/destiny/>

**Authorizer:** Charter School Commission

### Rainier Prep



**South King County**

**Grades Served:** 5-7 2016-2017, expanding to 5-8

**Focus:** College preparatory

**Enrollment:**

**Website:** [www.rainierprep.org](http://www.rainierprep.org)

**Authorizer:** Charter School Commission

### Spokane International Academy



**Spokane**

**Grades Served:** K-2 and 6-7 in 2016-2017, expanding to K-8

**Focus:** Rigorous, authentic learning and global competence

**Enrollment:**

**Website:** [www.spokaneintlacademy.org](http://www.spokaneintlacademy.org)

**Authorizer:** Spokane School District

## SOAR Academy



**Tacoma**

**Grades Served:** K-2 in 2016-2017, K-3 in 2017-18, expanding to K-8

**Focus:** High school preparatory, college preparatory, leadership development

**Enrollment:**

**Website:** [www.soaracademies.org](http://www.soaracademies.org)

**Authorizer:** Charter School Commission

## Excel Public Charter School



**Kent**

**Grades Served:** 6-8 in 2016-2017, expanding to 6-12

**Focus:** College preparatory, STEM

**Enrollment:**

**Website:** <http://excelwa.org>

**Authorizer:** Charter School Commission

## PRIDE Prep



**Spokane**

**Grades Served:** 6-8 in 2016-2017, expanding to 6-12

**Focus:** College preparatory, leadership development

**Enrollment:**

**Website:** <http://prideprepschool.org>

**Authorizer:** Spokane School District

## Summit Olympus High School



**Tacoma**

**Grades Served:** 9-10 in 2016-2017, expanding to 9-12

**Focus:** College readiness, small-school environment

**Enrollment:**

**Website:** <http://summitps.org/schools/washington/summit-olympus>

**Authorizer:** Charter School Commission

## Summit Sierra High School



**Seattle**

**Grades Served:** 9-10 in 2016-2017, expanding to 9-12

**Focus:** College readiness, small-school environment

**Website:** <http://summitps.org/schools/washington/summit-sierra>

**Address:** 1025 S King St, Seattle, WA 98104

**Phone:** (206) 453-2520

## Opening Fall 2017

### Green Dot Seattle Middle School



#### SE Seattle

**Grades:** 6 in 2017-2018, expanding to 6-12

**Focus:** College-going culture, personalized learning, family partnership programs

**Website:** <http://wa.greendot.org/seattle/>

**Sponsor:** Charter School Commission

### Summit Atlas



#### West Seattle

**Grades:** Grades 6 and 9 in 2017-2018, expanding to 6-12

**Focus:** College readiness, small-school environment

**Website:** <http://www.summitps.org/schools/washington/summit-atlas>

**Sponsor:** Charter School Commission

### Willow Public School



#### Walla Walla

**Grades:** 6-7 in 2017-2018, expanding to 6-8

**Focus:** College and career readiness, project-based learning

**Website:** <http://www.willowschoolwallawalla.org/>

**Sponsor:** Charter School Commission





# THE WASHINGTON STATE BOARD OF EDUCATION

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## Applicable Laws for Charter Public Schools

### *Charter schools—Requirements (RCW 28A.710.040)*

(1) A charter school must operate according to the terms of its charter contract and the provisions of this chapter.

(2) A charter school must:

(a) Comply with local, state, and federal health, safety, parents' rights, civil rights, and nondiscrimination laws applicable to school districts and to the same extent as school districts, including but not limited to chapter [28A.642](#) RCW (discrimination prohibition) and chapter [28A.640](#) RCW (sexual equality);

(b) Provide a program of basic education, that meets the goals in RCW [28A.150.210](#), including instruction in the essential academic learning requirements, and participate in the statewide student assessment system as developed under RCW [28A.655.070](#);

(c) Employ certificated instructional staff as required in RCW [28A.410.025](#). Charter schools, however, may hire noncertificated instructional staff of unusual competence and in exceptional cases as specified in RCW [28A.150.203](#)(7);

(d) Comply with the employee record check requirements in RCW [28A.400.303](#);

(e) Adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the state auditor, including annual audits for legal and fiscal compliance;

(f) Comply with the annual performance report under RCW [28A.655.110](#);

(g) Be subject to the performance improvement goals adopted by the state board of education under RCW [28A.305.130](#);

(h) Comply with the open public meetings act in chapter [42.30](#) RCW and public records requirements in chapter [42.56](#) RCW; and

(i) Be subject to and comply with legislation enacted after December 6, 2012, that governs the operation and management of charter schools.

(3) Charter public schools must comply with all state statutes and rules made applicable to the charter school in the school's charter contract, and are subject to the specific state statutes and rules identified in subsection (2) of this section. For the purpose of allowing flexibility to innovate in areas such as scheduling, personnel, funding, and educational programs to improve student outcomes and academic achievement, charter schools are not subject to, and are exempt from, all other state statutes and rules applicable to school districts and school district boards of directors. Except as provided otherwise by this chapter or a charter contract, charter schools are exempt from all school district policies.

(4) A charter school may not engage in any sectarian practices in its educational program, admissions or employment policies, or operations.

(5) Charter schools are subject to the supervision of the superintendent of public instruction and the state board of education, including accountability measures, to the same extent as other public schools, except as otherwise provided in this chapter.

[ [2016 c 241 § 104](#). Prior: 2013 c 2 § 204 (Initiative Measure No. 1240, approved November 6, 2012).]

**Also applicable:**

1. 28A.710.020(4)  
(a public school that) Functions as a local education agency under applicable federal laws and regulations and is responsible for meeting the requirements of local education agencies and public schools under those federal laws and regulations, including but not limited to compliance with the individuals with disabilities education improvement act (20 U.S.C. Sec. 1401 et seq.), the federal educational rights and privacy act (20 U.S.C. Sec. 1232g), the McKinney-Vento homeless assistance act of 1987 (42 U.S.C. Sec. 11431 et seq.), and the elementary and secondary education act (20 U.S.C. Sec. 6301 et seq.)
2. The Washington Nonprofit Corporation Act (Chapter 24.03 RCW)
3. Section 501(c)(3) of the internal revenue code of 1986 (26 U.S.C. Sec. 501(c)(3))

## Charter School Accountability – Washington State

**Charter schools are public schools that are granted additional autonomy in return for additional accountability. Charter schools must:**

- Comply with most of the same accountability, oversight, and transparency laws applicable to traditional public schools.
  - Charter teachers meet the same certification requirements as traditional public school teachers, including background checks.
  - Students meet same academic standards and participate in same statewide assessment system as students in traditional public schools.
  - Charter schools are subject to the open public meetings act and the public records act. They comply with the annual school performance report required of all public schools and are subject to performance improvement goals adopted by the State Board of Education applicable to all public schools.
  - Charter schools comply with local, state, and federal health, safety, parents' rights, civil rights, and nondiscrimination laws applicable to school districts.
  - The nonprofit organizations that operate charter schools are subject to annual audits for legal and fiscal compliance by the state auditor (and must comply with generally accepted accounting principles).
- Be approved through a rigorous application process to assure the highest-quality schools.
  - Charter school applications must address 32 required elements, including evidence of need and parent and community support for the proposed charter school, evidence that the educational program is based on proven methods, and a description of the school's financial plan and policies, including financial controls and audit requirements.
- Be overseen by a local school board or a state commission.
  - Charter schools are accountable directly to their authorizer (whether district or state) and are subject to annual performance reviews as well as ongoing oversight to be sure the school is complying with the terms of its charter agreement.
  - All public charter schools in the state, and their authorizers, ultimately fall within the existing public school system that is overseen by the Superintendent of Public Instruction and the State Board of Education.
- Demonstrate success and high-performance.
  - Charter schools are subject to rigorous academic, financial, and organizational performance frameworks.
  - Performance frameworks are incorporated into the charter contract and serve as the basis for holding schools accountable.
  - Performance frameworks include measures of student academic proficiency; student academic growth; achievement gaps between major student subgroups; school financial performance and sustainability; and board performance and stewardship.

## Charter School Accountability – Washington State

- Must be reauthorized after five years and can be closed for poor performance.
  - A charter contract may be revoked or not renewed if the charter school violates material terms of its contract, including insufficient progress toward academic performance expectations, fiscal mismanagement, and legal violations.
  - Most importantly, a charter contract may not be renewed if the charter school's performance falls in the bottom quartile of schools on the state accountability index.
- Submit to the most important and direct form of local control – keeping parents and students satisfied.
  - Charter schools are the ultimate form of local control because they give control to parents to choose the school that best meets their child's needs.
  - If the schools are not meeting community expectations, they will lose enrollment and have to close. This process keeps schools directly accountable to parents; concerned parents have direct access to charter leaders and boards and unsatisfied parents can “vote with their feet” by choosing not to enroll (or choosing to leave). There is a level of direct grassroots engagement and feedback that can be challenging, if-not-impossible, for districts to achieve simply because of their size.

### **Washington's charter school law is one of the strongest in the nation, mandating strict accountability and oversight.**

- The National Alliance for Public Charter Schools and the National Association of Charter School Authorizers both rank Washington's law as one of the strongest charter school laws in the country.
  - Experts agree that rigorous authorizing and oversight helps improve student performance.
  - Washington's law draws on over 20 years of lessons learned and best practices nationally.
- Authorizers are held accountable, too.
  - School district authorizers are held accountable for their work by the State Board of Education. Authorizing is both a major public stewardship role and a complex profession requiring particular capacities and commitment, and our charter school law treats it as such—with standards-based barriers to entry and ongoing evaluation to maintain the right to authorize.
- All schools will be evaluated after five years before additional schools could be authorized.
  - The legislature then determines whether additional public charter schools should be allowed.

### **Additional accountability-related provisions adopted in E2SSB 6194 (2016):**

- Adds McKinney-Vento Homeless Assistance Act to the list of federal acts that charter schools are specifically required to comply with.
- Requires charter schools to contract for independent performance audits.
- Requires that Charter School Commissioners and charter school board members file personal financial affairs statements with PDC, just like traditional school board members.
- Requires charter schools to advise families of any ongoing litigation challenging the constitutionality of charter schools.

**Washington Charter Public School Demographics**  
2016-17 Academic Year\*

<i>School</i>	<i>Location</i>	<i>Grades Served</i>	<i>Enrollment</i>	<i>Low income</i>	<i>Special education</i>	<i>English language learners</i>	<i>Students of color</i>
Excel	Kent	6,7,8	182	31%	13%	16%	64%
Green Dot Destiny	Tacoma	6,7	260	66%	20%	3%	78%
PRIDE Prep	Spokane	6,7,8	241	54%	19%	0%	26%
Rainier Prep	Highline	5,6,7	245	79%	11%	21%	94%
SOAR Academy	Tacoma	K,1,2	139	67%	8%	0%	83%
Spokane International Academy	Spokane	K,1,2,6,7	263	40%	9%	1%	27%
Summit Olympus	Tacoma	9.10	131	54%	11%	8%	68%
Summit Sierra	Seattle	9.10	184	41%	13%	5%	77%
<b><i>Charter schools total</i></b>			1,645	59%	18%	10%	62.5%
<b><i>State total</i></b>			1,086,000	44%	13.5%	11%	44%

\*Data from Commission-authorized schools (Excel, Destiny, Rainier Prep, SOAR, Olympus, Sierra) is as of December 2016; data from Spokane-authorized schools (PRIDE, SIA) is as of October 2016; state totals are from 2015-16 OSPI report card.



# THE WASHINGTON STATE BOARD OF EDUCATION

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

## PETITION FOR THE TRANSFER OF A CHARTER SCHOOL CONTRACT

RCW 28A.710.210(3) **A charter contract may not be transferred** from one authorizer to another or from one charter school to another before the expiration of the charter contract term **except by petition to the state board of education by the charter school or its authorizer**. The state board of education **must review such petitions on a case-by-case basis** and **may grant** transfer requests in response to **special circumstances and evidence that such a transfer would serve the best interests of the charter school's students**.

Please complete this form – with concise information and a list of back-up documentation that you have available should the State Board of Education wish to review it – and submit it to Kaaren Heikes, Director of Policy and Partnerships, [Kaaren.heikes@k12.wa.us](mailto:Kaaren.heikes@k12.wa.us).

**DATE:** February 21, 2017

**CHARTER SCHOOL:** Excel Public Charter School

**AUTHORIZER:** Washington State Charter School Commission

**PARTIES TO THE CURRENT CHARTER CONTRACT:** Washington State Charter School Commission, Excel Public Charter School

**DATES (START AND END) OF CURRENT CHARTER CONTRACT:** August 20, 2016 through August 20, 2021

**PETITIONER (THE PARTY REQUESTING A TRANSFER OF CURRENT CHARTER CONTRACT):**

Excel Public Charter School

**PROPOSED NEW CHARTER SCHOOL OR AUTHORIZER:**

Green Dot Public Schools of Washington

**PERSON COMPLETING THIS PETITION:** Jessica de Barros, Board Chair, Excel Public Charter School

**EMAIL:** [Jessica@excelwa.org](mailto:Jessica@excelwa.org)

**PHONE:** 206-383-9181

**SPECIAL CIRCUMSTANCES:** Please describe the special circumstances that you believe warrant the State Board of Education to make an exception to the “A charter contract may not be transferred from one another to another or from one charter school to another before its expiration” (“except by petition to the State Board of Education by the charter school or its authorizer”).

The special circumstances warranting an exception in this case are centered on *financing*, the *need for a facility*, and *capacity*.

Excel needs a facility to accommodate its plan to serve middle and high school students. As a start-up, stand-alone charter, it is difficult to obtain facility financing. Original budget estimates assumed the use of local district levies, and planned significant fundraising to occur in the first year. However, development efforts were hindered and reprioritized due to the charter lawsuit. Further, our student population has highly specific needs, adding to our budget – 23 percent of students receive special education services and 23 percent are English learners. At the end of our successful first year, we decided to partner with Green Dot Public Schools of Washington (GDPSW) to ensure continued success without disruption as we navigated a leadership transition. We believe transferring our charter to GDPSW, which has a financial track record and capacity to secure a facility for Excel, is a unique opportunity to continue to deliver on Excel’s vision and ensure students and families continue to have this important public middle and high school option in the Kent community.

#### About Excel

Excel is a college preparatory, public, 6th – 12th grade school located in Kent, WA. We prepare students to be successful in college and career by balancing the day with core academic skill-building and a focus on Science, Technology, Engineering, Arts and Math (STEAM). The core values that drive Excel’s educational program are Excellence, Community, Compassion, Endurance, Leadership, and Love of Learning (ExC2EL2). We believe in partnering closely with families and communities to foster a growth mindset focused on continuous improvement in all students.

Excel’s academic mission is to provide all students an academically rigorous, STEAM-focused, college preparatory educational program that will help them achieve both academic and personal success in college and career. Our civic mission is to empower all students to become agents of positive change in their communities through character development and culturally-responsive pedagogy.

#### Background: A Strong Partnership to Support Students

In July 2016, the Excel Board of Directors requested, and the Washington State Charter Commission approved, the establishment of an Educational Service Provider (ESP) contract with GDPSW. Excel had just finished its first, successful year – students had worked diligently all year on STEM-focused projects and computational thinking to prepare them for the journey to college; families had shared that they had chosen a school that best meets the needs of their children; and students were on track to make 1.5 years of growth in reading. We had established one of the first computer science middle schools in Washington State, and students had publicly performed classical and contemporary pieces in the school orchestra. At the same time, we faced a leadership transition, and wanted to ensure success continued without disruption.

Excel’s Board of Directors asked GDPSW, an organization whose mission aligns closely to ours, to partner with Excel for the 2016-17 school year. The educational service provider partnership means GDPSW provides coaching, professional development, and implementation support to Excel staff so they can continue to develop and deliver the Excel vision and academic model. Excel is very pleased with the services GDPSW has provided; they have allowed for stability and support and a positive student experience. Excel has met all compliance requirements this year.

### Stakeholder Outreach

Due to the Excel Board's strong satisfaction with the level and quality of service provided this year, we started to explore the possibility of Excel formally joining the GDPSW network. Our exploration started with outreach to stakeholders, namely families and staff.

### *Family Feedback Themes*

Family feedback was very positive about Excel and the Green Dot partnership. Families were attracted to Excel because of its commitment to serve ALL students, deeper learning, college-going culture, and values of respect and support. They highly value computational thinking, the STEM focus, the longer school day/year, after-school programs and orchestra. They were curious about how much flexibility Excel would have in the Green Dot network, a topic the Board followed up on to its satisfaction.

### *Staff Feedback Themes*

Teachers shared that they value autonomy, flexibility, teacher voice, the STEAM model, computational thinking, and Excel's character-building values. They feel it is important to continue serving the community of Kent. Staff value a consistent culture of high expectations. They also expressed the need for more capacity in the school.

### Due Diligence

Having received positive feedback about the partnership with Green Dot, the Boards of Excel and GDPSW began a due diligence process to formally analyze implications of Excel joining GDPSW. GDPSW assessed the alignment of our mission, values, and academic program as described on our respective charter contracts and conducted interviews with six other non-profit charter management organizations that had "absorbed" stand-alone charters, in order to learn best practices. GDPSW and Excel established a Joint Committee comprised of Board members and staff from each organization. The Joint Committee reviewed nine areas: school model; academic model; student culture; student discipline; personnel practices; teacher growth and support; administrator supports; stakeholder input and communications; and governance. The Boards of both organizations reached agreement that the services GDPSW offers in all of these areas are in alignment with Excel's mission and vision, and will only make our school stronger and more stable for students and families.

### Legal Pathway and Charter Commission Support

The Excel Board of Directors proposes that its charter be transferred to GDPSW, effective at the end of the 2016-17 school year. Both organizations' Boards voted in support of this transfer earlier this month. We secured approval of and support for this pathway from the Washington State Charter Commission on February 16, 2017. Pending approval of the SBE, Excel would enter into an Asset Purchase Agreement with GDPSW. Under this agreement, GDPSW would purchase all available assets of Excel Public Charter School.

We believe this charter transfer improves Excel's viability by giving the school support, expertise, and the resources of an established national network such as Green Dot. Moreover, this transfer will strengthen the collaborative environment between both schools where staff and families will be able to learn, grow and share best practices with each other.

**EVIDENCE OF STUDENTS' BEST INTEREST:** What evidence can you provide to the SBE that this charter contract transfer would serve the best interest of the charter school's students?

As described above, joining GDPSW will allow Excel greater capacity to meet the stated wishes of families to continue to deliver on Excel's vision and to fully execute our middle and high school model.



Most importantly, it will allow us a pathway to securing a facility, which is necessary in order to grow to high school.

Green Dot Public Schools, which operates Destiny Middle School in Tacoma, has a track record of student success both nationally and locally in serving communities similar to Excel's. Destiny Middle School serves a population that is approximately 86% students of color, 83% students participating in the Free or Reduced Lunch Program, and 22% students with special needs. In its first year, Destiny Middle School students on average achieved 1.5 years of reading growth, and Destiny is one of the highest performing schools in the Green Dot network for total reading growth, as well as students exiting the math intervention program due to grade level growth.

Nationally, Green Dot Public Schools serves a student population where more than 90% of students are eligible for free or reduced lunch, more than 11% are students with special needs, and more than 17% identify as English Language Learners. Last year, Green Dot Public Schools helped more than 1600 students graduate, and 80% of them are enrolled in two or four year colleges -- closing the achievement gap with their peers from higher income families. Many schools in the Green Dot network have been recognized as part of *U.S. News & World Report's* top schools in the country.

**BACK-UP DOCUMENTATION YOU COULD PROVIDE UPON REQUEST OF SBE:**

- Excel Public Charter School contract with Washington State Charter School Commission
- Green Dot Public Schools of Washington contract with Washington State Charter School Commission (Destiny Middle School)
- Green Dot Public Schools of Washington contract with Washington State Charter School Commission (Green Dot Seattle)
- Education Service Provider contract between Excel Public Charter School and Green Dot Public Schools of Washington
- Statement of support of charter contract transfer from Washington State Charter School Commission
- Other documents upon request

February 23, 2017

Washington State Board of Education  
600 Washington Street SE  
PO Box 47206  
Olympia, WA 98504

RE: Excel Public Charter School Charter Contract Transfer

Dear Washington State Board of Education,

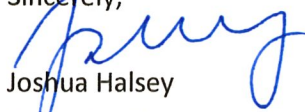
The Washington State Charter School Commission (Commission) supports the proposed transfer of Excel Public Charter School's (Excel) charter contract to Green Dot Public Schools Washington (Green Dot). Excel provided the Commission a Letter of Intent, along with a signed Board Resolution expressing intent to petition the State Board of Education (SBE) for approval of a charter contract transfer and a series of documents in response to Commission request. The Commission has reviewed the submitted materials and found that a charter contract transfer from Excel to Green Dot is in the best interest of students currently enrolled at Excel.

One factor that the Commission considered was the ability of Excel to fully operationalize its educational model within its current school facility. As Excel's *Petition for the Transfer of a Charter School Contract* states, start-up, stand-alone charter public schools have found accessing and financing adequate school facilities to be extremely difficult. Green Dot, as a nonprofit Charter Management Organization (CMO), has the infrastructure and ability to access financing for facility acquisition and improvement. The Commission also considered Green Dot's organizational capacity and ability to continue to deliver Excel's academic program. Furthermore, during this school year Excel has contracted with Green Dot for a number of services. This close relationship allowed for extensive stakeholder engagement and discussions with an eye towards smoothly transitioning Excel to a Green Dot, if such a transfer is approved. The Commission considered these factors as it assessed the extent to which a charter contract transfer from Excel to Green Dot would be in the best interest of students.

On Thursday, February 16, 2017, the Commission met in an open public meeting and passed a motion to support Excel's charter contract transfer petition to the SBE. SBE designee, Commissioner Kaaren Heikes abstained. The Commission requests that the SBE grant Excel's request to transfer its charter contract to Green Dot.

The Commission's Chair, Steve Sundquist, and I will be present at the SBE's meeting in March to support Excel's charter contract transfer petition. We are available before and during the meeting to answer any questions you may have.

Sincerely,



Joshua Halsey  
Executive Director

Washington State Charter School Commission



# THE WASHINGTON STATE BOARD OF EDUCATION

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## PETITION FOR THE TRANSFER OF A CHARTER SCHOOL CONTRACT

RCW 28A.710.210(3) A charter contract may not be transferred from one authorizer to another or from one charter school to another before the expiration of the charter contract term **except by petition to the state board of education by the charter school or its authorizer**. The state board of education **must review such petitions on a case-by-case basis and may grant** transfer requests in response to **special circumstances and evidence that such a transfer would serve the best interests of the charter school's students**.

Please complete this form - with concise information and a list of back-up documentation that you have available should the State Board of Education wish to review it - and submit it to Kaaren Heikes, Director of Policy and Partnerships, [Kaaren.heikes@k12.wa.us](mailto:Kaaren.heikes@k12.wa.us).

**DATE:** February 17, 2017

**CHARTER SCHOOL:** Spokane International Academy

**AUTHORIZER:** Spokane Public Schools (Current)

**PARTIES TO THE CURRENT CHARTER CONTRACT:**

Spokane International Academy and Spokane Public Schools

**DATES (START AND END) OF CURRENT CHARTER CONTRACT:**

Start - August 23, 2016

End - August 22, 2021

**PETITIONER (THE PARTY REQUESTING A TRANSFER OF CURRENT CHARTER CONTRACT):**

Spokane International Academy Board of Directors

**PROPOSED NEW CHARTER SCHOOL OR AUTHORIZER:**

Washington State Charter School Commission

**PERSON COMPLETING THIS PETITION:** Travis Franklin, SIA Head of School

**EMAIL:** franklin@spokaneintlacademy.org

**PHONE:** (509) 209-8730

**SPECIAL CIRCUMSTANCES:** Please describe the special circumstances that you believe warrant the State Board of Education to make an exception to the “A charter contract may not be transferred from one another to another or from one charter school to another before its expiration” (“except by petition to the State Board of Education by the charter school or its authorizer”).

Spokane International Academy currently occupies a temporary site that allows for the enrollment of its first two years of operation. Knowing this challenge, we have been attempting to find a permanent site for the past three years. Since Spokane Public Schools is our current authorizer, we are limited to looking within their boundaries. After conducting our search in partnership with our real estate broker, SPS staff, and Pacific Charter School Development, we have come to the conclusion that there is no suitable building in Spokane that fits our enrollment size and our financial capacity.

As such, we need the opportunity to expand our search to include outlying areas of the greater Spokane region in order to continue to serve our current students and to grow to serve our expected future student enrollment. It is for this reason that we are seeking to transfer our contract from Spokane Public Schools to the Washington State Charter School Commission. We have been fortunate to enjoy a great relationship with Spokane Public Schools and have been pleased with our partnership in our first two years of operation.

**EVIDENCE OF STUDENTS’ BEST INTEREST:** What evidence can you provide to the SBE that this charter contract transfer would serve the best interest of the charter school’s students?

We believe this contract transfer is in the best interest of our students because it will allow us to continue to serve students as planned. If we are unable to transfer our contract to the Commission, we would only be able to serve the students we currently have, and would not be able to add any new grade levels or students in the 2017-18 school year.

Also, all estimates related to trying to make a facility work within the SPS boundaries have shown a substantially negative effect on our long-term financial sustainability. This move allows us to allocate our resources directly to impacting student outcomes as opposed to the cost of renovating and inhabiting a facility.

Once we know if our petition for transfer has been approved we will work with a group of our parents to design transportation and operational adjustments to allow for as many of our current families to attend SIA at our new site as possible. We believe our students continuing to attend SIA is in their best interest as we have seen firsthand how beneficial the program has been to their growth academically, in their character and in their understanding of the world.

**BACK-UP DOCUMENTATION YOU COULD PROVIDE UPON REQUEST OF SBE:**

Spokane International Academy submitted a comprehensive transfer document to the Washington State Charter School Commission on February 17, 2017. This document outlines the current program as well as any programmatic changes requested under the new transfer.

This document and its attachments include information around our ability to continue to fully enroll the school, the impact to our long-term financial stability and the community support we have received to this date.

February 23, 2017

Washington State Board of Education  
600 Washington Street SE  
PO Box 47206  
Olympia, WA 98504

RE: Spokane International Academy Charter Contract Transfer

Dear Washington State Board of Education,

Spokane International Academy (SIA), a Spokane Public Schools (SPS) authorized charter public school, has requested to transfer its current charter contract from SPS to the Washington State Charter School Commission (Commission). SPS has provided the Commission with a letter of support regarding the charter contract transfer. Additionally, SIA has provided the Commission with information and documentation that will allow the Commission to fully assess the extent to which SIA request is in the best interest of its students and the extent to which SIA is capable of meeting its contractual obligations under a Commission charter contract. The Commission is in the midst of reviewing the submitted information and documentation in accordance with our policies and processes.

This charter contract transfer request is due to school facility challenges SIA is experiencing. SIA's facility needs compared to facility availability within the boundaries of SPS have forced SIA to look outside of SPS boundaries. As a result, SIA has requested that the Commission consider its charter contract transfer request.

On Thursday, February 16, 2017, the Commission met in an open public meeting and passed the following motion, with the Washington State Board of Education (SBE) designee, Commissioner Kaaren Heikes abstaining:

- Support SIA's interest in transferring its charter contract from SPS to the Commission; and
- Commission staff give SIA charter contract transfer request a thorough review and vetting.

As noted above, we have begun the review and vetting. The Commission should be in a position to determine whether SIA has the financial, organizational and academic capacity to warrant the Commission's acceptance of the transfer request and to ascertain whether the proposed transfer is in the best interests of SIA's students. Given the meeting schedule of the SBE and the Commission, the Commission requests that the SBE grant SIA's request to transfer its charter contract from SPS to the Commission. This will enable the Commission and SIA to move forward with our respective processes.

The Commission's Chair, Steve Sundquist, and I will be present at the SBE's meeting in March to support SIA's charter contract transfer petition. We are available before and during the meeting to answer any questions you may have.

Sincerely,



Joshua Halsey  
Executive Director

Washington State Charter School Commission

**Innovative Programs**  
200 North Bernard Street  
Spokane, WA 99201-0282

*phone* (509) 354-5966  
*fax* (509) 354-5965  
www.spokaneschools.org



February 22, 2017

To: State Board of Education

From: Jeannette Vaughn, Spokane Public Schools

Re: Petition Transfer Request

Spokane Public Schools authorized Spokane International Academy (SIA) on December 3, 2014 and they are currently in their second year of operation. Due to statewide charter school litigation, and the Supreme Court ruling, they operated as an ALE school under Mary Walker School District for approximately seven months during the 2015/2016 school year.

In each area, financial/academic/organizational health, Spokane International Academy meet all standards for a high-quality charter school. From the beginning we have had a collaborative and constructive relationship with their leader and organization. We have found them to be pleasant to work with and agreeable in every way. We support SIA's decision to request the transfer of their contract to the Commission as they have not been able to find an adequate facility for their growing organization within our district's boundaries.

If there are questions or concerns that you would like to discuss please feel free to contact me.

Thank you.



Jeannette Vaughn

Director of Innovative Programs and Charter Schools





# THE WASHINGTON STATE BOARD OF EDUCATION

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## STATE VISIT SUPPORTED BY THE DEEPER LEARNING STIPEND

### Summary and Key Questions

In April 2016 the State Board of Education (SBE) was awarded a two-year National Association of State Boards of Education (NASBE) Deeper Learning Stipend. The stipend includes support for a visit to another state by up to five board member representatives to connect with state-level administrators, state board members, and educators to learn what another state is doing to promote career readiness. Planning for the trip should begin this spring for a trip in the fall, possible late September or October. At the March 2017 meeting the SBE will discuss which state they would like to consider visiting and what members would like to accomplish through such a visit.

This memo suggests possible states to consider visiting.

### Background

The NASBE Deeper Learning work started March 10, 2016 and will end December 31, 2017. The stipend is based on the research-supported premise that success in today's world requires students to not only master academic content, but also master essential competencies such as critical thinking, problem solving, effective communication, collaboration, and self-awareness and regulation. The stipend is intended to increase state capacity to consider and act on policies that enable deeper learning for students across the state.

In its stipend application, the SBE described the proposed trip as a means for the Board to learn about and gain a perspective on work of another state in developing a shared understanding of career readiness leading to policies that promote opportunities for all students to become career ready. Five members of the Board and staff will travel to a state that is leading the way on competency-based crediting and career readiness.

A useful link for what states are doing to address career and college readiness is created by the College and Career Readiness and Success Center (CCRS) at the American Institute for Research (AIR), the CCRS Interactive State Map: <http://www.ccrscenter.org/ccrs-landscape/state-profile>

### Possible States to Visit

There are many approaches to career readiness, and states may be very similar in some ways while very different in others. SBE staff is in the process of working with NASBE staff, as well as in communication with the Dana Institute in Texas, for ideas and contacts for a potential state visit.

- **Illinois**—A leader promoting key career-readiness dispositions through social and emotional learning. Illinois Social Emotional Learning Standards: <https://www.isbe.net/Pages/Social-Emotional-Learning-Standards.aspx>
- **Maine**—Has developed a proficiency-based (competency-based) system, and has worked to integrate it state-wide. Maine Planning for Proficiency-Based Learning: <http://www.maine.gov/doe/proficiency/standards/sample-graduation2014/Implementation.pdf>

- **New Hampshire**—has also implemented a competency-based system is based on their defined knowledge skills and dispositions. Maine’s Story of Transformation: <http://www.maine.gov/doe/proficiency/standards/sample-graduation2014/Implementation.pdf>
- **Iowa**—has incorporated 21<sup>st</sup> Century Skills into the Iowa Core Learning Standards. Iowa Core Learning Standards: <https://iowacore.gov/iowa-core/grade>

### **Action**

No business item is associated with this agenda item at the March Board meeting. The Board may consider taking action on student transitions at a later Board meeting.

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