



THE WASHINGTON STATE BOARD OF EDUCATION

An education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning

DoubleTree Hotel, Capitol Room
415 Capitol Way N, Olympia, WA 98501

JANUARY 9-10, 2019 MEETING AGENDA

Wednesday, January 9

8:00-8:30 a.m.

Call to Order

- Pledge of Allegiance
- Welcome from Dr. Patrick Murphy, Superintendent, Olympia School District
- Agenda Overview

Consent Agenda

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

- Approval of Minutes from the November 7-8 Board Meeting
- Approval of Minutes from the December 4 Special Board Meeting

8:30-9:15

Executive Director Update

- Review of Business Items
- Graphic Version of Strategic Plan
- Basic Education Compliance and Data
- Temporary Waiver of Career- and College-Ready Graduation Requirements for Green River College
- Open Public Meetings Act Overview
- Recognition Task Force

9:15-10:00

Committee and Other Updates

- Debrief on January 8 Equity Summit
- Review of Equity Statement (Potential Business Item)
- School Day Task Force

10:00-10:15

Break

10:15-10:45

Governor Inslee's 2019-2021 Proposed Budget

Ms. Cynthia Hollimon, Budget Assistant, Office of Financial Management

10:45-11:45

Legislative Session Kick-Off

Ms. Kaaren Heikes, Director of Policy and Partnerships

11:45-12:00

Public Comment

12:00-1:00

Lunch

1:00-2:00	Annual Charter School Report Ms. Kaaren Heikes, Director of Policy and Partnerships Dr. Andrew Parr, Research Director
2:00-2:15	Break
2:15-3:15	Assessment and Graduation Dr. Deb Came, OSPI Assistant Superintendent, Student Information and Assessment
3:15-3:30	Break
3:30-4:00	2019 Legislative Priorities of Senator Wellman Senator Lisa Wellman, Chair, Senate Early Learning and K-12 Education Committee
4:00-4:30	2019 Legislative Priorities of Representative Santos Representative Sharon Tomiko Santos, Chair, House Education Committee
4:30-5:00	Student Presentation on a Mental Health Assembly Requirement Ms. Autymn Wilde, Student Board Member
5:00	Adjourn

Thursday, January 10

8:00-8:30 a.m.	Public Disclosure Training Mr. Chip Beatty, Training Program Administrator, Public Disclosure Commission <i>Please note: If you attending this meeting to follow policy discussions, this is a training on a procedural topic.</i>
8:30-9:00 a.m.	Competency-Based Education Discussion Ms. Linda Drake, Director of Career- and College-Readiness
9:00-10:15	Update from Recipients of Waiver from Credit-Based Graduation Requirements Mr. Parker Teed, Policy Analyst Dr. Dani Pfeiffer, Deputy Superintendent, Federal Way Public Schools Ms. Julia Bamba, Principal, Gibson Ek, Issaquah School District Mr. Crosby Carpenter, Principal, Chelan School of Innovation, Lake Chelan SD Ms. Lisa Escobar, Principal, Big Picture School, Highline Public Schools Mr. Tom Venable, Superintendent, Independent Learning Center, Methow Valley School District
10:15-10:30	Break
10:30-10:45	Update from Washington State Parent-Teacher Association Mr. Andrew Estep, Executive Director, WSPTA
10:45-11:45	Overview of Proposed Rule-Making for Required Action Districts Dr. Andrew Parr, Research Director Dr. Randy Spaulding, Executive Director Ms. Tennille Jeffries-Simmons, Assistant Superintendent, Office of System and School Improvement, OSPI Ms. Katherine Mahoney, OSPI Assistant Director for Policy, Office of System and School Improvement, OSPI

11:45-12:00	Public Comment
12:00-1:00 p.m.	Lunch (Board Discussion)
1:00-2:00	Business Items (Action Required) <ol style="list-style-type: none"> 1. Approval of Proposed Rules for Chapter 180-17 WAC (Accountability - Required Action Districts) 2. Approval of Annual Charter School Report 3. Approval of Revised Equity Statement 4. Approval of Temporary Waiver of the Career- and College-Ready Graduation Requirements in WAC 180-51-068 for Green River College 5. Approval of Basic Education Compliance for the 2018-19 School Year
2:00	Adjourn



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EXHIBIT E: NOVEMBER 2018 MEETING MINUTES

Prepared for the January 2019 Board meeting

November 6-8, 2018

Educational Service District 112, Clark/Pacific Room

2500 N. 65th Avenue

Vancouver, WA

Tuesday, November 6

The community forum was held at the Washington State School for the Blind, located at 2214 E. 13th St., Vancouver, WA, from 5:30 to 7:30 p.m.

Members Attending: Chair Kevin Lavery, Mr. Peter Maier, Mr. Jeff Estes, Ms. Patty Wood, Ms. MJ Bolt, Ms. Holly Koon, Ms. Judy Jennings, Ms. Connie Fletcher, Mr. Ryan Brault, Mr. Joseph Hofman (10)

Members Absent: Dr. Alan Burke, Mr. Harium Martin-Morris, Dr. Paul Pitre, Mr. Ricardo Sanchez, Mr. Chris Reykdal, Ms. Autymn Wilde (6)

Staff Attending: Dr. Randy Spaulding, Ms. Tamara Jensen, Ms. Alissa Muller, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Terri Eixenberger (8)

The forum included a brief presentation by SBE staff on the Board's draft strategic plan and its focus on student well-being. OSPI staff also gave an overview of the Social and Emotional Learning (SEL) landscape in the state of Washington. Then, attendees participated in small group discussion on these questions:

1. How do you think SEL relates to your work?
2. What, if any, challenges do you experience in your work related to SEL?
3. What resources, tools, or support do you need to support young people in SEL?
4. What recommendations or concerns do you have related to OSPI's efforts to create statewide guidance to support SEL?
5. What recommendation do you have to ensure that OSPI's statewide SEL work is culturally relevant, responsive, and respectful?

Wednesday, November 7

Members Attending: Chair Kevin Lavery, Mr. Chris Reykdal, Ms. Connie Fletcher, Mr. Peter Maier, Mr. Jeff Estes, Ms. Holly Koon, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Ricardo Sanchez, Mr. Ryan Brault, Ms. Patty Wood, Mr. Harium Martin-Morris, Dr. Paul Pitre, Mr. Joseph Hofman (14)

Members Absent: Dr. Alan Burke, Ms. Autymn Wilde (2)

Staff Attending: Dr. Randy Spaulding, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Linda Sullivan-Colglazier, Ms. Alissa Muller, Ms. Terri Eixenberger (9)

CALL TO ORDER

Chair Lavery called the regular bi-monthly meeting of the Washington State Board of Education to order at 8:05 a.m. and reviewed the agenda for the day.

Chair Lavery administered the oath of office for Dr. Paul Pitre. Dr. Pitre was appointed by Governor Inslee to serve on the State Board of Education and holds a Doctorate in Educational Policy and Leadership. Dr. Pitre has served in higher education administration roles for over thirty years and currently serves as Chancellor for Washington State University's (WSU) Everett campus and as associate professor of Educational Leadership and Counseling Psychology. He has a passion for providing and expanding access to four year and post-secondary education and is working toward providing excellent education for students in the state of Washington.

Chair Lavery introduced Dr. John Steach, Superintendent of Evergreen Public Schools. Dr. Steach provided background on the district and extended a warm welcome to Clark County and the ESD.

CONSENT AGENDA

Motion made by Member Wood, to approve the consent agenda as presented.

Motion seconded by Member Brault.

Motion carried.

EXECUTIVE DIRECTOR UPDATE

Dr. Randy Spaulding, Executive Director

Executive Director Spaulding thanked the Washington State School for the Blind for reaching out to the SBE and for hosting the forum held the previous evening.

The Executive Director Update included the following topics:

- Updates
 - Dr. Spaulding reported on the iNACOL Conference that he had attended at the invitation of Representative Santos. The conference focused primarily on competency-based learning and provided opportunities to interact and learn more about the different models that states are implementing around competency-based education.
- Annual Charter School Report
 - Ms. Kaaren Heikes reported on the status of the Charter School Report, which is due December 1, 2018. In addition to student performance, the report is required to include our agency's analysis of the successes, challenges, areas for improvement in implementing WA's charter school law and our agency's recommended changes to state law or policy.
 - The Board asked for preliminary student performance information. Dr. Andrew Parr provided information on how students in charter schools are performing in comparison to public school students. He created a control group and student pairs for analysis. The

results are mixed, as charter schools serve a student population that is a little bit more challenged, so the results have to be framed differently. Overall, charter school students do as well or better than their counterparts at traditional public schools.

- How are the different demographics of charter school students being compared? The analysis, per Dr. Parr, is a two-pronged approach, comparing the home districts as well as the whole state outcomes, they are compared to like schools. In the first part of the analysis many of them performed as well as or better than the districts and state, and in similar or like students, charter schools performed similar or better than the state. They're similar in the large group, but in smaller groups, a few differences are starting to be seen. There are mixed results on a school-by-school basis.
- SBE staff relayed that OSPI provided the 2017-18 student data required for use to analyze for this report several weeks prior to this discussion, which is why there is not a comprehensive draft available for review at this board meeting.
- The Board members expressed the desire to be fully briefed on the report, understand it, and approve it in full prior to submission. Thus a special board meeting was scheduled for December 4, from 1:30 – 3:30 p.m.
- Review of Business Items
 - Dr. Spaulding walked through the business items on the agenda.
 - Parker Teed explained the rules in regards to the first set of motions related to HB 2824 - relating to the duties of the OSPI and the SBE. (*Reference Pgs. 52-67 of the Board packet*)
 - Mr. Teed also explained a petition that was received from a Bremerton School Board member concerning a waiver of physical education.
- Temporary Waiver of Career- and College-Ready Graduation Requirements
 - Mr. Teed discussed temporary waiver requests from the Omak and Wishram School Districts.
- Professional Educators Standards Board (PESB) and SBE Annual Joint Report
 - Dr. Spaulding explained the joint report that is due every other year on October 15th, drawing on the work of the respective Boards around strategic planning, was delayed to allow for the respective boards to complete their planning and adopt legislative priorities. The report will be shared as soon as it becomes ready.
- Update on Draft Strategic Plan Overview
 - Dr. Spaulding walked through the priorities of the draft strategic plan as follows:
 - Student well-being
 - Learning environments
 - System design
 - Student transitions and diploma
 - Funding and accountability
 - Next steps and the timeline were outlined.
 - Goals were outlined and the Mission, Vision, and Values statements were reviewed.
 - Discussion ensued and input was given. Chair Laverty reminded Board members that the Strategic Plan is in the finalization stage. Executive Director Spaulding noted Board Members' comments, and revisions will be taken into consideration.

Chair Laverty acknowledged Executive Director Spaulding and other SBE staff and said this is clearly the best strategic planning work he has seen since he has been on the Board.

COMMITTEES AND OTHER UPDATES

Reports were given on the following:

- NASBE Annual Meeting
 - NASBE SEL Initiative
 - NASBE ECE Workforce Initiative
- Educational Equity Committee
- School Awards and Recognition Workgroup
- Legislative Committee
 - Member Wood outlined and reviewed the five potential 2019 SBE Legislative Priorities as follows:
 - Flexibility in Graduation Requirements
 - Educational Equity
 - School Safety
 - Early Learning
 - Special Education Funding

Considerable discussion ensued and Board members provided input, particularly regarding the inclusion of SBE's position on the relationship between state tests and high school graduation. This will be brought back for further, more in-depth discussion, at tomorrow's meeting.

LEGISLATOR PANEL: 2019 LEGISLATIVE SESSION

Representative Paul Harris, Ranking Member, House Education Committee

Representative Monica Stonier, Vice-Chair, House Education Committee

Chair Lavery welcomed the state legislators and thanked them for participating on the panel.

Perspectives on the upcoming legislative session, especially priorities for K-12 and anticipated major K-12 policy and budget issues were discussed. Both Rep. Harris and Rep. Stonier serve on the health care and wellness committee in the House. They stressed the importance of making sure kids have better access to health care, adding that kids need to have more access to counselors. In regards to safety and security for students, the greatest impact will be to make sure there are programs available to connect students to one another. They felt that more needs to be done to make sure that all kids have access to the same curriculum.

Representatives Harris and Stonier have been working on graduation requirements together and will take feedback from the SBE. They both look forward to cooperating and collaborating with the State Board. Discussion ensued. The Representatives answered questions and Members weighed in with their thoughts.

At this time, Member Koon shared a touching email that she had received from one of the counselors at her school. The email described what is happening with some of the students, socially and emotionally, in dysfunctional homes, which provided a snapshot of real issues that are facing students and families today.

Rep. Stonier stated that when Medicaid and affordable housing are increased, this should have an impact on how well students do, adding that teachers' roles have changed considerably over the past ten years. There have never been more demands on schools and teachers, and the funding has never been worse. Rep. Harris added that schools are the societal home for students. Many students need mental health services. He will fight for underserved students and will do everything he can to make sure they get a fair shake in life.

Superintendent Reykdal thanked the Representatives for attending the meeting and said he will be right there with them in seeing to it that kids get what they need to succeed.

Chair Lavery thanked the Representatives on behalf of the Board. Representative Stonier added that we all want the same things for kids, and that the mental health of teachers is also an important thing to consider. She also extended a special thank you to SBE student representative Joe Hofman for all the work he does on behalf of students in Washington.

PUBLIC COMMENT

PAULETTE SELMAN – VANCOUVER PUBLIC SCHOOLS

Ms. Selman is a school psychologist in Vancouver, or an Education Staff Associate (ESA), according to OSPI. She is part of a group of physical therapists and school counselors trained to support mental health in schools. She stressed the need for more ESAs in schools. Most school psychologists have 950 children that they are responsible for. She gave an example of a family with four students that she worked closely with. For those kids, she was very important. They gained trust by feeling safe and secure in their school. Kids come in to schools needing so much more than just academics. Schools must be staffed with school psychologists, nurses, and physical therapists. They need to be there early and often.

KARA HECKER – VANCOUVER PUBLIC SCHOOLS

Ms. Hecker is a counselor at the Hudson's Bay High School in Vancouver. She provided background on the school; and shared a couple of stories in regards to state testing. Her nephew in third grade is really worried about state testing. A 12th grader she knows said ever since he was a sophomore, he has been worried about testing. His mother died and he is now living with his twenty-year old sister who can barely support him. There are 200 students at school that are in intervention to help with the high stakes testing. We are focused on doing social/emotional and mental services. Many students agree that after 3rd or 4th grade, things get much harder. They are scared that they won't have relationships with school teachers and counselors and they are scared to graduate for fear of what is out there for them in the future. Kids will not remember what their test scores are, but they will remember a teacher that made a difference. If a student cannot manage stress, things like test scores won't matter.

JEFF PETTY, BIG PICTURE LEARNING

Mr. Petty raised an issue relating to the credit waiver and OSPI's enrollment funding. He raised concern that rules and policies around enrollment funding overlook the existence of the waiver. He stated that he has sent an email to Superintendent Reykdal and SBE staff describing the challenge that enrollment reporting creates. He noted that the concern about enrollment reporting has caused a hesitancy in districts who may be interested in applying for this unique program.

MOLLY MURPHY, VANCOUVER PUBLIC SCHOOLS

Ms. Murphy is a high school nurse in the Vancouver Public Schools. Before she was a school nurse, she was working with a state psychiatric hospital. She has two bachelor's degrees and she is one of two nurses that are in buildings full time. School nurses attend to diabetic students, where more than band-aids, pills, etc. are needed. They attend to students with MS, cerebral palsy, and seizures. For nearly 2000 students, there are 150 staff. She has built relationships with students and they feel comfortable with her. They unload, they unleash, they are in crisis, and they are looking for help. She has students with substance abuse issues. A disservice is being done by not having a full time nurse in all buildings, for the social emotional well-being of our students. She is asking that nurses be utilized for the degrees that they've earned instead of having them in their cars driving back and forth to schools. The end result is that there are not enough nurses and mental health professionals in our schools. Ms. Murphy thanked the Board for their time and consideration.

NATASHA MEDINA, VANCOUVER PUBLIC SCHOOLS

Ms. Medina is one of three counselors at McLaughlin Middle School in Vancouver. McLaughlin is the largest middle school in the district. The population is 40% Latino, and is the most diverse. She came to address the need for smaller school sizes: increasing counselors and decreasing students with high trauma. It takes a lot longer for them to connect and trust adults. Her caseload is 330, and it's very difficult to meet all the needs. Sixty-one of those have shown physical aggression, so it is unmanageable for teachers to establish relationships. One of her students came to school after taking a bottle of Tylenol, and nobody said anything. Her friends did not trust the school enough to go to the counselors. There is a good kid that comes to school regularly, although she has fallen through the cracks. It would help if there were lower caseloads. Anything that the SBE can do to support lower caseloads would have a huge impact on schools and students and would be greatly appreciated.

JESSICA VAVRUS- WASHINGTON STATE SCHOOL DIRECTORS' ASSOCIATION (WSSDA)

Ms. Vavrus stated that she was making public comment in her role as the Deputy Executive Director for WSSDA, and stated that the Association would like to applaud the SBE's efforts on their strategic plan. WSSDA has been happy to engage as much as possible with the SBE over the last year. She wanted to share that the strategic plan resonates with WSSDA and they support many of the things in it, especially around educational equity. Ms. Vavrus shared a snapshot of the WSSDA Board's equity journey. Last year the WSSDA Board adopted a new Vision/Mission/Core Values, Principals and Beliefs, with the intention of building on efforts moving forward with staff. They also feel there is a need to be more intentional about attending to educational equity. A committee of the Board has spent the last year working on that. Ms. Vavrus extended an invitation for SBE Members and the EOGOAC to reach out to Executive Director Tim Garchow or her in their collective efforts in this area.

STUART JENNER, HIGHLINE PUBLIC SCHOOLS

Mr. Jenner addressed the Board about the Strategic Plan and the Core 24. The biggest challenge is learning how to learn. He discussed a book entitled "*Learning How to Learn – How to Succeed in School without Spending All Your Time Studying: A Guide for Kids and Teens*" by Barbara Oakley. She has also written some books on learning to do math. She is an instructor of massive open online courses on learning how to learn. In the book, she talks about sleep and a holistic approach on how to take a test. The Highline School District is struggling with state education requirements. It is difficult to understand school district budgets, and pathways for students to get their 24 credits in. How much time does that really take? Highline has moved to a system with only five classes at a time. Mr. Jenner thanked the Board for their time.

LUNCH AND GOVERNOR'S OFFICE UPDATE

Ms. Maddy Thompson, Senior Policy Advisor for Education, provided an update from the Governor's office on Career Connect Washington and potential Gubernatorial K-12 policy and budget priorities for the upcoming legislative session.

Ms. Thompson stated that priorities for the Governor's office are access to healthcare and career connected learning (CCL). Each type on the CCL continuum is essential to launching students into their careers and ongoing education. Washington is at the bottom when it comes to mental health. There is a need for more mental health counselors and adults, and softening schools, in relation to social emotional learning. A PowerPoint was shown on Career Connected Learning. For more information, please visit the website for CareerConnect.org. There are many job opportunities that students in Washington State are not qualified for currently. Discussion ensued and input was given.

Chair Lavery thanked Ms. Thompson for sharing this work with the Board.

K-12 PARTNER PANEL: 2019 LEGISLATIVE SESSION

Ms. Kaaren Heikes, Director of Policy and Partnerships

Mr. Dave Mastin, Executive Director, Government Relations, Office of Superintendent of Public Instruction (OSPI)

Mr. Justin Montermini, Government Relations, Professional Educator Standards Board (PESB)

Mr. Dan Steele, Assistant Executive Director, Government Relations, Washington Association of School Administrators (WASA)

Ms. Marie Sullivan, Lobbyist, Washington State Parent Teacher Association (WSPTA)

Ms. Roz Thompson, Director of Government Relations and Advocacy, Association of Washington School Principals (AWSP)

Ms. Jessica Vavrus, Deputy Executive Director, Government Relations, Washington State School Directors' Association (WSSDA)

Ms. Lucinda Young, Chief Lobbyist, Washington Education Association (WEA)

Chair Lavery invited the panel of K-12 partners to the table. He explained that Kaaren Heikes would facilitate the conversation amongst the Government Relations professionals, who collectively have considerable legislative knowledge and expertise. Chair Lavery then asked each panelist to introduce themselves and their organizations.

Ms. Heikes facilitated the conversation between the government relations colleagues and panelists. Government Relations Directors dialogued with the Board about their top legislative priorities, the commonalities amongst them, and other considerations for the 2019 Legislature.

Panelists were asked to address the following:

- Insights into the political landscape and realistic expectations for 2019 in terms of K-12 policy and budget, including things to be mindful of in light of the 2017 and 2018 sessions?
- What do you think about SBE's proposed legislative priorities when you look at them through the lens of your organization's legislative platform?
- Thoughts on SBE's graduation requirements bill?
- Areas you see as most ripe for collaboration amongst all of our organizations?

The consensus of the conversation, ending on a collaborative note, was that despite a lot of challenges, there is good opportunity to work together on our respective similar legislative platforms.

DISCUSSION OF POTENTIAL LEGISLATIVE PRIORITIES

Ms. Kaaren Heikes, Director of Policy and Partnerships

The Board deliberated on the agency's 2019 draft Legislative Priorities as follows:

- Potential SBE Legislative Priorities
- SBE Diploma Bill Analysis
- SBE Budget Requests

Ms. Heikes stated that after the robust conversation this morning in regards to positions/priorities, the Legislative Committee made some changes to the draft legislative priorities.

Member Wood went through the draft SBE potential Legislative Priorities. Discussion ensued and thoughts were shared. Changes were made and presented onscreen. The consensus of the Members was that "less is more." The Legislative Committee agreed to revise and bring back to the Board tomorrow for discussion and potential adoption.

UPDATE ON 2018 ASSESSMENT RESULTS

Dr. Deb Came, Assistant Superintendent, Student Information and Assessment

Linda Drake provided a brief introduction and an update on the SBE's required legislative report on assessments. Dr. Deb Came then provided an overview on the 2018 assessment results. To be continued are:

- Smarter Balanced grades 3-8 in ELA and mathematics
- WA-AIM (provided for students with significant cognitive disabilities) grades 3-8 in ELA and mathematics

New or different in 2018:

- High school assessment for ELA and mathematics changed to 10th grade
- New science assessment (Washington Comprehensive Assessment of Science) in grades 5, 8, and 11 based on the Next Generation Science Standards

Dr. Came shared a PowerPoint outlining the assessment results in ELA, Math and Science. Discussion ensued and input was given.

To view the assessment results in detail, please refer to the meeting materials, which are posted on the State Board of Education website.

STUDENT PRESENTATION: STUDENT ENGAGEMENT AND STRATEGIC PLAN FEEDBACK

Mr. Joe Hofman, Student Board Member

Ms. Lindsey Luis, Fort Vancouver High School, Vancouver Public Schools

Mr. Kelton Duncan, Hockinson High School, Hockinson School District

Ms. Bridget McCallie, Ridgefield High School, Ridgefield School District

Mr. Matthew Torres, Ridgefield High School, Ridgefield School District

Chair Lavery welcomed the student panel to the table. Mr. Joe Hofman opened the panel discussion and explained what he does in his role as the student representative on the SBE. Each student introduced themselves. As a student Board member, he believes that students should be the drivers of educational policy. Panelists provided feedback on a component of the plan being developed by Board Member Hofman to implement an intentional effort at student engagement and student voice in policymaking.

Following are excerpts of the conversation:

- How are students involved within your district? Each student provided input.
 - As class officers, we attend school board meetings to try to get our voices heard.
- It feels like more communication is necessary from the school board level to the students.
- Do you think student voices are being heard at the district level?
 - Many students are too scared to say something or don't have the right outlet, a lot of students feel like they don't have a say.
 - It would help if teachers were more open and would let students know that they can make a difference. Kids often feel like they can't make a difference.
- Do you feel like being on your school board has been meaningful?
 - Yes.
 - Mr. Hofman's school board has two student representatives.
- What is the best method to get information out to students?
 - The consensus was word of mouth, through teachers, or email.
 - Also, it would be helpful if information was included on daily announcements.
 - Announcements should be made in first period class.

- I had a teacher that taught real life skills, e.g.; how to apply for a scholarship, how to apply for a loan, how to balance a checkbook, etc. It was so helpful and is what students need.
- Superintendent Reykdal asked if all students used Skyward.
 - It is mainly used to check grades. If the teachers explained how to use it, and how to get announcements, students would check. Some students are on it multiple times a day.

In closing, SBE Student Board Member Joe Hofman feels there is a major gap between experience and the education system. There are many levels of experience. He is asking for the Board to look at a major system change; asking that students be engaged in policy work in an advisory role. He said, "If we think back to last night's community forum, I was the only student in the room". He feels that there should have been more students in attendance. Since the SBE is the main agency in K-12 education which has open public meetings, he is asking the Board to make decisions that impact students' education, not something that is symbolic. His dream is a multiyear improvement for the SBE to set the new norm for student engagement in everything that it does. He thinks there should be a student panel and students at the community forums every time. If this change can be made, it will really impact change for the better. Young people will help solve problems. Right now, the capacity in which students are being heard is not enough, in his opinion, especially on the SBE. There are thousands of students that are willing to make a change and he is asking for the full support of the Board. In conclusion, he said that all this would fit into the Strategic Plan, under System Design.

Chair Laverty thanked Member Hofman and the student panelists. Tomorrow's first order of business will be about the Strategic Plan, and student representation will be addressed.

- *The State Board of Education will intentionally engage students in policy work through the targeted gathering of student perspectives with students in an advisory role.*

The meeting recessed at 5:30 p.m.

Thursday, November 8, 2018

Members Attending:	Chair Kevin Laverty, Mr. Chris Reykdal, Ms. Connie Fletcher, Mr. Peter Maier, Mr. Jeff Estes, Ms. Holly Koon, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Ricardo Sanchez, Mr. Ryan Brault, Ms. Patty Wood, Mr. Harium Martin-Morris, Dr. Paul Pitre, Mr. Joseph Hofman (14)
Staff Attending:	Dr. Randy Spaulding, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Linda Sullivan-Colglazier, Ms. Alissa Muller, Ms. Terri Eixenberger(9)
Members Absent:	Dr. Alan Burke, Ms. Autymn Wilde (2)

CALL TO ORDER

Chair Laverty called the meeting to order at 8:01 a.m.

INDICATORS OF EDUCATIONAL SYSTEM HEALTH

Dr. Andrew Parr, Research Director

The SBE is charged with establishing goals and reporting on the goal attainment for the statewide indicators of educational system health on December 1st of each even numbered year. Dr. Andrew Parr shared documents that included all the data tables and information about methodology, beginning on

Pg. 114 in the Board materials packet. Everything is in draft form right now. Dr. Parr will email the draft supplemental report to Board members. It includes about sixty pages of data tables and analyses. Parker Teed also has copies. It was noted that the indicators are improving, but not at the rate that would be expected

Dr. Parr covered the status of the indicators and data highlights. The SBE convened a Technical Advisory Committee (TAC) to advance the work on the Statewide Indicators of the Educational System Health Report. The Committee has met twice. Discussion ensued and input was given.

Next Dr. Parr covered the status of the indicators in the All Students Group, indicating that the results in this group were rather mixed. There has been a small improvement over three years, and performance is somewhat similar to peer states.

Next covered was the Kindergarten Readiness Indicator. Dr. Parr talked through some charts that were not included in the board packets, as follows:

- Kindergarten Readiness Indicator
 - Each year the hope is that there should be improvement in performance. Over 5 years, in all student groups, everybody is improving a little bit, but not enough to meet the targets.
- 4th Grade Reading Indicator
 - Again, similar to Kindergarten, the same ethnic groups continue to do better.
- 8th Grade Math Indicator
- Four-year high School Graduation Rate – Change from Class of 2015 to Class of 2017
 - Very slow improvement in all groups

System recommendations were reviewed and discussed in detail as follows:

- Recommendation 1 – Transition into the K-12 system
- Recommendation 2 – Access to quality schools and programs
- Recommendation 3 – Learning environments
- Recommendation 4 – Student well-being and school safety
- Recommendation 5 – Educational equity

Next steps for the Board and staff were discussed and input was given.

BASIC EDUCATION COMPLIANCE REPORT

Mr. Parker Teed, Policy Analyst

Parker Teed walked through the Basic Education Compliance Report and provided an overview of the process, as well as a summary of the findings of whether all 295 school districts were in compliance for the 2018-19 school year.

Mr. Teed then reviewed the list of districts that had been notified of an outstanding issue. Those districts have been provided an opportunity to resolve the issues. A number of districts missed the Science Lab and the High School and Beyond Plan. There are currently seventeen districts considered to be not in compliance. Those districts may be considered again at the January 2019 Board meeting.

HIGH SCHOOL DIPLOMA REQUIREMENTS

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

Linda Drake provided an update on work related to the High School Diploma requirements and shared a flier outlining a summary proposal for the Washington High School Diploma. This is a body of work, part of which is in SBE's agency request legislation, and part of which is in SBE's agency budget request. Ms. Drake noted that the thing she hears most often is that districts want greater flexibility in the framework; i.e. expanding flexibility in the graduation requirements. The Board is also working on three communication pieces that will be shared with districts, parents, students, and legislators regarding the graduation requirements.

Discussion ensued and input was given.

DRAFT STRATEGIC PLAN DISCUSSION

Dr. Randy Spaulding, Executive Director

Executive Director Spaulding facilitated a discussion on the draft Strategic Plan. Chair Laverty reminded members that the intent was to focus on the plan; however, it was also important to ensure alignment between the Strategic Plan, System Health, and the Legislative Priorities. With that in mind, if changes were to be made in the plan, those changes could potentially also impact the other items.

Executive Director Spaulding reviewed the Draft Strategic Plan PowerPoint and covered each topic in detail. Board members weighed in with their thoughts and suggestions for change. Edited language derived from yesterday's meeting was reviewed. The intent was for Board members to make suggestions and for staff to take back and make the written changes.

Discussion ensued on the Vision/Mission Statement and the Values Statement, and suggestions for changes were made.

Considerable discussion ensued and input was given.

2019 LEGISLATIVE PLATFORM

Member Wood reviewed the minor revisions made to the 2019 Legislative Platform.

Chair Laverty thanked Member Wood and the Legislative Committee for executing the changes.

PUBLIC COMMENT – THERE WAS NO PUBLIC COMMENT AT TODAY'S MEETING.

BUSINESS ITEMS

Motion made by Member Jennings, to remove Eastside Community School and Fusion Academy from provisional status and approve them for private schools for the 2018-2019 school year.

Motion seconded by Member Bolt.

Motion carried.

Motion made by Member Bolt, to approve the *2019-2023 SBE Strategic Plan* and direct staff to finalize the plan, as shown in Exhibit A.

Motion seconded by Member Wood.

Motion carried.

Motion made by Member Sanchez, to approve the *Statewide Indicators of Educational System Health: 2018 Summary Report and Recommendations*, as shown in Exhibit B, and direct staff to finalize and submit to the Legislature by December 1, 2018.

Motion seconded by Member Jennings.

Motion carried.

Motion made by Member Wood, to approve Omak School District's temporary waiver request to delay implementation of WAC 180-51-068 regarding graduation requirements for the Class of 2019 and 2020, for the reasons requested in its application to the Board.

Motion seconded by Member Maier.

Motion carried.

Motion made by Member Wood, to approve Wishram School District's temporary waiver request to delay implementation of WAC 180-51-068 regarding graduation requirements for the Class of 2019 and 2020, for the reasons requested in its application to the Board.

Motion seconded by Member Jennings.

Motion carried.

Motion made by Member Sanchez, to approve the *2018 School District Basic Education Compliance Report* shown in Exhibit C for the 2018-2019 school year.

Motion seconded by Member Fletcher.

Motion carried.

Motion made by Member Jennings, to adopt final rules for Chapter 180-90 WAC, Chapter 180-18 WAC, Section 180-16-195 WAC, and Section 180-16-225 WAC as shown in Exhibit D.

Motion seconded by Member Wood.

Motion carried.

Motion made by Member Bolt, to adopt 2019 SBE Legislative Platform for the 2019 legislative session, as shown in Exhibit E.

Motion seconded by Member Wood.

Motion carried.

Motion made by Member Sanchez, to adopt the final rules for Section 190-18-100 WAC, Section 180-22-100 WAC, Section 180-22-140 WAC, and Section 180-22-150 WAC as shown in Exhibit F.

Motion seconded by Member Fletcher.

Motion carried.

Motion made by Member Wood, to deny the petition to amend section 180-51-068 and direct staff to send the explanation letter, as shown in Exhibit G, to the petitioner.

Motion seconded by Member Jennings.

Motion carried.

Chair Laverty reminded Members of the special meeting via teleconference on December 4, 2018, from 1:30-3:30 p.m., to discuss the Charter School Report.

There being no further business, Chair Laverty adjourned the meeting at 12:55 p.m.

Minutes prepared by: Ms. Terri Eixenberger

Complete meeting packets are available online at www.sbe.wa.gov. For questions about agendas or meeting materials, you may email sbe@k12.wa.us or call 360.725.6027.



THE WASHINGTON STATE BOARD OF EDUCATION

An education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning

State Board of Education (SBE) Special Board Meeting Minutes, SBCTC, Olympia

December 4, 2018

December 4, 2018

- Members attending in person:** Mr. Peter Maier, Vice-Chair (1)
- Members attending via ZOOM:** Mr. Kevin Lavery, Chair, Ms. Patty Wood, Ms. Holly Koon, Mr. Harium Martin-Morris, Ms. Connie Fletcher, Mr. Jeff Estes, Mr. Ryan Brault and Dr. Paul Pitre (8)
- Stakeholders attending via ZOOM:** Ms. Jeannette Vaughn, Spokane Public Schools, Ms. Jennifer Grogan, Spokane Public Schools, Mr. Jared Schatz, Spokane Public Schools and Mr. Joshua Halsey, Charter Schools Commission. (4)
- Staff attending:** Dr. Randy Spaulding, Ms. Kaaren Heikes, Ms. Alissa Muller, Ms. Tami Jensen and Dr. Andrew Parr (5)

Mr. Kevin Lavery, Chair, called the meeting to order at 1:30 p.m.

AGENDA OVERVIEW

Vice Chair, Mr. Maier requested roll call and began facilitating the meeting starting at 1:35 p.m. and explained purpose of meeting is to focus on the Charter Schools Report focusing on challenges, areas for improvement, and potential legal/policy changes, and which need the Board's consideration and ultimate revisions prior to adoption at the January Board Meeting.

CHARTER SCHOOLS REPORT

Ms. Kaaren Heikes and Dr. Andrew Parr presented a PowerPoint and discussed some of the materials in the report.

Members expressed concern regarding student demographics on page 7 of the draft report and the demographic column in Table 2. As well as the use of "Diverse" and "At Risk" to explain student data. Members reported understanding the technical nature of information in the report and the need to ensure the language is professional, accurate, and plain enough to be understood. Staff will address the above issues as part of a revised draft for review during the January Board Meeting.

Ms. Heikes reported out other concurrent charter school data as follows:

SAO released a report on November 26, 2018: Performance Audit Charter School Accountability and Opportunities for Collaboration. Both WA Charters and WA CS Commission wrote letters to SAO and Seattle Times regarding their respective concerns about the report's accuracy. JLARC (Joint Legislative Audit and Review Committee) will hold a hearing on SAO's report on December 10, 2018. Student growth percentile (SGP) data was not available in time to include in this draft; SBE will include in the

final report for January. OSPI's Report Card will be released December 10, 2018. CREDO will release its report on WA Charter Schools 2012-2017 in January 2019.

EXECUTIVE DIRECTOR UPDATE

Dr. Spaulding discussed sending Public Disclosure forms to members and requesting SBE legal counsel Ms. Sullivan-Colglazier provide additional guidance at the January Board Meeting. Dr. Spaulding also requested members send clarifying questions or comments about the Charter School Draft Report to staff before Monday, December 10 to be addressed in the draft for review during the January Board meeting.

Meeting adjourned 3:30 p.m.



THE WASHINGTON STATE BOARD OF EDUCATION

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COVER: EXECUTIVE DIRECTOR UPDATE

Prepared for the January 2019 Board Meeting

Information item.

As related to:

☒ **Goal One:** All students feel safe at school, and have the supports necessary to thrive.
☒ **Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.
☒ **Goal Three:** School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

☒ **Goal Four:** Students successfully transition into, through, and out of the P-12 system.
☒ **Goal Five:** Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.
☒ **Goal Six:** Equitable funding across the state to ensure that all students have the funding and opportunities they need, regardless of their geographical location or other needs.
☐ **Other**

Materials included in packet:

- Executive Director Update PowerPoint
- Graphic Versions of the Strategic Plan and the Indicators of System Health
- One Pager Summary of Strategic Plan and System Health (included in additional materials)
- Strategies 360 Documents: Diploma One Pager, 24 Credit Infographic, and Friction Points Document (included in additional materials)
- Waiver Memo
- Basic Education Compliance Proposed Exhibit

Synopsis and Policy Considerations:

Staff will review recent staff and Board activities and accomplishments, provide training on the Open Public Meetings Act, and review business items for the January meeting. Topics discussed include:

Updates:

- New Publications
- Recognition Workgroup Update
- Open Public Meetings Act Refresher

Business Items:

- Basic Education Compliance
- Credit Based Graduation Requirements Waivers
- Required Action District Rules



Executive Director Update

Washington State Board of Education
January 9, 2019

Conversation Today



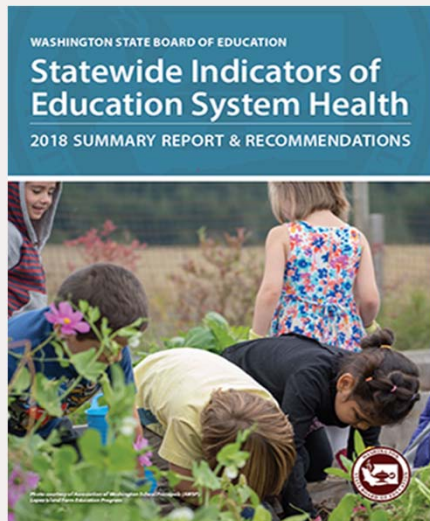
Updates

- New Publications
- Recognition Workgroup Update
- Open Public Meetings Act Refresher

Business Items

- Basic Education
- Credit Based Graduation Requirements Waivers
- Required Action District Rules

Materials Available on the SBE Website



<https://sbe.wa.gov/education-system-health>



<https://sbe.wa.gov/strategic-plan>



3

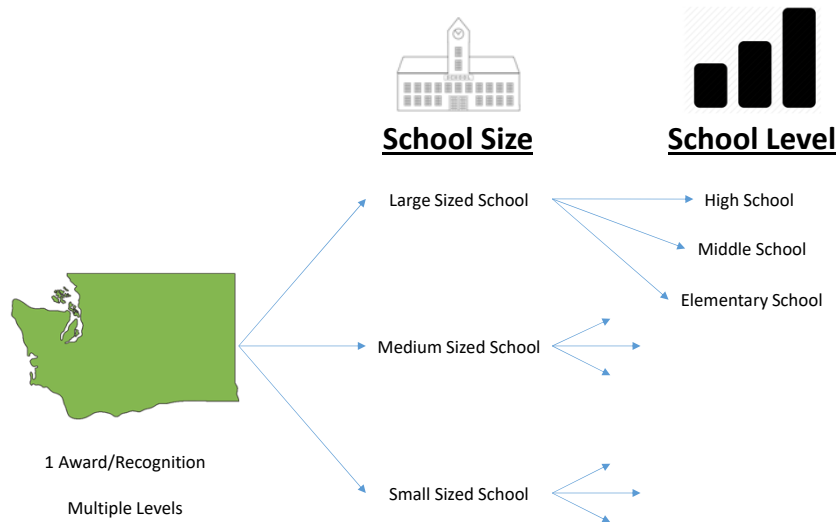
Recognition System Update

- To date the committee has discussed common values, data elements for consideration in the model, and structure or model for recognition
- EGOAC Proposal for Recognition Structure / Recipient Selection
- Staff are working on data analysis to support the workgroup deliberations
- The next meetings are currently being scheduled to focus on steps in the structure
 - Gain consensus on framework
 - Identification of quantitative indicators
 - Process for qualitative indicators
 - Finalize framework for initial implementation in the spring

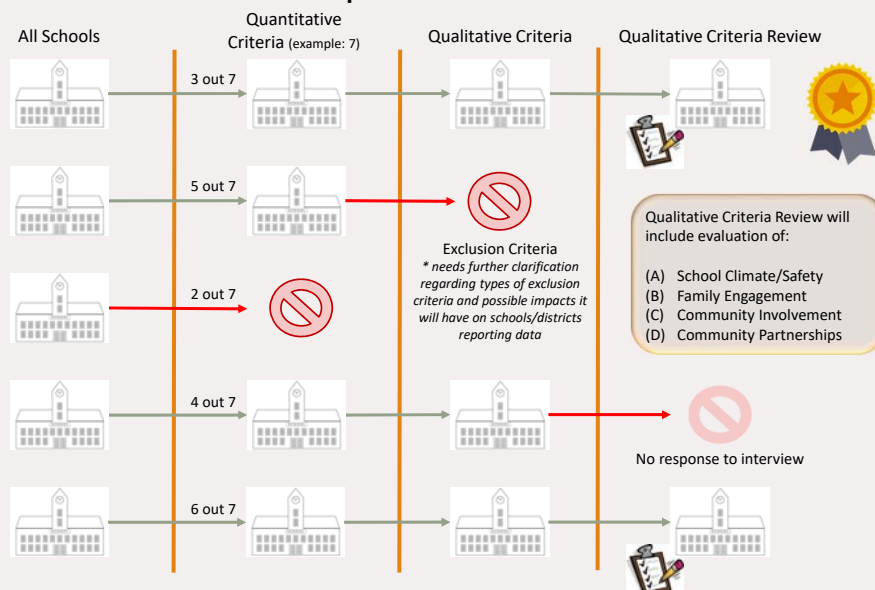


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DRAFT – EGOAC WA Achievement Award & Recognition Proposal Recognition Layout



DRAFT – EGOAC WA Achievement Award & Recognition Proposal Recipient Selection





Basic Education Compliance Data

7

Basic Education Compliance



Annually, basic education compliance is conducted between the end of July and November.

It is the only survey of districts that receives a 100% response rate and is the only source of this information on local school district graduation requirements.

The process involves self-certification of minimum requirements and a staff review for incorrect or non-compliant information, followed by Board action and data analysis of the results.

All districts are recommended as "in compliance" with minimum requirements of the program of basic education.

8



Bell Schedules and How They Have Changed

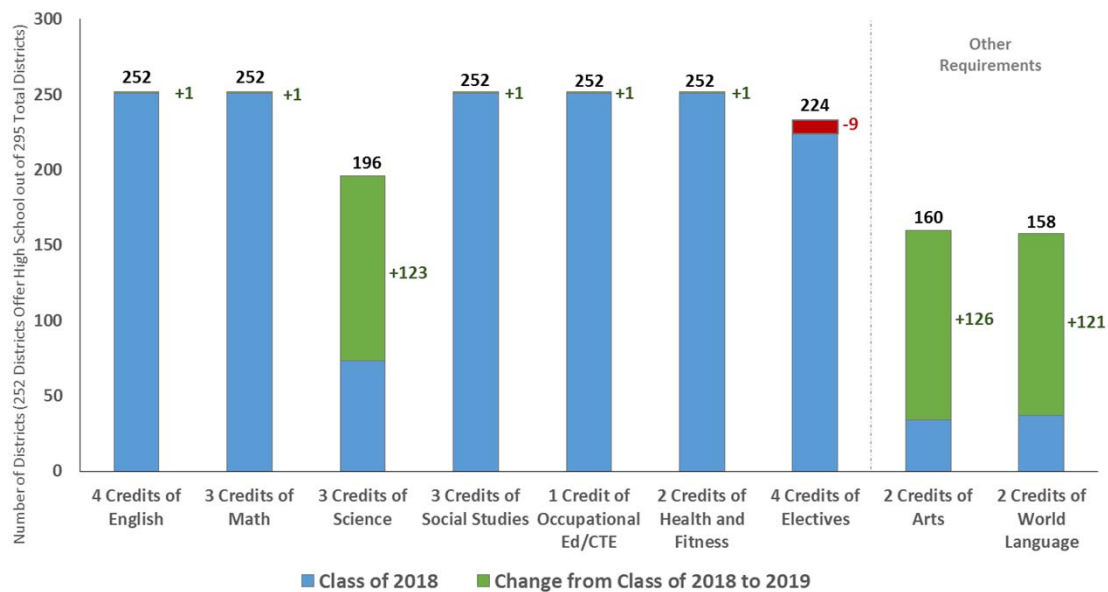
Type of Schedule	Percent in 2006*	Percent in 2018**	Difference
Seven-period day	21.6	36.1	14.5
Six-period day	41.2	38.0	-3.2
4X4 Block	14.2	2.7	-11.5
A/B Block	7.1	6.3	.08
Modified or other	15.9	17.0	1.3

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

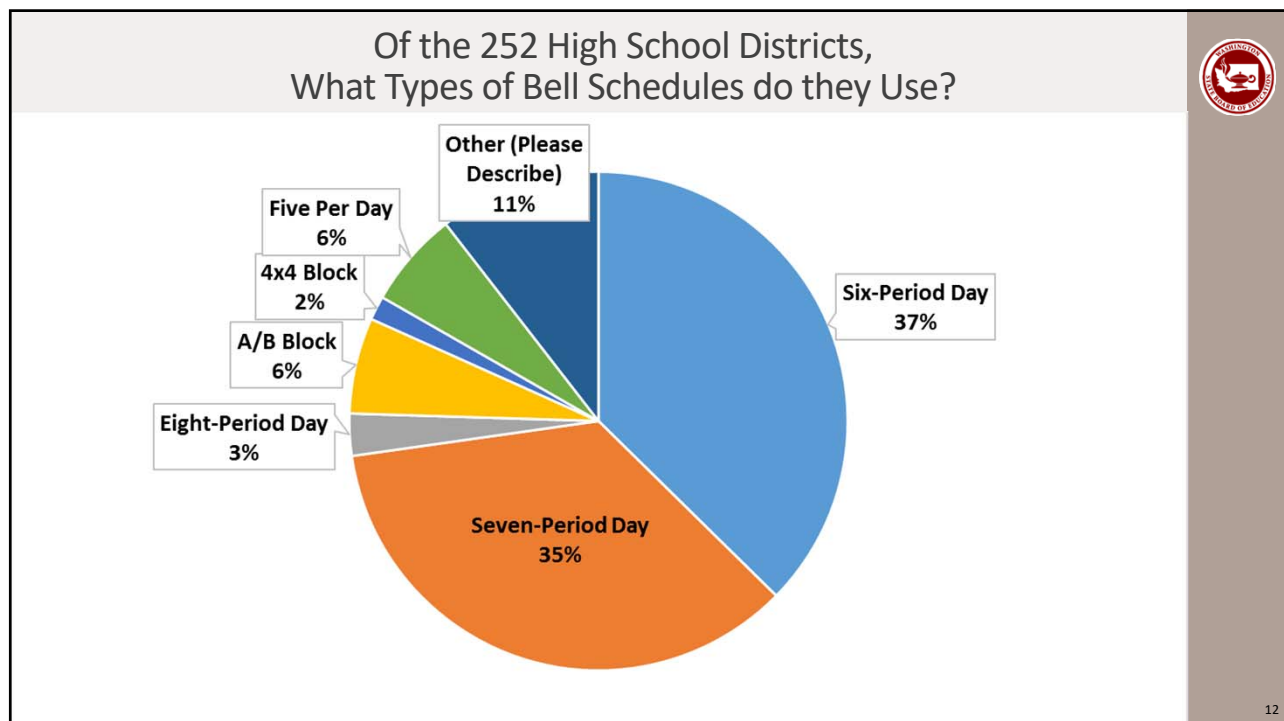
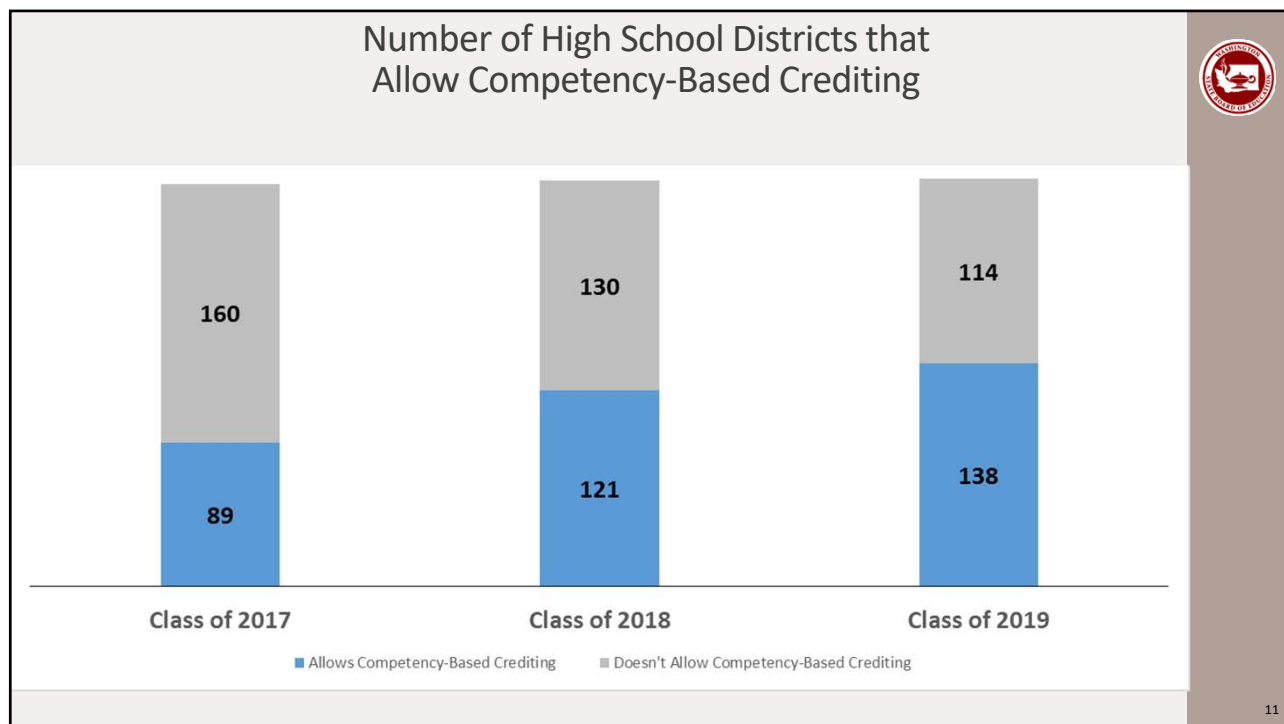
** Basic Education Compliance Survey results, November 2018.

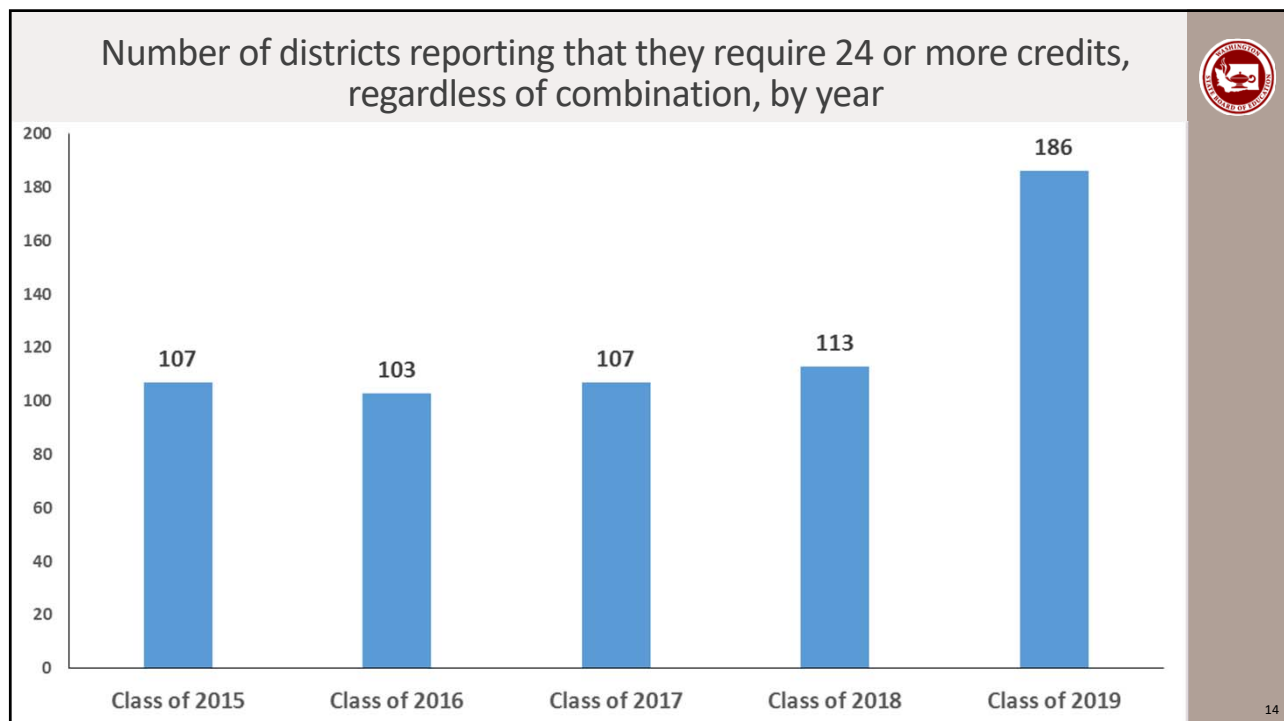
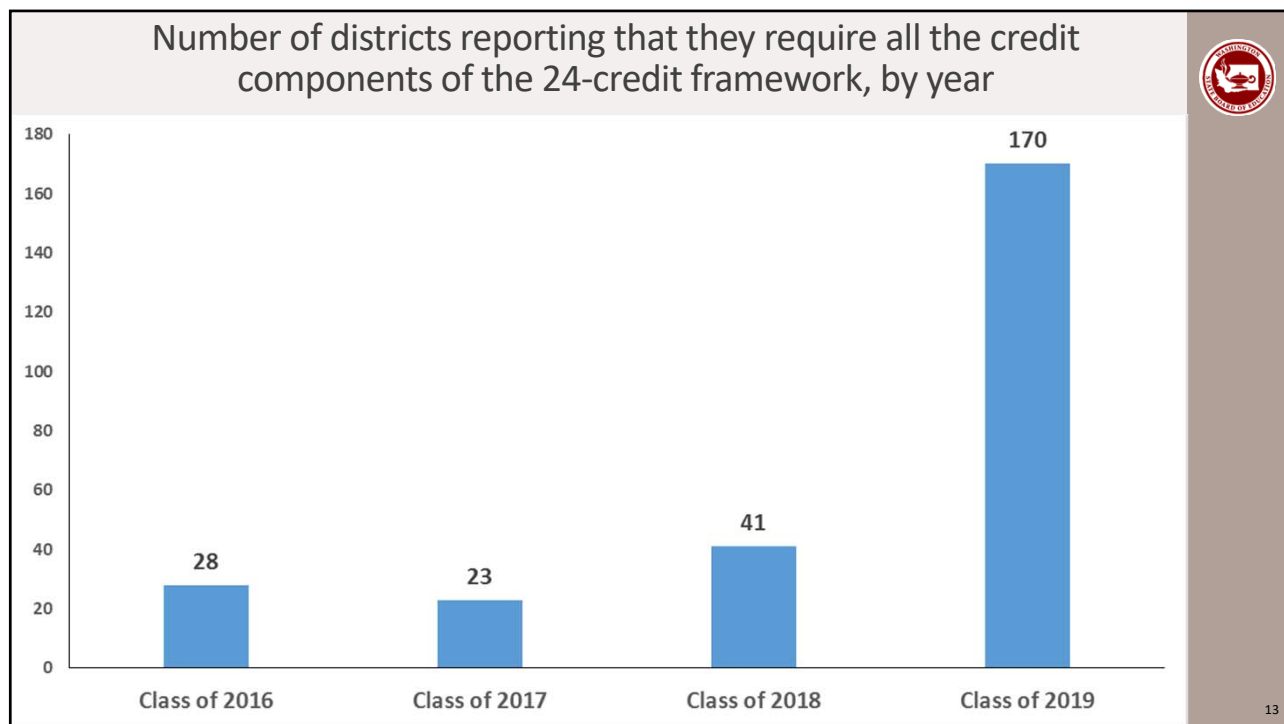
9

2019 District Graduation Requirements Compared to the 24-Credit Graduation Framework

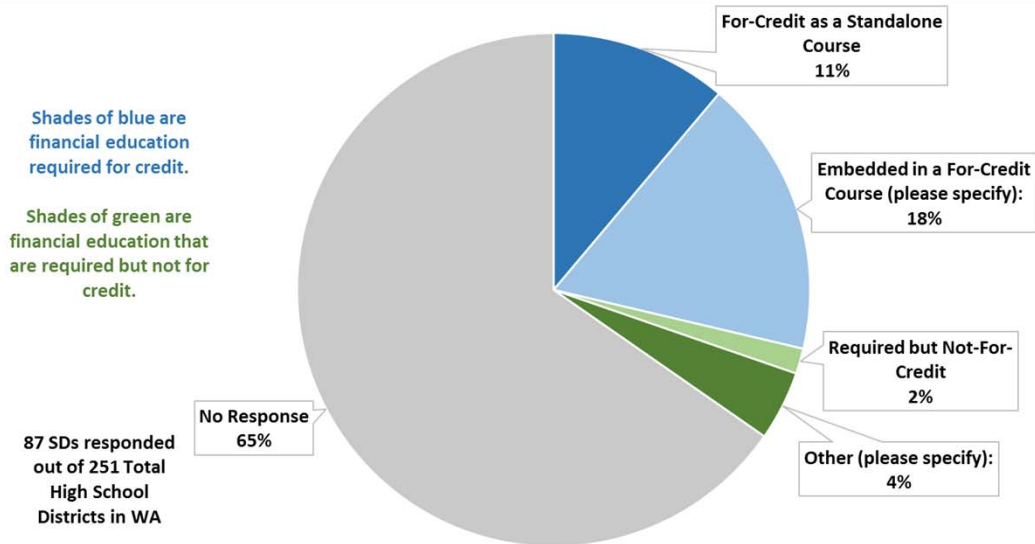


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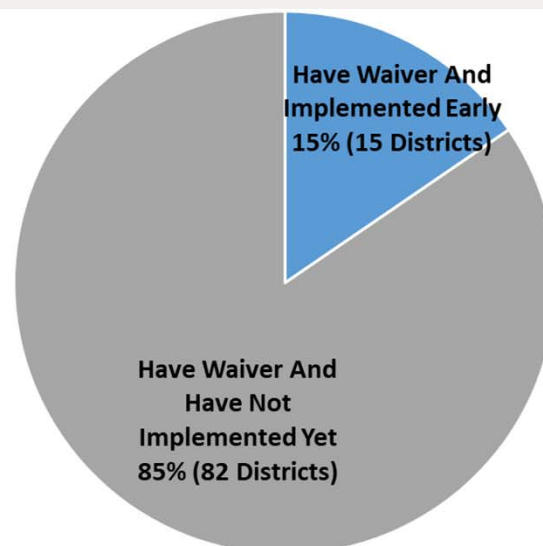


How do Districts Deliver a Financial Education Requirement for the Class of 2019?



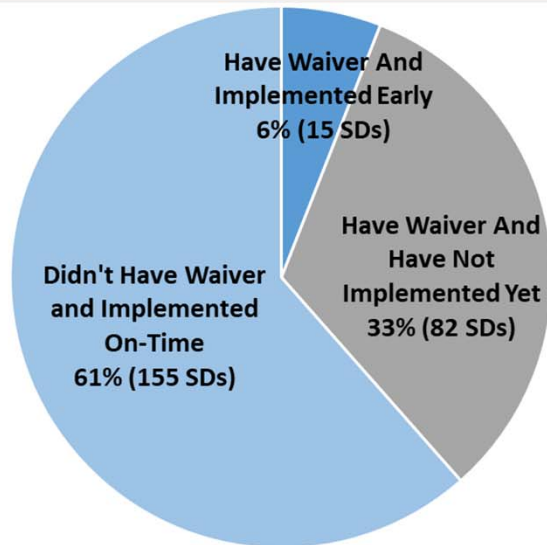
15

Of districts that have the waiver, how many appear to have implemented the requirements early?



16

Of districts that have the waiver, how many appear to have implemented the requirements early?



17



Open Public Meetings Act

18

Open Public Meetings Act

****Quick Refresher****



STATE BOARD OF EDUCATION

JANUARY 10, 2019

**LINDA SULLIVAN-COLGLAZIER,
ASSISTANT ATTORNEY GENERAL**

Open Public Meetings Act

(OPMA)

20

RCW 42.30

What this training will cover

21

- ◆ When does the OPMA apply
- ◆ What is a “meeting”
- ◆ What is “action”
- ◆ What about email and texts
- ◆ What are the penalties for violations

Declaration of Purpose

- ◆ Actions are to be taken openly; and
- ◆ Deliberations conducted openly.

Meetings Declared Open and Public



- ◆ All *meetings* of the *governing body* of a public agency shall be open and public
- ◆ **Open and Public:** the public and all persons must be permitted to attend

What Is a Governing Body?

24

“All meetings of a *governing body* of a public agency shall be open and public”

- ◆ Multi-member governing bodies of state and local agencies (like this board)
- ◆ ***Subcommittee***, if quorum
- ◆ ***Subcommittee***, if delegated final decision-making authority, conducting hearings, or taking public comment or testimony

What Constitutes a Meeting ?

25

“All ***meetings*** of a governing body of a public agency shall be open and public”

- ◆ A meeting is where “***action***” is taken.

What Constitutes Action?

26

- ◆ “Action” means “the ***transaction of the official business*** of a public agency by a governing body”

Transaction of official business:

27

Includes (but is not limited to):

- ♦ Receiving public testimony
- ♦ ***All deliberations***
- ♦ ***Discussions / Considerations***
- ♦ Reviews / Evaluations
- ♦ and
- ♦ ***Final action*** – collective decision (positive or negative) or actual vote by a majority sitting as a body

What About Emails & Texts?

28

- ♦ **Caution:** An exchange of emails or text messages among board members *about board business* CAN constitute a deliberation or discussion and become a “meeting” subject to the OPMA requirements if a quorum is originally or later included
- ♦ **Beware of string email/text conversations!**
 - ♦ Do not “reply all” or forward messages among board members

What about phone calls, social media, or chats?

29

- ♦ Phone discussions, social media communications, and even casual in-person conversations between members may become a meeting if:
 - ♦ They concern board business, and
 - ♦ A quorum of members are included
- ♦ **Beware of *serial* and *hub* discussions!**

Warning: If these communications = “meetings” and are not public, they violate the law!

Travel and Gathering

30

- ♦ Not a violation of OPMA for a majority of the members of a governing body to travel together or gather for purposes other than a regular meeting or special meeting
- ♦ PROVIDED, that no action is taken
- OK to discuss your kids, the weather, sports – but **not board business**

Penalties for Violating Open Public Meetings Act

31

- ◆ Personal civil liability (\$500 or \$1,000) per member per violation
- ◆ + Attorneys' fees and costs
- ◆ + Action taken is null and void
- ◆ + Media attention (of the bad kind)

The End

32





Contact Information

Website: www.SBE.wa.gov

Facebook: www.facebook.com/washingtonSBE

Twitter: [@wa_SBE](https://twitter.com/wa_SBE)

Email: sbe@k12.wa.us

Phone: 360-725-6025

Web updates: bit.ly/SBEupdates



THE WASHINGTON STATE BOARD OF EDUCATION

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GRAPHIC VERSIONS OF THE 2019-2023 STRATEGIC PLAN AND THE 2018 EDUCATION SYSTEM HEALTH REPORT

Prepared for the January 2019 Board meeting

Printed copies of both documents will be included in each Board member's additional materials folder at the January meeting. To see the graphic versions of both documents on the SBE website, please follow the hyperlinks below:

[2019-2023 Strategic Plan](#)

[2018 Report on the Statewide Indicators of Educational System Health](#)



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MEMO ON WAIVERS OF MINIMUM REQUIREMENTS OF THE PROGRAM OF BASIC EDUCATION

Prepared for the January 2019 Board Meeting

Policy Considerations

Does the application for waiver of minimum requirements of the program of basic education provide the information and documentation required by law?

Overview of Waivers

- Temporary Waiver from Career- and College-Ready Graduation Requirements
 1. Green River College requests a temporary waiver for the Class of 2019 and the Class of 2020, thereby requiring implementation for the Class of 2021.

Temporary Waiver from Career- and College-Ready Graduation Requirements

Does the application by Green River College for temporary waiver of graduation requirements provide the information and documentation required by WAC 180-51-068(11)?

RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from the Career- and College-ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019. Furthermore, WAC 180-51-015 states that references to school districts within Chapter 180-51 WAC shall apply to community colleges and private schools. If a waiver of WAC 180-51-068 is approved then WAC 180-51-067 applies.

Green River College requests a temporary waiver from Career- and College-Ready graduation requirements for the Class of 2019 and 2020. This would result in implementation of the 24-credit graduation requirements for the Class of 2021. During work to implement the 24-credit graduation requirements, Green River College has found that they face some challenges with advising, process, and system issues to accommodate personalized pathway requirements, world language requirements, and credit waivers for extenuating circumstances. In order to implement the requirements, Green River College is refining the process for choosing courses that fulfill Personalized Pathway requirements and is engaging Enrollment Services and faculty in that process. They are finding ways to offer assessments of world language so that students may earn competency-based credit in world language and they are working on ways to evaluate foreign transcripts. Finally, they are reaching consensus on how to address credit waivers for students who are facing extenuating circumstances. The college has convened a High School Completion Committee that is composed of administration, faculty, advisors, and transcript evaluators to address these issues. They have been meeting regularly to plan for implementation of the

requirements in WAC 180-51-068. The district submitted the application but still needs to submit a resolution approved by the college's Board of Trustees.

Action

The Board will consider whether to approve the request for a temporary waiver of Career- and College-Ready graduation requirements presented in the application by Green River College.

If you have questions regarding this memo, please contact [Parker Teed](#).



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DRAFT EXHIBIT: 2018-2019 SCHOOL DISTRICT BASIC EDUCATION COMPLIANCE REPORT

Prepared for the January 2019 Board meeting

Annually, State Board of Education staff process basic education compliance reports from all public school districts. Between late July and November, school districts assure the state that they are meeting minimum requirements of the program of basic education. Staff examine the data for errors or issues of non-compliance, verify results, and analyze the findings. Based on State Board of Education staff review of each school district's program assurance form, the following school districts are recommended to be certified as being in compliance with basic education approval requirements for the 2018-19 school year. This list comprises all 295 public school districts.

Aberdeen School District	Bridgeport School District
Adna School District	Brinnon School District
Almira School District	Burlington-Edison School District
Anacortes School District	Camas School District
Arlington School District	Cape Flattery School District
Asotin-Anatone School District	Carbonado School District
Auburn School District	Cascade School District
Bainbridge Island School District	Cashmere School District
Battle Ground School District	Castle Rock School District
Bellevue School District	Centerville School District
Bellingham School District	Central Kitsap School District
Benge School District	Central Valley School District
Bethel School District	Centralia School District
Bickleton School District	Chehalis School District
Blaine School District	Cheney School District
Boistfort School District	Chewelah School District
Bremerton School District	Chimacum School District
Brewster School District	Clarkston School District

Cle Elum-Roslyn School District

Clover Park School District

Colfax School District

College Place School District

Colton School District

Columbia (Stevens) School District

Columbia (Walla Walla) School District

Colville School District

Concrete School District

Conway School District

Cosmopolis School District

Coulee-Hartline School District

Coupeville School District

Crescent School District

Creston School District

Curlew School District

Cusick School District

Damman School District

Darrington School District

Davenport School District

Dayton School District

Deer Park School District

Dieringer School District

Dixie School District

East Valley School District (Spokane)

East Valley School District (Yakima)

Eastmont School District

Easton School District

Eatonville School District

Edmonds School District

Ellensburg School District

Elma School District

Endicott School District

Entiat School District

Enumclaw School District

Ephrata School District

Evaline School District

Everett School District

Evergreen School District (Clark)

Evergreen School District (Stevens)

Federal Way School District

Ferndale School District

Fife School District

Finley School District

Franklin Pierce School District

Freeman School District

Garfield School District

Glenwood School District

Goldendale School District

Grand Coulee Dam School District

Grandview School District

Granger School District

Granite Falls School District

Grapeview School District

Great Northern School District

Green Mountain School District

Griffin School District

Harrington School District

Highland School District

Highline School District

Hockinson School District	Lyle School District
Hood Canal School District	Lynden School District
Hoquiam School District	Mabton School District
Inchelium School District	Mansfield School District
Index School District	Manson School District
Issaquah School District	Mary M Knight School District
Kahlotus School District	Mary Walker School District
Kalama School District	Marysville School District
Keller School District	McCleary School District
Kelso School District	Mead School District
Kennewick School District	Medical Lake School District
Kent School District	Mercer Island School District
Kettle Falls School District	Meridian School District
Kiona-Benton City School District	Methow Valley School District
Kittitas School District	Mill A School District
Klickitat School District	Monroe School District
La Center School District	Montesano School District
La Conner School District	Morton School District
LaCrosse School District	Moses Lake School District
Lake Chelan School District	Mossyrock School District
Lake Quinault School District	Mount Adams School District
Lake Stevens School District	Mount Baker School District
Lake Washington School District	Mount Pleasant School District
Lakewood School District	Mount Vernon School District
Lamont School District	Mukilteo School District
Liberty School District	Naches Valley School District
Lind School District	Napavine School District
Longview School District	Naselle-Grays River Valley School District
Loon Lake School District	Nespelem School District #14
Lopez School District	Newport School District

Nine Mile Falls School District
Nooksack Valley School District
North Beach School District
North Franklin School District
North Kitsap School District
North Mason School District
North River School District
North Thurston Public Schools
Northport School District
Northshore School District
Oak Harbor School District
Oakesdale School District
Oakville School District
Ocean Beach School District
Ocosta School District
Odessa School District
Okanogan School District
Olympia School District
Omak School District
Onalaska School District
Onion Creek School District
Orcas Island School District
Orchard Prairie School District
Orient School District
Orondo School District
Oroville School District
Orting School District
Othello School District
Palisades School District
Palouse School District

Pasco School District
Pateros School District
Paterson School District
Pe Ell School District
Peninsula School District
Pioneer School District
Pomeroy School District
Port Angeles School District
Port Townsend School District
Prescott School District
Prosser School District
Pullman School District
Puyallup School District
Queets-Clearwater School District
Quilcene School District
Quillayute Valley School District
Quincy School District
Rainier School District
Raymond School District
Reardan-Edwall School District
Renton School District
Republic School District
Richland School District
Ridgefield School District
Ritzville School District
Riverside School District
Riverview School District
Rochester School District
Roosevelt School District
Rosalia School District

Royal School District
San Juan Island School District
Satsop School District
Seattle Public Schools
Sedro-Woolley School District
Selah School District
Selkirk School District
Sequim School District
Shaw Island School District
Shelton School District
Shoreline School District
Skamania School District
Skykomish School District
Snohomish School District
Snoqualmie Valley School District
Soap Lake School District
South Bend School District
South Kitsap School District
South Whidbey School District
Southside School District
Spokane School District
Sprague School District
St. John School District
Stanwood-Camano School District
Star School District No. 054
Starbuck School District
Stehekin School District
Steilacoom Hist. School District
Steptoe School District
Stevenson-Carson School District

Sultan School District
Summit Valley School District
Sumner School District
Sunnyside School District
Tacoma School District
Taholah School District
Tahoma School District
Tekoa School District
Tenino School District
Thorp School District
Toledo School District
Tonasket School District
Toppenish School District
Touchet School District
Toutle Lake School District
Trout Lake School District
Tukwila School District
Tumwater School District
Union Gap School District
University Place School District
Valley School District
Vancouver School District
Vashon Island School District
Wahkiakum School District
Wahluke School District
Waitsburg School District
Walla Walla Public Schools
Wapato School District
Warden School District
Washougal School District

Washtucna School District

Waterville School District

Wellpinit School District

Wenatchee School District

West Valley School District (Spokane)

West Valley School District (Yakima)

White Pass School District

White River School District

White Salmon Valley School District

Wilbur School District

Willapa Valley School District

Wilson Creek School District

Winlock School District

Wishkah Valley School District

Wishram School District

Woodland School District

Yakima School District

Yelm School District

Zillah School District



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COVER: EQUITY

Prepared for the January 2019 Board Meeting

Information and possible action item.

As related to:

☒ **Goal One:** All students feel safe at school, and have the supports necessary to thrive.

☒ **Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.

☒ **Goal Three:** School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

☒ **Goal Four:** Students successfully transition into, through, and out of the P-12 system.

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☒ **Goal Six:** Equitable funding across the state to ensure that all students have the funding and opportunities they need, regardless of their geographical location or other needs.

☐ **Other**

Materials:

1. Equity Summit Materials (separate from Board Meeting packet)
2. SBE's Equity Statement of Intent

Synopsis and Policy considerations:

SBE Board and staff will de-brief the January 8th Equity Summit and discuss potential revisions to SBE's Equity Statement of Intent.



THE WASHINGTON STATE BOARD OF EDUCATION

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

EQUITY STATEMENT OF INTENT

The Washington State Board of Education has committed to using equity as a guiding principle in its decision-making related to its statutory charges, strategic planning, and in developing annual policy proposals for consideration by the Washington State Legislature and Governor.

The Washington State Board of Education is committed to successful academic attainment for all students. Accomplishing this will require narrowing academic achievement gaps between the highest and lowest performing students, as well as eliminating the predictability and disproportionality in student achievement outcomes by race, ethnicity, and adverse socioeconomic conditions.

The Board acknowledges that historical and ongoing institutional policies, programs, and practices have contributed to disparate and statistically predictable educational outcomes.

To address persistent inequities within our educational system the Board will work collaboratively with educational and community partners to:

- Ensure that educational equity is a shared priority and is viewed as a process to identify, understand, and eliminate institutional policies, practices, and barriers that reinforce and contribute to disparate and predictable educational outcomes;
- With transparency and humility, honor and actively engage Washington's underserved communities as partners in developing and advocating for equitable educational policies, opportunities, and resources for marginalized students; and
- Using equity as a lens, engage in a continuous, collective process of policymaking to ensure Washington's education system can meet the needs of all students today and into the future.

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

Adopted 01/11/18



THE WASHINGTON STATE BOARD OF EDUCATION

An education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning

COVER: GOVERNOR'S BUDGET UPDATE

Prepared for the January 2019 Board Meeting

Information item.

As related to:

☐ **Goal One:** All students feel safe at school, and have the supports necessary to thrive.

☐ **Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.

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☐ **Other**

Materials included in packet:

- Governor's Budget Overview
- Governor's Budget K-12 Highlights

Synopsis and Policy Considerations:

This section is an update on the Governor's K-12 budget. Ms. Cynthia Hollimon, Budget Assistant at the Office of Financial Management, will present to the Board on the Governor's K-12 budget. The documents in the packet focus in on the K-12 section of the budget and the entire budget document is available at:

https://ofm.wa.gov/sites/default/files/public/budget/statebudget/highlights/budget19/201921-Budget-and-Policy-Highlights_0.pdf



Investing in Washington's continuing success

After historic K-12 education funding increases, Gov. Inslee continues education investments while putting unprecedented focus on Washington's behavioral health system, statewide broadband, orca recovery, other vital needs

Washington consistently ranks as a top state for business AND the top state for workers. The state's unemployment rate is at a 42-year low. On a bipartisan basis, we have invested in infrastructure and programs that make it possible for Washington to export more products than nearly every other state, operate world-class research universities and expand access to affordable pathways to college and career-connected learning. We value our diverse and inclusive communities and embrace our responsibilities as stewards of our environment. To sustain and enhance our economic growth across the state, Gov. Jay Inslee believes we must continue to invest in services, programs and projects that move Washington forward.

Over the past five years, Gov. Inslee and the Legislature tackled one of the greatest budget challenges the state has ever faced — meeting our constitutional obligation to fully fund basic education. The state had been falling short on its obligation for decades, and fixing the problem required an enormous infusion of state funding for schools.

Though the state still has work to do in meeting the needs of students and teachers, these funding increases are a significant achievement. Among other things, the higher funding is helping to reduce class sizes in kindergarten through third grade, expand all-day kindergarten to all students, raise teacher compensation and fully cover school district transportation and operating costs.

Just over a decade ago, funding for public schools made up less than 40 percent of overall Near General Fund spending. Now, for the first time since the early 1980s, public schools receive more than 50 percent of that spending.

While solving the school-funding problem has been the primary focus in Olympia, Inslee and the Legislature have moved the state forward on a number of other fronts since 2013. For example:

- The state is preparing to launch the best-in-the-nation [paid family and medical leave program](#).
- The state's new [Department of Children, Youth, and Families](#), which combines early learning, child protection and juvenile rehabilitation services, is helping to ensure better outcomes for children and families.
- As has been the case for decades, the state continues to be a leader nationwide in expanding health care coverage.
- The state in 2015 made the biggest [transportation improvement investment](#) in state history.

The state has worked to hold tuition in check at the public colleges and universities while continuing to expand one of the most generous financial aid systems in the country. Last year the governor launched the Career Connect Washington initiative

to help more students pursue good-paying jobs after high school through career-ready education such as registered apprenticeships and technical training programs. And our state in recent years has made historic investments to alleviate the rising demand in the behavioral health system and serve the growing number of people battling opioid addiction and homelessness.

Although the economic boom here has created enormous opportunity for Washingtonians, it has also exacerbated other challenges as our population has rapidly grown and some parts of the state still struggle with unemployment.

Heading into its next two-year budget, Washington faces major challenges in meeting pent-up needs and new obligations that have grown over the decade.

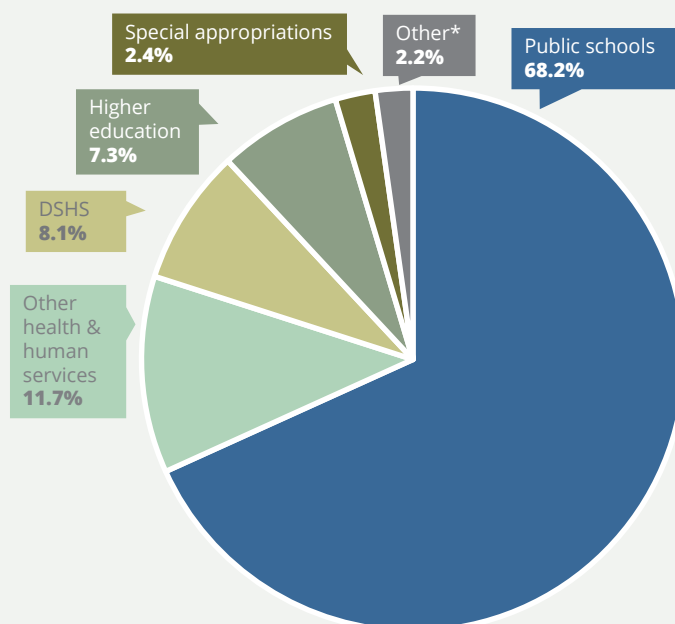
Ten years ago, amid the worst national recession since the Great Depression, the state had to squeeze spending in many areas even as the need for services grew. Then, as the economy recovered, the governor and the Legislature had to steer the bulk of any additional revenue to meeting the state's constitutional education funding obligations. In the past three biennial budgets, Near General Fund-State spending increased about \$13.4 billion. Nearly 70 percent of that new spending — about \$9.2 billion — went to K-12 education.

The fact is, state revenue is not growing fast enough to cover both the huge new mandated outlays for K-12 education as well as meet rising demands and new obligations in a broad range of areas.

Budget homes in on state's behavioral health system, strategies to fight climate change and protect Southern Resident orcas, and builds up statewide broadband

Gov. Inslee understands additional investments are still needed in our public schools, but believes we can no longer delay the focus on a broader array of urgent needs across the state. Through his 2019–21 operating, capital and transportation budgets, the governor is putting forward coordinated and comprehensive plans for addressing several of the state's most pressing issues.

Proportion of growth of Near General Fund spending 2013–2019



Over the last three biennial budgets, more than two-thirds of new Near General Fund-State spending has grown about \$1 billion.

Over the last three biennial budgets, more than two-thirds of new Near General Fund-State spending — **nearly \$9.2 billion** — has gone to K-12 schools. More than two-thirds of that new spending — **nearly \$9.2 billion** — has gone toward K-12 schools.

*Other includes governmental operations, judicial, other education, natural resources, legislative and transportation.

This spring, the governor announced a five-year plan to transform the state's **behavioral health system**, including how and where people with acute mental illness are treated. His 2019–21 operating and capital budgets provide significant new resources to launch that transformative effort.

His budgets continue investments to improve patient care and **patient and staff safety** at the state's psychiatric hospitals and to expand **alternative placement capacity** in the community. Most significantly, the governor proposes adding capacity for treating civil patients in smaller, **community-based facilities** so they can be closer to their loved ones and friends.

Supporting **Southern Resident orca recovery efforts** is another key focus of Inslee's budgets. His

operating, capital and transportation spending plans include an unprecedented level of investments that will support recovery efforts for the endangered Southern Resident orca population. Besides helping orcas, these investments would have significant benefits for the entire Puget Sound ecosystem.

His budgets also include funding to protect and restore habitat, reduce barriers to salmon migration, boost salmon hatchery production, expand pollution prevention and cleanup efforts and alleviate disturbance and noise from vessel traffic to promote a healthier environment and sufficient food source for orcas.

Continuing in his commitment to make Washington a leader in combating climate change, the governor is putting forward a comprehensive package

to steadily reduce **greenhouse gas emissions** statewide and help the state meet greenhouse gas reduction goals set in law.

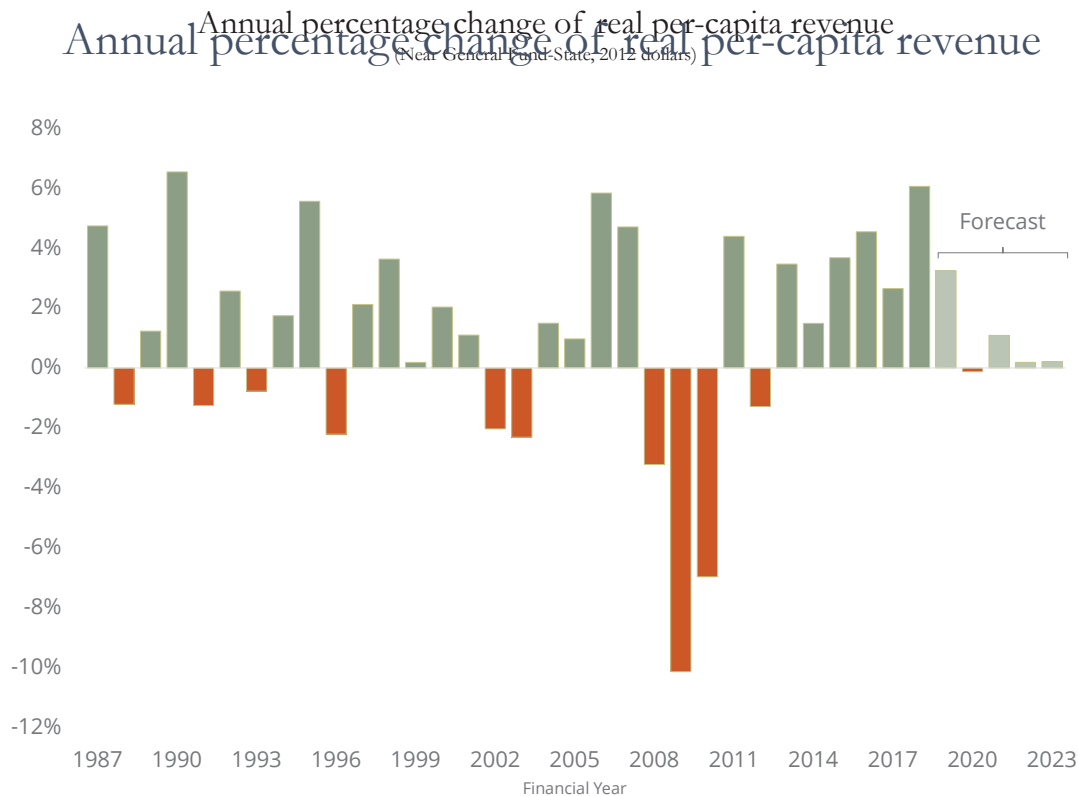
The package includes a new initiative to reduce **emissions in the state's building sector**, the second-largest source of emissions. The governor's operating and capital budgets also include funding to promote a wide range of **clean energy projects and research**. And his transportation budget includes funding to expand the number of electric vehicle charging stations and to begin converting the state ferry fleet to electric-hybrid vessels.

To expand broadband internet access, especially in rural areas of the state, the governor proposes setting up a new **Statewide Broadband Office** to serve as the central planning and coordinating body for public and private efforts to deploy broadband. His budgets also include funding for a competitive grant and loan program to extend broadband services to unserved and underserved people and to remote pockets of the state.

With the state's new children's agency up and running, the governor is calling for bold new investments in the state's early learning system. His budgets include funding to provide **newborn screening assessments** and **home visiting services** for all Washington families, expand and improve **preschool opportunities**, create a **statewide referral system** to connect families with early learning services and build more **early learning facilities**.

The budgets will make major funding and service improvements throughout our public education system.

The governor proposes new funding to support **special education** efforts and for more school counselors, nurses and social workers to support student needs. The governor also proposes protecting the ability of local communities to invest more **local levy funding** to enhance K-12 programs and services, with voter approval.



Washington has long been a leader in providing **financial aid** for higher education students. The governor builds on that success by fully funding the Washington College Promise (formerly State Need Grant), which by the 2021–22 school year will guarantee financial aid for all students who qualify for it.

Among other things, the budgets will also increase funding for the **Career Connect Washington** initiative, boost efforts to combat homelessness and opioid abuse, enhance services for people with developmental disabilities and improve our state park system.

The governor is also proposing modest **pay increases** for most state employees, largely to help the state meet the challenge of attracting and retaining workers in a strong economy.

Improving Washington's outdated tax structure

By every measure, the state's economy is doing well. In Washington, however, economic growth does not necessarily translate to equivalent growth in state revenues. That's because we have an outdated state tax system that fails to keep pace with economic growth.

The bulk of Washington's tax system was put in place in the 1930s, when our economy was largely goods based. Today, however, we spend a smaller share of our disposable income on goods and a larger share on services. The bottom line: We do not tax services to the extent we tax goods.

More than half our revenue comes from retail sales taxes, which disproportionately impact people at the lower end of the economic scale and allow the very wealthiest individuals and most prosperous businesses to pay relatively less in taxes.

The state has invested enormously in building up one of the most skilled workforces in the country, designing and maintaining an infrastructure

that enables businesses to transport a growing volume of goods and products, and in preserving the beautiful spaces that companies tout when recruiting employees. When companies and individuals do well, everyone benefits when they help pay it forward so the state can continue investing in the things that ensure the same opportunities for all Washingtonians.

To pay for the investments laid out in his budget, the governor proposes using a portion of the state's budget reserves in combination with revenue from one new tax and changes to two current state taxes:

- A new capital gains tax on the sale of stocks, bonds and other assets. With the tax geared to very large capital gains, only a tiny fraction of the state's wealthiest taxpayers would be affected. Exemptions are provided for retirement accounts, homes, farms and forestry. Earned income from salaries and wages are not capital gains and would not be taxed at all.
- Increasing the state business and occupation tax on services, such as those provided by accountants, architects, attorneys, consultants and real estate agents.
- Changing the state's real estate excise tax from a regressive flat rate to a progressive graduated rate that would lower the tax on sales of lower-value properties and increase it for sales of properties valued at \$1 million or more. Additional revenue generated by the change will help fund the removal of fish passage barriers, or culverts, across the state.

The proposed tax changes would raise nearly \$4 billion in the next biennium. Even with the revenue increases the governor is proposing, Washington's tax collections as a share of the economy will remain below the national average. Heading into the next biennium, the state is projected to have about \$3 billion in total reserves. Under Inslee's proposal, the state would still have about \$2.8 billion in total reserves at the end of the biennium.

K-12 Education

Budget builds on state's landmark school funding achievements

During the past five years, Gov. Inslee and the Legislature dramatically boosted state funding for public K-12 schools and 1 million students. In response to the 2012 McCleary court decision, the state has phased in public school funding of \$4.7 billion. Last year, the final piece of the funding response to the McCleary case was enacted with a \$1 billion state increase in education employee compensation.

As new McCleary funding is maintained in the coming years, the focus of state budgets and policies for the public schools will be on enhancing services for all students, especially for those with the greatest needs for help in achieving their bright potential.

The 2019–21 budget will be the first in which all McCleary funding improvements will be fully funded for an entire biennium: The additional cost of meeting McCleary and other K-12 obligations is nearly \$4.1 billion above the current budget.

Inslee understands that meeting the state's basic education funding obligation was just a start. His budget for the next biennium calls for several major enhancements to the state's public school system.

Local levy authority

Funding the McCleary decision was essential to providing appropriate funding for basic education. Yet Inslee believes that mandatory base funding for schools should be a floor for support and not a ceiling, or limit, on local communities' ability to enhance school services through voter-approved local levies. The governor has heard from schools and families across the state that levy reforms implemented in 2017 simply went too far in reducing local control of school district programming and operations.

With his budget, the governor proposes returning to Washington's traditional levy structure beginning

in calendar year 2020. His levy proposal eliminates old complications such as grandfathering and ghost revenue calculations for a more simplified approach. It allows all districts to levy up to 28 percent of their combined state and federal revenues and reinstates state equalization of local levies at 14 percent of the same. His budget calls for a \$214 million biennial increase in Local Effort Assistance.

Student supports

The governor proposes increasing staffing levels — as called for under Initiative 1351 — for nurses, social workers, psychologists and guidance counselors in elementary and middle schools. These staff provide a system of support for students' physical, mental and emotional well-being in addition to serving as potential points of contact for students who may be seeking adults to trust. The budget includes \$155 million for districts in which more than half of students are eligible for free and reduced price meals. This kicks off a six-year phase-in beginning with Washington's lowest-income districts. Eventually, all districts will be served.

Special education

Investments in the 2018 legislative session, including the final compensation increase under McCleary, raised special education program funding by \$340 million from the 2017–18 to the 2018–19 school years.

In his 2019–21 budget, the governor takes the next steps to funding the special education needs of Washington students:

- \$51 million to fully fund the safety net, a program that reimburses districts for extraordinary expenditures on services to students with the highest-cost special education needs.

- \$94 million to begin phasing in the targeted and enhanced special education funding structure proposed by Superintendent of Public Instruction Chris Reykdal. As the state explores its goals and options for special education, the superintendent's plan will align state resources more closely with student needs.
- \$1 million for the Washington State Institute of Public Policy to study special education goals, services and outcomes — nationally and internationally — to help inform Washington's future options for special education.

Science education

The budget includes \$4 million to double the current investment in climate science education in our schools. This will promote more teacher development in science education and bolster support for community-based organizations to partner with schools and educational service districts to develop training and curriculum supports.

Another \$4 million is for computer science grants, bringing funding for this program to a total of \$6 million. This new investment includes a \$1 million increase for a grant program that requires private matching funds for disbursement. The other \$3 million is for grants to districts in which more than 60 percent of students are eligible for free and reduced price meals.

Student mental health and safety

The budget includes \$7.5 million for a regional support structure for districts to offer a coordinated approach to prevention, early identification and intervention for student behavioral health and safety needs. Coordinated by the Office of Superintendent of Public Instruction and with supports delivered by the nine educational service districts, the proposed funding will provide school districts with capacity to:

- Develop and implement comprehensive safe schools plans.

- Recognize and respond to emotional and behavioral distress in students.
- Expand student access to publicly funded behavioral health services.

Addressing the opportunity gap

The governor proposes additional investments to improve educational outcomes for all students and to address opportunity gaps. These include expansion of dual language opportunities and recruitment of educators from diverse populations and with the ability to teach in multiple languages:

- \$2.7 million to expand and strengthen the state's dual language grant program and statewide supports.
- \$500,000 to cover exam fees for low-income students seeking to earn the Seal of Biliteracy.
- \$300,000 to widen recruitment of bilingual educators across the state.
- \$50,000 to develop K-12 Spanish language arts learning standards.
- \$3.6 million for scholarships to recruit and retain teachers and address teacher shortages with the condition that the recipients work in Washington public schools for two years (or one year if working in a shortage area).

Paraeducator training

Our public schools rely heavily on paraeducators to serve students in many capacities. A 2017 law requires that all paraeducators receive four days of training in the fundamental course of study within their first year of employment and another 10 days of training during the following three years to obtain a paraeducator certificate. To achieve the goal of a fully trained paraeducator workforce, the governor's budget includes \$24.6 million for four days of training in the 2019–20 school year.



THE WASHINGTON STATE BOARD OF EDUCATION

An education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning

COVER: 2019 LEGISLATIVE SESSION KICK-OFF

Prepared for the January 2019 Board Meeting

Information item.

As related to:

☒ **Goal One:** All students feel safe at school, and have the supports necessary to thrive.

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☒ **Other**

Materials:

1. Legislative platform, About the Board, SBE Diploma Proposal Document
2. Please see the "Additional Materials" folder for other documents

Synopsis and Policy Considerations:

Briefing on chamber leadership, committee composition, initial known K-12 policy and funding prospects, and other key information related to the 2019 Legislature, as well as a refresher on effective legislative advocacy.

What information is key to advancing SBE's 2019 Legislative Platform?

What are the prospects for SBE's 2019 Legislative Platform?

2019 SBE Legislative Platform



SBE Request Legislation: Flexibility in Graduation Requirements

To increase flexibility for districts to offer a career and college ready diploma and to increase personalization for students to find the path to a diploma that works best for them, SBE proposes legislation to:

- Revise the meaning of “circumstances” by which local school districts can grant two-credit waivers of non-core courses (from “unusual” to “individual student” circumstances).
- Automatically grant students high school credit for high school level courses passed in middle school, except by student request, and allow students to select credit by a grade or pass for transcript.
- Reinstate the “expedited appeal” for students not meeting assessment requirements.
- Create and fund a workgroup led by SBE to coordinate development of a framework for a competency-based pathway to a diploma.

SBE Priorities:

Educational Equity

The Board urges the Legislature to dismantle policies, programs, and practices that contribute to disparate and statistically predictable educational outcomes based on race, ethnicity, socioeconomic background, and other factors. Specifically, the Board supports repealing anti-affirmative action statutes i.e., I-200 (RCW 49.60.400-401), increasing access to high quality expanded learning opportunities for historically underserved students, and revising the prototypical school funding model to ensure the diverse needs of students are met.

School Safety

Safe schools foster academic achievement and a healthy K-12 system. SBE urges the state to:

- Create a state-wide framework for mental health support, social emotional learning, and trauma-informed instructional models in the K-12 system.
- Expand and sustain comprehensive statewide school safety and mental health systems via regional coordination.
- Create and fund a workgroup to coordinate a state-wide school culture and climate survey.

Early Learning

SBE urges the Legislature to expand access to affordable, high-quality early childhood education for all of Washington’s children, particularly children of color and children in poverty, as a means to mitigate opportunity and achievement gaps.

Special Education Funding

Special Education funding remains inadequate. SBE urges the Legislature to increase funding for students who have Individualized Education Plans, for students qualifying for the Safety Net, and to support inclusionary practices.

SBE Position:

Relationship between State Assessments and High School Graduation

If the Legislature reconsiders policies related to mandatory state assessments linked to graduation, the State Board of Education supports legislation that delinks the passing of statewide assessments from graduation requirements, provided that: 1) State standards in math, English Language Arts, and science are not diminished; 2) State assessment results are still used as part of the Washington School Improvement Framework; 3) Assessment participation rates remain a focus of emphasis consistent with the expectations of ESSA; and 4) Student-level assessment results will be used to inform student course taking in subsequent terms to focus on growth and progress to achieve high school proficiency and career and college readiness.

About The State Board of Education



Vision

The Washington State Board of Education envisions an education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning.

Mission

Provide transparent leadership in K-12 education policy-making; effective oversight of schools serving Washington K-12 students; and, assertive advocacy for student personal growth and success. These three areas of responsibility will support a system that personalizes learning for each student and values diverse cultures, abilities, and learning styles.

About the Board

The State Board of Education (SBE) is charged with advocacy and oversight of Washington's education system, provides leadership for a system that personalizes education based on each student's needs, develops policies and structures designed to create an accountability system to improve student achievement, and promotes the achievement of state goals for basic education. The Board is comprised of sixteen members, including two student members, the Superintendent of Public Instruction, one member elected by the private schools, five members elected by local school boards, and seven members appointed by the Governor. The Board holds six regularly scheduled public meetings each year. Specific responsibilities of the SBE include:

- **Advocacy and strategic oversight of public education:** The Board provides a public forum to develop policies and provide advocacy to support a system of education that responds to individual student goals and community needs.
- **Basic Education Compliance:** The Board adopts rules and monitors compliance with a standards-based program of basic education, approves private schools operating in Washington, and approves and monitors districts wishing to authorize charter schools.
- **High School Graduation Requirements:** The Board establishes credit and non-credit requirements for high school graduation, determines threshold scores for assessments, and alternatives to meet graduation requirements.
- **Accountability and Improvement:** The Board adopts goals for the system, consults with OSPI to develop, maintain, and report on the state assessment system, establishes the index for system accountability and metrics for system health, and identifies criteria and approves districts for recognition and improvement.

Strategic Plan

The SBE recently approved its [2019-2023 Strategic Plan](#). The priorities, initiatives, and efforts outlined in the strategic plan further inform SBE's legislative activities. See the approved plan at www.sbe.wa.gov.

If you have questions regarding this information, please contact Kaaren Heikes, SBE's Director of Policy and Partnerships, at 360.725.6029 or Kaaren.Heikes@k12.wa.us.



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An education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning

COVER: ANNUAL CHARTER SCHOOLS REPORT

Prepared for the January 2019 Board Meeting

Information and action item.

As related to:

☒ **Goal One:** All students feel safe at school, and have the supports necessary to thrive.

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☒ **Other**

Materials:

Draft Annual Charter School Report for 2017-2018

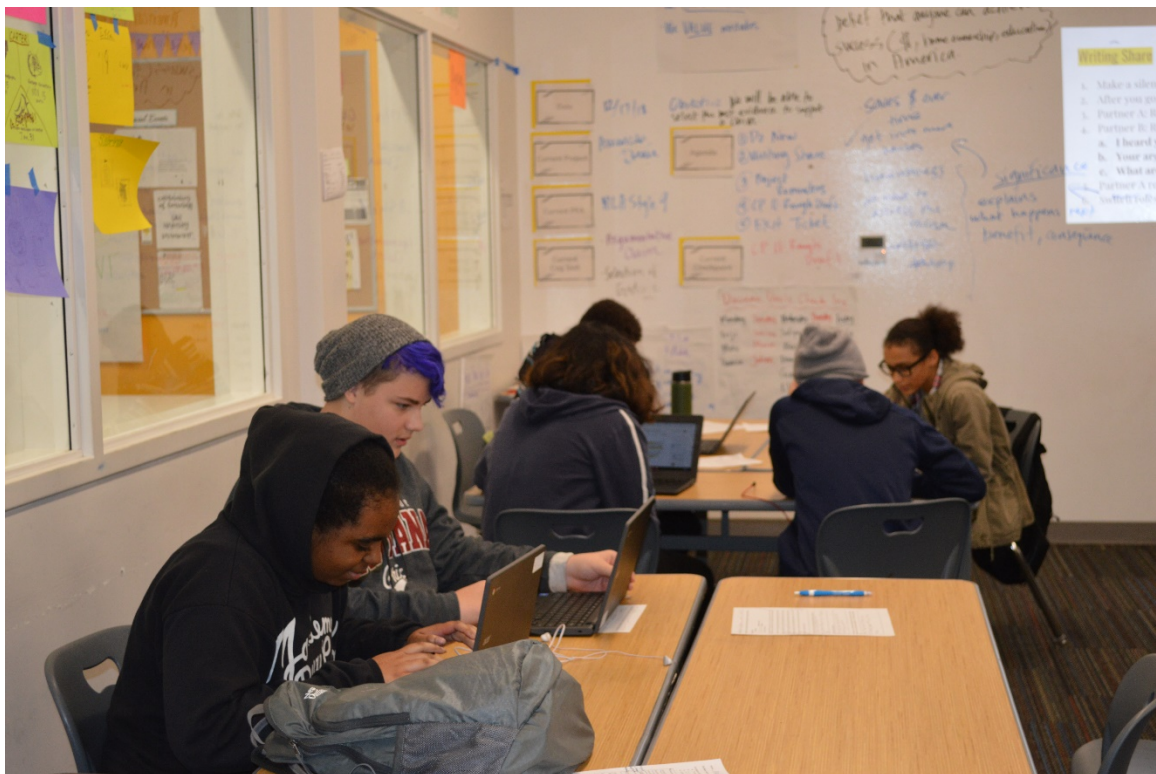
Synopsis and Policy Considerations:

Review and discuss the key information in the draft annual charter school report and consider Board adoption before issuing it to the Legislature, Governor and public at large. Per 28A.710.250, SBE's annual charter school report (for 2017-2018) must address:

- The performance of the state's charter schools during the preceding school year, including a comparison of the performance of charter school students with the performance of academically, ethnically, and economically comparable groups of students in other public schools;
- SBE's assessment of the successes, challenges, and areas for improvement in meeting the purposes of the Washington Charter Public Schools Act (RCW 28A.710), including the board's assessment of the sufficiency of funding for charter schools, the efficacy of the formula for authorizer funding; and
- Any suggested changes in state law or policy necessary to strengthen the state's charter schools.



The Washington State Board of Education envisions an education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning.



Annual Report on Charter Schools: 2017-2018

DRAFT 12/28/2018

ACKNOWLEDGEMENTS

The Washington State Board of Education (SBE) staff would like to acknowledge the support provided by the Washington State Charter School Commission (CSC) staff who worked collaboratively to ensure accurate student performance data and identify suggested amendments to statute to strengthen the state's charter schools.

The SBE also wishes to thank the Student Information Office staff at the Office of the Superintendent of Public Instruction (OSPI) for providing certain data to the SBE about the Washington charter schools.

Questions regarding this report should be directed to the following SBE staff:

Ms. Kaaren Heikes, Director of Policy and Partnerships

Dr. Andrew Parr, Research Director

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Executive Summary

Washington State's Charter School Act (RCW 28A.710) was enacted on April 3, 2016. The primary purpose of Washington's Charter School Act is to allow flexibility to innovate in areas such as scheduling, personnel, funding, and educational programs to improve student outcomes and academic achievement of "at-risk" student populations. A Washington charter public school is a public school that is not a common school. Rather it is a public alternative to traditional common schools. The first public charter schools began operating in Washington in fall, 2016. Annually, the State Board of Education, in collaboration with the Charter School Commission, issues a report to the Governor, the Legislature, and the public, in accordance with RCW 28A.710.250. This is the second annual report, and as such, the findings and analysis presented here should be considered preliminary.

The annual report must include:

- The performance of the state's charter schools during the preceding school year, including a comparison of the performance of charter school students with the performance of academically, ethnically, and economically comparable groups of students in other public schools;
- The state board of education's assessment of the successes, challenges, and areas for improvement in meeting the purposes of the Washington Charter Public Schools Act (RCW 28A.710), including the board's assessment of the sufficiency of funding for charter schools, the efficacy of the formula for authorizer funding; and
- Any suggested changes in state law or policy necessary to strengthen the state's charter schools.

Two authorizers – the Charter School Commission and Spokane Public Schools – authorized ten charter public schools operating in Washington during the 2017-18 school year. Charter public school enrollment enrolled a total of 2,352 Washington students K-12 in 2017-18. This represents approximately one fifth of one percent (0.2%) of the total 1,116,599 K-12 public school students enrolled in Washington's public schools in 2017-18.

The five key findings are:

1. Five charter schools posted results that were similar to or better than the statewide average performance in Washington.
2. Seven charter schools posted results that were similar to or better than the home school¹ district.
3. Statewide charter school students perform about the same as demographically similar non-charter students on the ELA, math, and science assessments.
4. At nearly every grade level and in ELA, math, and science, charter school students perform about the same as demographically similar non-charter school students.
5. Statewide, charter school students posted student growth percentiles similar to or higher than the non-charter school students in all grades for both ELA and math.

This annual report contains an assessment of the successes, challenges, and areas for improvement in meeting the purposes of the Washington Charter Public Schools Act (RCW 28aA.710), including the State

¹ The home school district is defined as the district in which the charter school is physically located. In some cases charter schools draw students from multiple districts.

Board of Education's assessment of the sufficiency of funding for charter schools, and the efficacy of the formula for authorizer funding.

This report identifies the following successes:

- Constitutionality and strength of the Washington's Charter School Act;
- Charter public schools are serving a higher share of many of the student groups prioritized in the law;
- Charter public school authorizers and other state agencies (SAO, OSPI, SBE) have established comprehensive academic, financial, and organizational frameworks and protocols for high levels of charter public school accountability; and
- The True Measure Collaborative (TMC) offers centralized expertise and supports that promote compliant, effective, and innovative practices for meeting the needs of students faced with barriers to academic achievement, including those with disabilities.

This report identifies the following challenges for charter schools:

- The current funding model, in which students in charter public schools receive significantly lower total public funding than students in non-charter public schools, makes sustainability challenging;
- Lack of access to capital funding for Washington charter public schools exacerbates the funding challenges. Charter public schools spend approximately ten percent of their basic education state funding on facilities; and
- Like all public schools in Washington, the funding model for students with Individualized Education Plans and the shortage of high-quality special education (SPED) teachers in our state present challenges for charter public schools.

While it is early in the implementation of this law, the report identifies recommendations to improve the law governing charter public schools from the state Charter School Commission, from Spokane Public Schools, and from SBE, with consensus around the following recommendations:

- Increase the per-student state funding for students with an Individualized Education Plan (IEP).
- Make changes to the Charter School Act (RCW 28A.710) to clarify language and align the Act to the state's updated accountability system.
- Change approval (of an admission policy) "by the commission" to "by the authorizer" (to reflect multiple authorizers in Washington).
- Change annual report dates – from November 1st (authorizers' reports to SBE) and December 1st (SBE's report to the Governor and Legislature) – to later dates that allow authorizers and the SBE to access and utilize financial and academic performance data, and enables SBE to incorporate them into one comprehensive annual charter schools report that addresses all information required by RCW 28A.710.250.
- Review the adequacy and efficiency of the authorizer oversight fee for the purpose of determining whether the formula should be adjusted in order to ensure fulfilling the purposes of chapter 28A.710 RCW, in accordance with RCW 28A.710.110(2).
- Explore and consider alternative language for "at risk" which is used throughout the charter school act to denote "the types of students" charter schools are to prioritize; "at risk" is pejorative and misaligned with SBE's equity statement and lens.

Introduction

Research Context

National: Since the inception of public charter schools, dueling research has abounded, much of it biased based on the philosophical support or opposition of the charter school concept. Drawing broad conclusions about the academic achievement of charter school students across the nation is challenging, as results vary from state to state, by school level, by presence and nature of a management organization, and other structural variables, and results differ for specific student groups.

The Center for Research on Education Outcomes (CREDO) is one of the most credible and prolific entities researching charter schools. In 2013, CREDO published the results of a nationwide study of the academic performance of students attending charter schools. The overall takeaway from the [National Charter School study](#) was that on average, students attending charter schools exhibit the equivalent of eight additional days of learning in reading and the same days of learning in math per year compared to their non-charter school peers. Black students, students in poverty, and English learners appear to benefit from attending charter schools. However, like traditional public schools, charter school quality is uneven across the states and across schools.

Washington-specific: Over the past year, 2017-2018, CREDO has conducted a study on Washington State Charter Schools. SBE is issuing this report at the same time that CREDO is finalizing its analysis of the performance of Washington charter schools in 2012-2017. The CREDO report follows a rigorous design the organization has utilized for a number of charter school studies, including the National Charter School Study (2013). The findings of the CREDO study of Washington charter schools will be publicly released in January, 2019.

Two other studies specific to charter schools in Washington state have been released in 2018; one by the Center for Reinventing Public Education (CRPE), [“Are Washington Charter Public Schools Serving Students with Disabilities”](#) and one by the State Auditor’s Office (SAO), [“Charter School Accountability and Opportunities for Collaboration.”](#) CRPE finds that “Looking at Washington within the national context, Washington’s charter schools appear to serve students with disabilities at a substantially higher rate than the national charter school average (16.1 percent versus 10.6 percent) and at a higher rate than the Washington state average (12.4 percent). They are also serving a wide range of disabilities, including students with high needs, and serving a majority in a mostly inclusive environment. There is no evidence of push out or counseling out, and in a number of schools there are enrollment increases in special education midyear as more students transfer in.” SAO finds that “When compared to the rest of their local school districts, almost all charters enrolled higher percentages of low-income students, students of color, and students with disabilities, though most enrolled a smaller percentage of English language learners.”

Charter Schools in Washington

Washington State’s Charter School Act ([RCW 28A.710](#)) was enacted on April 3, 2016. The primary purpose of Washington’s Charter School Act is to allow flexibility to innovate in areas such as scheduling, personnel, funding, and educational programs to improve student outcomes and academic achievement of “at-risk” student populations. A Washington charter public school is a public school that is not a common school, rather it is a public alternative to traditional common schools. A charter public school must be a Washington nonprofit public benefit corporation with federal tax exempt status under section

501(c)(3) of the IRS code, and must be nonsectarian and nonreligious. A charter public school is governed by a nonprofit board according to the terms of a renewable, five-year performance-based charter contract executed with an approved authorizer that contains at least the 32 elements required by RCW 28A.710.130; all charter school board members and Washington Charter School Commission members must file annual personal financial affairs statements with the Public Disclosure Commission (PDC). Washington charter public schools are open to all children free of charge and by choice, with admission based only on age group, grade level, and school enrollment capacity. Washington charter public schools are subject to the supervision of the OSPI and SBE, including accountability measures and the performance improvement goals adopted by SBE, to the same extent as other public schools, must provide a program of basic education, and participate in the statewide student assessment system. Charter teachers meet the same certification requirements as traditional public school teachers, including background checks. Charter schools comply with local, state, and federal health, safety, parents' rights, civil rights, Individuals with Disabilities Education Improvement Act, Elementary and Secondary Education Act, and nondiscrimination laws applicable to school districts.

The first public charter schools began operating in Washington in fall, 2016. Now the state has had operating charter schools for two school years: 2016-2017 and 2017-2018. RCW 28A.710.250 directs the State Board of Education, in collaboration with the Charter School Commission, to issue an annual report to the Governor, the Legislature, and the public. This is the second annual report. The annual report must include:

- I. The performance of the state's charter schools during the preceding school year, including a comparison of the performance of charter school students with the performance of academically, ethnically, and economically comparable groups of students in other public schools;
- II. The state board of education's assessment of the successes, challenges, and areas for improvement in meeting the purposes of the Washington Charter Public Schools Act (RCW 28A.710), including the board's assessment of the sufficiency of funding for charter schools, the efficacy of the formula for authorizer funding; and
- III. Any suggested changes in state law or policy necessary to strengthen the state's charter schools.

RCW 28A.710.250(2) stipulates that *the annual report must be based on the reports submitted by each authorizer as well as any additional relevant data compiled by the state board of education*. The two current charter public school authorizers in the state, the Charter Schools Commission and Spokane Public Schools, submitted annual reports to the State Board of Education in early November. In accordance with [RCW 28A.710.100\(4\)](#) and [WAC 180-19-210](#), annual authorizer reports include the status of the authorizer's charter school portfolio, the authorizer's strategic vision for chartering and progress toward achieving that vision, and the academic and financial performance of all operating charter schools under its jurisdiction, including the progress of the charter schools based on the authorizer's performance framework. Certain information from these two authorizer reports is incorporated into this SBE annual report. Both complete annual reports are posted on SBE's website:

[Washington State Charter School Commission's 2017-2018 Annual Charter School Authorizer Report](#)
[Spokane Public Schools' 2017-2018 Annual Charter School Authorizer Report](#)

Two authorizers – the Charter School Commission and Spokane Public Schools – authorized ten charter public schools operating in Washington during the 2017-18 school year, growth of two schools compared to 2016-17 (Table 1).

Table 1: 2017-2018 Operating Charter Schools

School Name	Authorizer	Location	Grades Served	Enrollment
Green Dot Excel	State Charter School Commission	Kent	7-9	169
Green Dot Destiny	State Charter School Commission	Tacoma	6-8	239
Green Dot Rainier Valley Leadership Academy (RVLA)	State Charter School Commission	Seattle	6	103
PRIDE Prep	Spokane Public Schools	Spokane	6-9	396
Rainer Prep	State Charter School Commission	Seattle	5-8	322
SOAR	State Charter School Commission	Tacoma	K-3	139
Spokane International Academy	Spokane Public Schools	Spokane	K-8	406
Summit Atlas	State Charter School Commission	Seattle	6 and 9	156
Summit Olympus	State Charter School Commission	Tacoma	9-11	142
Summit Sierra	State Charter School Commission	Seattle	9-11	280

Charter public school enrollment grew by 455 students over 2016-17, enrolling a total of 2,352 Washington students K-12 in 2017-18. This represents approximately one fifth of one percent (0.2%) of the total 1,116,599 K-12 public school students enrolled in Washington’s public schools in 2017-18.

The demographics of students enrolled in charter schools during the 2017-2018 school year are delineated in Table 2. Eight of the ten charter schools served higher percentages of students of color and students in poverty than did their “home districts;” the other two served similar demographics to those in their “home districts.” Nine of the ten charter schools served higher percentages of Black students than the state average; eight of the ten served higher percentages of students living in poverty than the state average; charter schools served students with disabilities at a higher rate than the Washington state average; seven of the ten served lower percentages of English Learners than the state.

Table 2: 2017-2018 Charter School Student Demographics

	American Indian/ Alaskan Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian/ Pacific Islander	White	Two or More Races		English Learners	FRPL Eligible	Students with IEPs
Rainier Prep	0.3	9.0	35.5	28.1	0.9	18.5	7.8		28.3	77.3	10.6
Highline SD	0.9	14.5	14.1	38.5	4.0	22.0	6.1		27.9	62.5	15.9
Excel	0.0	6.2	44.7	8.7	0.6	32.3	7.5		12.6	51.5	15.0
Kent SD	0.3	19.1	11.9	22.6	2.6	33.7	9.7		21.1	48.8	11.4
Atlas	0.0	3.3	30.9	17.1	0.0	35.4	13.3		7.5	47.8	16.0
Rainier Valley	0.9	2.8	76.6	5.6	0.0	10.3	3.7		20.2	68.3	14.4
Sierra	1.7	10.4	40.7	8.8	0.0	26.3	12.1		7.8	41.8	17.5
Seattle SD	0.5	14.1	14.9	12.1	0.5	47.1	10.8		12.5	31.8	15.1
Pride Prep	5.8	1.8	9.6	2.5	1.3	72.5	6.6		0.0	48.9	15.1
SIA	0.5	1.7	2.0	10.8	0.0	69.7	15.3		1.8	38.1	10.6
Spokane SD	1.2	2.6	3.3	10.3	1.6	67.9	13.0		6.4	55.7	17.4
Destiny	2.2	1.8	26.3	23.7	5.4	22.3	18.3		7.4	71.1	21.1
Olympus	1.8	3.6	19.2	29.3	2.4	30.5	13.2		7.3	70.9	19.8
SOAR	1.7	0.6	31.1	17.2	2.2	19.4	27.8		6.4	70.7	17.1
Tacoma SD	1.2	9.4	14.9	20.3	3.0	39.3	11.9		11.2	56.1	15.1
Washington	1.4	7.7	4.4	23.1	1.1	54.4	8.0		11.5	42.4	14.1

Note: School values exceeding district average values are highlighted in bold text.

Section I: 2017-2018 Charter School Performance

This section of the annual report provides a comparison of the performance of charter school students with the average results for the home district and the state, and with the performance of academically, ethnically, and economically comparable groups of students in other public schools, in accordance with RCW 28A.710.250(2). In other words, the state law requires that the charter school performance be conducted through two distinct analyses:

- A. An analysis of the academic performance or achievement of students at charter schools compared to students in the home district and the state, and
- B. A comparison of the academic performance of students at charter schools to similar non-charter school students.

Summary of Results

The preliminary results and findings of the data¹ analysis are best characterized as mixed. Some of the charter schools performed higher, some performed similarly, and some performed lower than the “home district” or state on the ELA, math, or science assessments (Table 3). For the average scale score comparisons in this report, “similar” means the researcher must conclude that the average scores (means) do not significantly differ and the performance is statistically similar. “Mixed”, as used here, means the charter school was statistically similar to or outperformed the home district or state in either ELA or math.

The five key findings are summarized as follows:

1. Five charter schools posted results that were similar to or better than the statewide average performance in Washington.
2. Seven charter schools posted results that were similar to or better than the results for the home school district.
3. Statewide charter school students perform about the same as demographically similar non-charter students on the ELA, math, and science assessments.
4. At nearly each grade level and in ELA, math, and science, charter school students perform about the same as demographically similar non-charter school students.
5. Statewide, charter school students posted student growth percentiles similar to or higher than the non-charter school students in all grades for both ELA and math.

Methodology

To meet the requirements of RCW 28A.710.250(2), SBE conducted a two part study.

Part A is comprised of analyses on the academic performance or achievement of students at charter schools. For each charter school, the 2018 school demographics taken from the Washington report card are presented in a summary table that includes demographic data for the charter school, the home district, and the state. The charter school student performance data (mean scale score and mean scale score difference by content area and by grade level) is presented in summary tables with accompanying descriptive text.

Part B comprises the comparison of the academic performance of students at charter schools to similar non-charter school students. This analysis required the construction of a control group from which to

make the comparison of student groups (Exhibit A). The charter school student performance data (mean scale score and mean scale score difference by content area and by grade level) compared to results from similar non-charter school students are presented in summary tables with accompanying descriptive text.

Between late September and mid-December, the Office of the Superintendent of Public Instruction (OSPI) Office of School Information provided the SBE with separate de-identified student enrollment, assessment, absence, and discipline data files for the 2017-18 school year to complete the required analyses.

The findings in Part B are derived solely from the SBA ELA and math and the WCAS science assessments for the charter school and non-charter school student groups. Group differences were evaluated using the Independent Samples t-Test and the group differences are reported as follows.

- A statistically similar performance between groups is where a *t*-test of the group means resulted in a value of $p > 0.050$. In this case, the null hypothesis of no difference between the means cannot be rejected. **In other words, the researcher must conclude that the means do not differ and the performance is statistically similar.**
- A statistically different performance between groups is where a *t*-test of the group means resulted in a value of $p \leq 0.050$. In this case, the null hypothesis of no difference between the means is rejected. **The researcher concludes that the means differ and the performance is described as statistically different.**

This work primarily relies on the statewide assessments in ELA and math developed by the [Smarter Balanced Assessment consortium](#) (SBAC). Based on the items answered correctly, a scale score of approximately 2300 to 2800 is assigned to each student. A [scale score](#) of approximately 2425 to 2675 (depending on grade level and content area) is required to meet standard or be deemed as proficient. On the [science assessments](#), scale scores range from approximately 340 to 1190 and a scale score of 700 is required to meet standard or be deemed as proficient. Because the range of scale scores differs by grade level, it is necessary to evaluate for scale score differences by grade level. If scores are aggregated to the school-level or to the student group level, it is essential that the number of records for each grade level are factored into the finding.

In addition to the average scale score by group, the scale score mean difference is reported and provides the most meaningful measure of charter school student performance in comparison to the non-charter school student performance. The mean difference is reported as the value for the non-charter school group minus the value for the charter school group. A negative mean difference indicates that the mean scale score for the comparison group (charter school students) was higher than the mean scale score for the control group (non-charter school students). A positive mean difference indicates that the mean scale score for the comparison group (charter school students) was lower than the mean scale score for the control group (non-charter school students).

The Independent Sample t-Test was conducted to determine whether the comparison group (charter school students) performed differently than the control group (non-charter school students) on the statewide ELA, math, and science assessments. For the analyses in Part B, the comparison and control groups are aggregated from all of the charter schools. In other words, all of the charter school students

are combined into one large group to assess for overall group differences. The results of the t-tests are summarized in Table 3.

Limitations

The findings presented here and elaborated upon should be considered preliminary, as this is only SBE's second annual report assessing the performance of charter schools and charter school students. Also, the SBE Board has requested staff to conduct additional analyses which may be included in future reports. SBE Board requests include but are not limited to the following analyses:

- Performance on the early learning assessment (Washington Kindergarten Inventory of Developmental Skills) by charter school students and similar students,
- Differences in performance based on gender,
- Differences in performance based on race/ethnicity and subethnicity,
- Differences in performance based on program participation, and
- Comparison of performance to the school the charter school student came from.

Please be advised that this report elaborates on the performance of charter schools through the use of de-identified student results from the 2017-18 school year only. The SBE is expected to receive additional school performance results subsequent to issuing this report and plans to analyze the 2016-17 assessment results in a similar manner. As such, it would be premature to make a judgement about the performance of the charter schools until multiple years of results (five years) are available.

Another limitation of this work centers on the fact that only ten charter schools are reported upon here and the results for approximately 1400 students are included in this initial analysis. Additional charter schools are expected to be authorized in the coming years and the overall enrollment of the charter schools is expected to increase. The meaningfulness of the statistical analyses would be enhanced with the larger student counts and additional schools.

Part A: Performance of Students at Charter Schools

Table 3: Summary showing how the charter school, home school district, or state scored in relation to each other on the statewide ELA, math, and science assessments.

Charter School	Demographics Charter School vs. Home District	Average Scale Scores Charter School vs. Home District	Average Scale Scores Charter School vs. Washington
Green Dot Destiny	Higher percentages of students of color and students in poverty	Destiny Performed Lower	Destiny Performed Lower
Green Dot Excel	Higher percentages of students of color; similar percentages of students in poverty	Excel Performed Similar*	Excel Performed Lower
Green Dot Rainier Valley	Higher percentages of students of color and students in poverty	Rainier Valley Performed Lower	Rainier Valley Performed Lower

Charter School	Demographics Charter School vs. Home District	Average Scale Scores Charter School vs. Home District	Average Scale Scores Charter School vs. Washington
Pride Prep	Similar Demographics	Mixed* Results	Pride Prep Performed Lower
Rainier Prep	Higher percentages of students of color and students in poverty	Rainier Prep Performed Higher	Rainier Prep Performed Higher
SOAR	Higher percentages of students of color and students in poverty	SOAR Performed Lower	SOAR Performed Lower
Spokane International Academy	Similar Demographics	Spokane International Performed Higher	Spokane International Performed Higher
Summit Atlas	Higher percentages of students of color and students in poverty	Atlas Performed Similar*	Atlas Performed Higher
Summit Olympus	Higher percentages of students of color and students in poverty	Olympus Performed Similar*	Mixed* Results
Summit Sierra	Higher percentages of students of color and students in poverty	Mixed* Results	Sierra Performed Higher

*For the average scale score comparisons in this figure, “similar” means the performance is statistically similar. “Mixed” means the charter school was statistically similar to or outperformed the home district or state in either ELA or math.

Part B: Performance of students at charter schools to similar non-charter school students.

On the statewide ELA and math assessments, the comparison group (charter school students) performed no differently than the control group (non-charter school students). On the science assessment, the average scale score for the comparison group was a little higher than the average scale score for the control group (Table 4).

Table 4: Scale Score Comparison Charter School Students with Non-Charter School Students.

Assessment	Students in each Group (N)	Mean Scale Score Comparison Group Charter Students	Mean Scale Score Control Group Non-Charter Students	Mean Scale Score Difference*
ELA	1405	2543.3	2545.6	2.25
Math	1405	2531.7	2532.8	1.08
Science	470	684.7	678.1	-6.52

*Note: the mean difference is reported as the value for the non-charter school group minus the value for the charter school group. A negative mean difference indicates that the mean scale score for the comparison group (charter school students) was higher than the mean scale score for the control group (non-charter school students). A positive mean difference indicates that the mean scale score for the comparison group (charter school students) was lower than the mean scale score for the control group (non-charter school students).

On the student growth percentiles (SGPs), the comparison group (charter school students) performed similarly to the control group (non-charter school students) on the ELA SGPs but differently on the math

SGPs (Table 5). In ELA, both groups demonstrated a little more than one year of academic growth. In math, the charter school students demonstrated on average more than one year of academic growth, while the non-charter school students demonstrated a little less than one year of academic growth.

Table 5: Student Growth Percentile Comparison Charter School Students with Non-Charter School Students.

Assessment	Students* (N)	Mean SGP Comparison Group Charter Students	Mean SGP Control Group Non-Charter Students	Mean SGP Difference*
ELA	1091/1019	52.5	51.8	-0.72
Math**	1091/1018	52.1	48.4	-3.67

*Note: shows the number of student records for the control/comparison group. **Note: the double asterisk denotes the assessments where the group performances were statistically different.

Section II – Meeting the purposes of Washington’s Charter Schools Act (RCW 28A.710)

28A.710.250 directs the SBE to include in this annual report its assessment of the successes, challenges, and areas for improvement in meeting the purposes of the Washington Charter Public Schools Act (RCW 28aA.710), including the Board's assessment of the sufficiency of funding for charter schools, and the efficacy of the formula for authorizer funding.

Regarding the legal context, it is significant to note here that the two major pertinent lawsuits pending at the time the 2017 report was issued have now been resolved by the Washington Supreme Court. On June 7, 2018, in *McCleary v. State*, the Supreme Court ruled that the state had fully implemented its new plan that meet its constitutional obligation to amply fund a uniform system of basic education by 2018, lifted the contempt order and sanctions, and ended their oversight of the case. On October 25, 2018, in *El Centro v. State*, the Supreme Court issued its ruling upholding the constitutionality of the Charter Schools Act (RCW 28A.710).

Successes:

1. The fact that the State Supreme Court has found Washington’s Charter School Act constitutional is a testament to the strong law the Legislature has created. Washington’s law draws on over 20 years of lessons learned and best practices nationally. Both the National Alliance for Public Charter Schools and the National Association of Charter School Authorizers ranked Washington’s law as one of the strongest charter school laws in the country.
2. Charter schools are serving a higher share of many of the student groups prioritized in law, particularly students with IEPs and students in low-income families.
3. Charter public school authorizers and other state agencies (SAO, OSPI, and SBE) have established comprehensive academic, financial, and organizational frameworks and protocols for high levels of charter public school accountability. SAO found that “Performance frameworks maintained by both of Washington’s charter school authorizers align with state laws and leading practices.”
4. This system allows for swift interventions and corrective action in instances of charter school non-compliance with their performance-based charter contract
5. The True Measure Collaborative (TMC) was formed in 2015 in response to emerging charter schools’ commitment to providing the highest quality educational experience for their students,

including those with disabilities. The TMC was envisioned as a resource and partner to charter schools, offering centralized expertise and resources around delivery of special education services that build on and enhance the collective impact of partner schools. Launched as a collaboration between the Washington State Charter Schools Association, Seneca Family of Agencies, and the Puget Sound Educational Service District, the True Measure Collaborative includes all 10 charter public schools. The True Measure Collaborative serves as a full partner to member charter schools, offering robust, centralized expertise and supports that promote compliant, effective, and innovative practices for meeting the needs of students faced with barriers to academic achievement, including those with disabilities.

Challenges:

1. The current funding model, in which students in charter public schools receive significantly lower total public funding than students in non-charter public schools, makes sustainability challenging;
2. Lack of access to capital funding for Washington charter public schools exacerbates the funding challenges. Charter public schools spend approximately ten percent of their basic education state funding on facilities; and
3. Like all public schools in Washington, the funding model for students with Individualized Education Plans and the shortage of high-quality special education (SPED) teachers in our state present challenges for charter public schools.

Areas for Improvement:

See Section III for potential law and policy changes.

Funding sufficiency for charter schools:

In terms of the sufficiency of funding for charter schools, this is a complex issue with many legal, political, and practical aspects. While the Washington State Supreme Court did determine that the state is meeting its constitutional paramount duty in funding a basic education for its K-12 students, many educators and stakeholders continue to contend that public funding is insufficient. The legislature has acted in recent years to increase state funding and eliminate district's reliance on local levy funds for basic education, reserving local levy funds exclusively for enrichment. Nevertheless, many districts still rely on local levy funds to support basic education services, including special education.

RCW 28A.710.030(3) does not entitle public charter schools to receive local levy funds. *The legislature intends that state funding for charter schools be distributed equitably with state funding provided for other public schools* (RCW 28A.710.280(1)). So while state K-12 funding may be distributed equitably to charter public schools, they are not entitled to any local levy funds, nor do they have access to facilities or capital bonds, as do traditional public schools. Charter public schools must spend approximately ten percent of their basic education state funding on facilities.

These regulatory realities create a funding gap in which public charter schools receive less public funding than traditional public schools. Utilizing OSPI's Multi-Year Budget Comparison tool and accounting for the exclusion of local levy funds, **the per student funding gap between Washington students in charter public schools and students in traditional public schools in 2017-2018 ranged from \$1,991 to \$4,206.** In 2018-2019 the gap is projected to be between \$2,220 and \$3,400 per charter school student. Over the

next four years, the *McCleary* fix does slightly narrow the funding gap by raising the state share and limiting the local levies. If the legislature revisits local levies this session and increases the levy lid, then the gap would likely increase again. SBE urges the Legislature and Governor to continue moving toward sufficient and equitable funding for all Washington public schools.

Efficacy of the funding for charter school authorizers:

In accordance with RCW 28A.710.110, SBE has, through rule-making, established a statewide formula for an authorizer oversight fee, with a sliding scale based on number of schools authorized, not to exceed *four percent of each charter school's annual funding* ([WAC 180-19-060](#)).

State law (RCW 28A.710.110(4)) stipulates that an authorizer must use its oversight fee exclusively for the purpose of fulfilling its charter school authorizing duties (under RCW 28A.710.100). According to its 2016-17 and 2017-18 annual authorizer reports to SBE, Spokane Public Schools consistently does not expend all of its authorizer fee funds on authorizing duties. For the 2017-2018 year, Spokane Public Schools collected a total of \$291,785 in authorizing fees (\$154,285 from PRIDE Prep and \$137,500 from Spokane International Academy); the district expended \$238,050, leaving an “un-spendable” balance of \$53,735. The district defers such balances to the subsequent fiscal year to be used only for allowable authorizer expenses. **Exploring other possibilities for this balance would be worthwhile.**

The Charter School Commission currently authorizes ten or more schools, thus its authorizer fee rate is three percent. Spokane Public Schools – and any other district that might become an authorizer in the foreseeable future – authorizes fewer than ten, thus has a four percent authorizer fee. This one percent fee differential could incentivize charter school developers to seek authorization by the Commission rather than a local district. **One possibility that may be worth exploring would be whether the authorizer fee structure should be based on number of schools or number of students.**

For both of these reasons, SBE will, during the 2018-2019 school year, review the adequacy and efficiency of the authorizer oversight fee for the purpose of determining whether the formula should be adjusted in order to ensure fulfilling the purposes of chapter 28A.710 RCW, in accordance with RCW 28A.710.110(2), and to make any adjustments through rule-making.

Section III - Recommended changes to state law or policy

The Charter School Commission has identified a number of statutory changes it would like to see, through a combination of its annual authorizer report and current advocacy platform, specifically:

Charter School Commission Recommendations

- Special Education: Increase the per-student state funding for students with an Individualized Education Plan (IEP)
- Charter School Act Improvements: Make changes to the Charter School Act (RCW 28A.710) to clarify language and align the Act to the state's updated accountability system.
- Charter School Facility Support: Allocate state resources and develop a clear and transparent process to support charter public school facility acquisition and improvements.
- Washington State Charter School Commission Agency Administration: Provide for a statutory executive director of the Washington State Charter School Commission.
- 28A.710.050(3): Change approval (of an admission policy) "by the commission" to "by the authorizer" (since the Commission is not the only authorizer).
- 28A.710.250(1): Change annual report dates – from November 1st (authorizers' reports to SBE) and December 1st (SBE's report to the Governor and Legislature) – to later dates that allow authorizers and the SBE to access and utilize financial and academic performance data, and enables SBE to incorporate them into one comprehensive annual charter schools report that addresses all information required by RCW 28A.710.250(2).

Spokane Public Schools has also identified, in its annual report to SBE, potential changes to RCW 28A.710 that the district believes would strengthen the state's charter schools and authorizing practices.

Spokane Public Schools Recommendations

- 28A.710.050(3): Change, "approved by the commission" to "approved by the authorizer," which appears to be the intent of the provision, since the Commission is not the only authorizer.
- 28A.710.100(b): In "The academic and financial performance of all operating charter schools," insert "organizational." Adding organizational will better align this statute to the "board performance and stewardship" in .170(2)(h) and creates consistency with NACSA's Principles & Standards (required in this section) and with current practice.
- 28A.710.150(3): Amend (3) to eliminate the "race to the finish line" for notice to SBE by authorizers of approved charters for certification. Change "If the board receives simultaneous notification" to "if the board receives notification in any year."
- 28A.710.250(1): Change "By December 1st of each year" to a later date to enable the authorizer annual reports and the SBE annual report to include graduation and WaSIF data.

SBE recommends further exploration of these issues, along with the issues specified in Section II related to both charter school and authorizer funding and others related to strengthening RCW 28A.710 and its implementation.

State Board of Education Recommendation

SBE recommends further exploration of the Charter School Commission and Spokane Public School recommendations. Further, SBE recommends exploring alternative language for “at risk” which is used throughout the charter school act to denote “the types of students” charter schools are to prioritize. Language evolves; language around equity, opportunity, access, and achievement for specific student populations certainly is evolving, raising the question as to whether “at risk” is the most appropriate terminology.

This recommendation stems from the extensive efforts SBE has undertaken related to equity issues over the past two years. In January 2018, the Board adopted an Equity Statement, and subsequently an Equity Lens to use in its policymaking and other decision making. SBE’s newly adopted five-year strategic plan prioritizes equity and embeds it throughout the plan. SBE’s Equity Statement:

The Washington State Board of Education has committed to using equity as a guiding principle in its decision-making related to its statutory charges, strategic planning, and in developing annual policy proposals for consideration by the Washington State Legislature and Governor.

The Washington State Board of Education is committed to successful academic attainment for all students. Accomplishing this will require narrowing academic achievement gaps between the highest and lowest performing students, as well as eliminating the predictability and disproportionality in student achievement outcomes by race, ethnicity, and adverse socioeconomic conditions.

The Board acknowledges that historical and ongoing institutional policies, programs, and practices have contributed to disparate and statistically predictable educational outcomes. To address persistent inequities within our educational system the Board will work collaboratively with educational and community partners to:

- Ensure that educational equity is a shared priority and is viewed as a process to identify, understand, and eliminate institutional policies, practices, and barriers that reinforce and contribute to disparate and predictable educational outcomes;*
- With transparency and humility, honor and actively engage Washington’s underserved communities as partners in developing and advocating for equitable educational policies, opportunities, and resources for marginalized students; and*
- Using equity as a lens, engage in a continuous, collective process of policymaking to ensure Washington’s education system can meet the needs of all students today and into the future.*

“At risk” connotes a defect in the person, and implies that certain student characteristics are defects. This stems from a deficit approach to people rather than an asset-based approach. SBE would contend that the educational system has deficits, not the students in the system, and the systemic defects result in predictable and disparate access to opportunities and academic outcomes for students with certain characteristics. Data consistently reveals that race is the primary predictor of academic achievement, more so than poverty or any other factor. Not all students of color are in low income families, have special education needs, or meet the other criteria specified in the Charter School Act’s definition of an “at risk student” in RCW 28A.710.010(2): “At-risk student” means a student who has an academic or economic disadvantage that requires assistance or special services to succeed in educational programs. The term includes, but is not limited to, students who do not meet minimum standards of academic proficiency, students who are at risk of dropping out of high school, students in chronically low-performing schools, students with higher than average disciplinary sanctions, students with lower participation rates in advanced or gifted programs, students who are limited in English proficiency,

students who are members of economically disadvantaged families, and students who are identified as having special educational needs.

While race is not included on this list of risk factors, some of these descriptors could be construed as inappropriate proxies for race. Students of color are vulnerable within our public school system – not because having black or brown skin is a defect, and not because of a legitimate correlation between race and special education, discipline, under-representation in gifted programs, etc. – but because of the implicit racial bias that exists in the public education system. “Systemically underserved” may be more suitable verbiage. If the legislature takes the Charter School Act under review, SBE would recommend reconsidering the “at risk” language and would work collaboratively with the legislature, the Educational Opportunity Gap Oversight and Accountability Committee, the Charter School Commission, district charter authorizers, and the Office of Superintendent of Public Instruction in an effort to identify better terminology to recommend the Legislature use to replace “at risk.”

During the current fiscal/school year, SBE will continue to collect and analyze data related to charter public schools and the potential changes identified herein.

Exhibit A: Detailed Performance Analysis

Part A: Performance of the Charter Schools

An extensive body of educational research supports the notion that student educational achievement and outcomes are highly correlated with student characteristics that include but are not limited to race/ethnicity, household income level, home language, and participation in special education ([National Assessment of Educational Progress](#), 2018). Because of this association, statistical modelling would predict that any school serving a student population differing from the home district or state would post educational outcomes different from the home district or state. **The mixed results presented below may be in part due to the different characteristics of the student populations between the charter school, home district, and the state.**

In a pioneering study, Zimmer and others (2009) published [Charter Schools in Eight States: Effects on Achievement, Attainment, Integration, and Competition](#). The research dispelled the fear that charter schools were skimming off the highest achieving students. The authors showed that overwhelmingly, the prior test scores of students transferring into charter schools were near or below the local averages. Also, that the prior achievement of the students transferring to charter schools did not differ substantially from other students in the non-charter school from where they left. The work also found that the racial composition of the charter schools entered by transferring students was similar to that of the non-charter school from which the students previously attended. In a [meta-analysis of 22 studies](#) (Anderson, 2017), the researcher concluded that charter schools as a whole tend to serve fewer special education students and English language learners. In a [study of the Washington charter schools](#), the researchers found that Washington charter schools served students with a disability at a substantially higher rate than the national charter school rate, higher than the state rate, and mostly higher than the home district rate. Like the national studies, there is no evidence of systematic “cream-skimming” or “push-out” in Washington charter schools. Over all, there is very little evidence of systematic “cream-skimming” or “push-out” in U.S. charter schools. The results presented below show that the enrollees at charter schools are generally more racially diverse and serve higher percentages of students from low income households.

For the ten charter schools assessing students in at least one of the assessed grade levels, three tables and related text are provided to frame the performance or achievement of the students at a school. The three tables for each school are as follows:

1. School demographics in comparison to the home school district and Washington,
2. The performance on the state assessments by the charter school students in comparison to the performance by the non-charter school students in Washington by grade level, and
3. The performance on the state assessments by the charter school students in comparison to the performance by the non-charter school students in the home school district by grade level.

Green Dot – Destiny Middle School

The Green Dot Destiny Middle School (Destiny MS) is physically situated within the boundaries of the Tacoma School District. Destiny MS serves a higher percentage of students of color, low income, and special education students than the Tacoma SD and the state (Table 6). In May 2018, the Washington Report Card showed Destiny MS with an enrollment of 242 students in the 6th through 8th grades. The Destiny MS enrollment is approximately 26.3 percent Black/African American, which is nearly double the rate of the Tacoma SD and six times the rate for the state. Destiny MS also serves American

Indian/Native Alaskan, Native Hawaiian/Pacific Islander, and Two or More races at a rate substantially higher than the district and the state (Table 5). The school enrollment includes approximately 7.4 percent EL students (lower than the district and state rates), approximately 71 percent FRL students, and 21 percent of students with a disability (both of which are higher than the corresponding rates for the district and state).

Table 6: Destiny Middle School Demographics

Student Group	Destiny MS (%)	Tacoma SD (%)	Washington (%)
American Indian/Alaskan Native	2.2	1.2	1.4
Asian	1.8	9.4	7.7
Black/African American	26.3	14.9	4.4
Hispanic/Latino	23.7	20.3	23.1
Native Hawaiian/Pacific Islander	5.4	3.0	1.1
White	22.3	39.3	54.4
Two or More Races	18.3	11.9	8.0
English Learners	7.4	11.2	11.5
Low Income (FRPL eligible)	71.1	56.1	42.4
Students with IEPs	21.1	15.1	14.1

For all content areas and for all grade levels reported on for Destiny MS, the average scale score for the state is substantially higher than the corresponding score for Destiny MS (Table 7). The average scale scores are described in more detail below.

- The average SBA ELA scale score posted by Destiny MS is approximately 40 to 87 scale score points lower than the corresponding measure for Washington.
- For the SBA math, the average scale score for Destiny MS is approximately 60 to 96 scale score points lower than the corresponding measure for Washington.
- On the 8th grade WCAS, Destiny MS posted an average scale score approximately 37 scale score points lower than the average for the state.

Table 7: Destiny Middle School Assessment Scores compared to State Average

Assessment	Scale Score Destiny (M)	Scale Score Washington (M)	Scale Score Mean (M) Diff.*
6 th Grade ELA	2498.9	2538.9	40.0
7 th Grade ELA	2481.6	2568.6	87.0
8 th Grade ELA	2523.7	2584.9	61.2
6 th Grade Math	2481.0	2540.9	59.9
7 th Grade Math	2462.1	2558.2	96.1
8 th Grade Math	2485.2	2576.2	91.0
8 th Grade Science	664.5	701.4	36.9

*Note: the positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students.

In all the grade levels on the statewide assessments in ELA, math, and science, the Tacoma SD scored higher than the Destiny MS (Table 8). Statistically significant differences were identified for the 7th and 8th grades. The results are described as follows:

- On the SBA ELA, the Destiny and Tacoma SD performances were similar for the 6th grade but different for the 7th and 8th grades, with the Tacoma SD scoring higher by 55 and 32 points respectively.
- On the math assessments, the Destiny and Tacoma SD performances were similar for the 6th grade but different for the 7th and 8th grades, with Tacoma SD scoring higher by 54 and 43 points respectively.
- For the 8th grade science assessment, the average scale score for Destiny students and the Tacoma SD were similar.

Table 8: Destiny Middle School Assessment Scores compared to Tacoma School District.

Assessment	Destiny MS Students (N)	Tacoma SD Students (N)	Scale Score Destiny MS (M)	Scale Score Tacoma SD (M)	Scale Score Mean Diff*
6 th Grade ELA	25	2192	2498.9	2513.9	14.96
7 th Grade ELA**	73	1984	2481.6	2536.9	55.21
8 th Grade ELA**	91	1981	2523.2	2555.2	32.01
6 th Grade Math	25	2198	2481.0	2509.1	28.08
7 th Grade Math**	73	1985	2462.1	2516.4	54.29
8 th Grade Math**	91	1986	2485.0	2527.6	42.67
8 th Grade Science	90	1974	662.7	673.6	10.94

*Note: the positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students.**Note: the double asterisk denotes the assessments and grades where the group performances were statistically different.

Green Dot – Excel Middle School

The Green Dot Excel Middle School (Excel MS) is situated within the Kent SD boundaries and the Washington Report Card indicates a 2018 enrollment of 167 students in the 7th and 8th grades. Excel student population differs from the state and district populations, as the percentage of Black students Excel serves is ten times greater than for the state (44.7 vs. 4.4 percent) and approximately four times greater than for the district (Table 9). Excel MS served a student population rather different than the Kent SD in general. The percentage of Black students at Excel MS is considerably higher than the corresponding measure for Kent SD and the state. The percentages of Asian, Hispanic, and Pacific Islanders are considerably lower than the like measures for the Kent SD and for Washington. The percentage of English learners at Excel MS is lower than the rate for the Kent SD and the percentage of students with a disability at Excel MS (15.0 percent) is higher than the 11.4 percent rate for the Kent SD.

Table 9: Green Dot Excel Middle School Demographics

Student Group	Excel MS (%)	Kent SD (%)	Washington (%)
American Indian/Alaskan Native	0.0	0.3	1.4
Asian	6.2	19.1	7.7
Black/African American	44.7	11.9	4.4
Hispanic/Latino	8.7	22.6	23.1
Native Hawaiian/Pacific Islander	0.6	2.6	1.1
White	32.3	33.7	54.4
Two or More Races	7.5	9.7	8.0
English Learners	12.6	21.1	11.5
Low Income	51.5	48.8	42.4
Students with IEPs	15.0	11.4	14.1

For all the content area assessments and for all grade levels, the statewide average scale scores for Washington were substantially higher than the corresponding scale score for Excel (Table 10). The average scale scores are described in more detail below.

- The average ELA scale score for Excel is approximately 30 to 52 scale score points lower than the statewide average scale score for Washington in the corresponding grade levels.
- For math, the scale score for Excel is approximately 40 to 66 scale score points lower than the statewide average scale score for Washington.
- On the science assessment the scale score for Excel is approximately 38 scale score points lower than the statewide average scale score for Washington.

Table 10: Green Dot Excel Middle School Assessment Scores Compared to State Average

Assessment	Scale Score Excel (M)	Scale Score Washington (M)	Scale Score Mean Diff.*
7 th Grade ELA	2517.1	2568.6	51.5
8 th Grade ELA	2555.2	2584.9	29.7
7 th Grade Math	2492.5	2558.2	65.7
8 th Grade Math	2536.7	2576.2	39.5
8 th Grade Science	663.8	701.4	38.2

*Note: the positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students.

For all the content area assessments and for all grade levels, the average scale scores for the Kent SD were higher than the corresponding average scale score for Excel (Table 11). More details on the average scale scores are presented below.

- On the ELA assessment, the average scale score for Excel students was 41 points higher for the 7th grade, and similar for the 8th grade.

- On the SBA in math, the average scale score for Excel students was similar to the average scale score for the Kent SD non-charter school students.
- On the 8th grade WCAS, the average scale score for Excel students was similar to the corresponding measure for the Kent non-charter school students.

Table 11: Green Dot Excel Middle School Assessment Scores compared to Kent School District

Assessment	Excel MS Students (N)	Kent SD Students (N)	Scale Score Excel MS (M)	Scale Score Kent SD (M)	Scale Score Mean Diff.*
7 th Grade ELA**	22	1849	2512.7	2553.4	40.69
8 th Grade ELA	35	1994	2555.2	2568.1	12.87
7 th Grade Math	21	1854	2492.5	2542.8	50.32
8 th Grade Math	35	1995	2536.7	2560.5	23.86
8 th Grade Science	36	1996	660.6	684.6	23.92

*Note: the positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students. **Note: the double asterisk denotes the assessments and grades where the group performances were statistically different.

Green Dot - Rainier Valley Leadership Academy

The Rainier Valley Leadership Academy (Rainier Valley) is in southeast Seattle and within the Seattle SD boundaries. Rainier Valley serves a much higher percentage of students of color and students qualifying for the FRL program than the Seattle SD and the state (Table 12). The Washington Report Card shows that in 2018, approximately 104 students were enrolled at Rainier Valley. Nearly 77 percent of the students at Rainier Valley identify as Black/African American which is about five times greater than the Seattle SD, and as a result, the remaining six race/ethnicity student groups are substantially lower than the corresponding rates for the Seattle SD. At Rainier Valley, the percentages of English learners (20.2 percent) and low income students (68.3) is substantially higher than the comparable rates for the Seattle SD

Table 12: Green Dot Rainier Valley Leadership Academy Demographics

Student Group	Rainier Valley (%)	Seattle SD (%)	Washington (%)
American Indian/Alaskan Native	0.9	0.5	1.4
Asian	2.8	14.1	7.7
Black/African American	76.6	14.9	4.4
Hispanic/Latino	5.6	12.1	23.1
Native Hawaiian/Pacific Islander	0.0	0.5	1.1
White	10.3	47.1	54.4
Two or More Races	3.7	10.8	8.0
English Learners	20.2	12.5	11.5
Low Income	68.3	31.8	42.4
Students with IEPs	14.4	15.1	14.1

On the 2018 6th grade assessments in ELA and math, the statewide average scale score for Washington was substantially higher than the average scale scores for Rainier Valley (Table 13). Details on the assessment results are included below.

- The average scale score of Rainier Valley on the ELA assessment was approximately 72 scale score points lower than the corresponding rate for Washington.
- On the 6th grade math assessment, the Rainier Valley average scale score was approximately 43 scale score points lower than the Washington average scale score.

Table 13: Green Dot Rainier Valley Leadership Academy Assessment Scores compared to State Average

Assessment	Scale Score Rainier Valley (M)	Scale Score Washington (M)	Scale Score Mean Diff.*
6 th Grade ELA	2467.9	2538.9	72.0
6 th Grade Math	2498.2	2540.9	42.7

*Note: the positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students.

On the 2018 6th grade assessments in ELA and math, the average scale score for the Seattle SD was substantially higher than the corresponding average scale scores for Rainier Valley (Table 14). The assessment results are described below.

- On the 6th grade ELA assessment, the Rainier Valley average scale score was approximately 103 scale score points lower than the corresponding measure for the Seattle SD. The mean scores were different with the Seattle SD being higher.
- On the math assessment, the mean scores were different with the Seattle SD being higher. There was a mean scale score difference of approximately 86 scale score points.

Table 14: Green Dot Rainier Valley Leadership Academy Assessment Scores compared to Rainier Valley School District

Assessment	Excel MS Students (N)	Seattle SD Students (N)	Scale Score Rainier Valley (M)	Scale Score Seattle SD (M)	Scale Score Mean Diff.*
6 th Grade ELA**	99	3817	2467.9	2570.7	102.74
6 th Grade Math**	99	3818	2494.9	2581.0	86.38

*Note: the positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students. **Note: the double asterisk denotes the assessments and grades where the group performances were statistically different.

Pride Prep Middle School

The Pride Prep Middle School (Pride Prep) is authorized by Spokane Public Schools and located within the district boundaries. Pride Prep enrolled 397 students for the 2017-18 school year in the 6th, 7th, and 8th grades. Pride Prep serves a student population similar to the Spokane SD but a population less similar to Washington (Table 15). Pride Prep serves a predominantly White (72.5 percent) group of students. Pride Prep serves a higher percentage of Black students (9.6 percent) and American Indian students (5.8 percent) than the Spokane SD and lower percentages of Hispanic and Two or More races student groups. The Washington Report Card shows that Pride Prep served no English learners, and percentages

of low income (48.9 percent) and students with a disability (15.1 percent) approximating the district rates.

Table 15: Pride Prep Middle School Demographics

Student Group	Pride Prep MS (%)	Spokane SD (%)	Washington (%)
American Indian/Alaskan Native	5.8	1.2	1.4
Asian	1.8	2.6	7.7
Black/African American	9.6	3.3	4.4
Hispanic/Latino	2.5	10.3	23.1
Native Hawaiian/Pacific Islander	1.3	1.6	1.1
White	72.5	67.9	54.4
Two or More Races	6.6	13.0	8.0
English Learners	0.0	6.4	11.5
Low Income	48.9	55.7	42.4
Students with IEPs	15.1	17.4	14.1

The Washington average scale scores for all content areas and for all grades were higher than the corresponding scores for the Pride Prep students (Table 16). The performance comparison between Pride Prep and the state is described below.

- On the ELA assessments, the average scale scores for Pride Prep are 8.9 to 19.7 scale score points lower than the corresponding scores for Washington.
- On the math assessments, the average scale scores for Pride Prep are approximately 20 to 61 scale score points lower than the corresponding scores for Washington.
- The Pride Prep average scale score for the 8th grade WCAS was approximately 15.1 scale score points lower than the state average.

Table 5: Pride Prep Middle School Assessment Results compared to Statewide Average

Assessment	Scale Score Pride Prep (M)	Scale Score Washington (M)	Scale Score Mean Diff.*
6 th Grade ELA	2529.6	2538.9	9.3
7 th Grade ELA	2559.7	2568.6	8.9
8 th Grade ELA	2565.2	2584.9	19.7
6 th Grade Math	2502.1	2540.9	38.8
7 th Grade Math	2537.9	2558.2	20.3
8 th Grade Math	2515.7	2576.2	60.5
8 th Grade Science	686.3	701.4	15.1

*Note: the positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students.

On the ELA assessments, Pride Prep students performed similar to the Spokane SD students at all grade levels. On the math assessments, the Spokane SD performed different and better than Pride Prep in two

of the three grade levels analyzed (Table 17). On the science assessment, the Spokane SD and Pride Prep performances were similar.

- On the 6th, 7th, and 8th grade SBA ELA assessments, Pride Prep posted average scale scores that were similar to the corresponding Spokane SD average scale score.
- For the math assessments, the 7th grade average scale scores were similar, but the 6th and 8th grade average scale scores differed, with the Spokane SD scoring higher by 32 and 48 scale score points respectively.
- On the 8th grade WCAS, Pride Prep students posted an average scale score that was similar to the Spokane SD average.

Table 17: Pride Prep Middle School Assessment Results compared to Spokane School District

Assessment	Pride Prep Students (N)	Spokane SD Students (N)	Scale Score Pride Prep (M)	Scale Score Spokane SD (M)	Scale Score Mean Diff.*
6 th Grade ELA	93	2230	2529.4	2545.4	16.05
7 th Grade ELA	93	2052	2559.2	2557.8	-1.43
8 th Grade ELA	92	1934	2565.2	2573.9	8.67
6 th Grade Math**	93	2261	2502.9	2534.7	31.78
7 th Grade Math	92	2050	2537.9	2545.2	7.32
8 th Grade Math**	92	1926	2515.7	2563.8	48.10
8 th Grade Science	90	1932	686.3	694.4	8.09

*Note: The positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students, A negative value of the scale score mean difference means the average scale score for the charter school students was greater than the average scale score for the non-charter school students. **Note: the double asterisk denotes the assessments and grades where the group performances were statistically different.

Rainier Prep

Rainier Prep is situated with the Highline SD boundaries and enrolled approximately 322 students in the 5th through 8th grades in the 2017-18 school year. The Rainier Prep school demographics differ somewhat from the Highline SD demographics (Table 18). The Washington Report Card indicates that approximately 36 percent of Rainier Prep's students were Black/African American, which is more than double the district's corresponding rate. Rainier Prep's percentages of American Indian, Asian, and Hispanic students are lower than the district rate and the remaining race ethnicities approximate the corresponding district rates. The percentage of low income students at Rainier Prep (77.3 percent) is approximately 15 percentage points higher than the corresponding district rate, while the percentage of students with a disability (10.6 percent) is a little lower than the district rate of 15.9 percent.

Table 6: Rainier Prep Demographics

Student Group	Rainier Prep (%)	Highline SD (%)	Washington (%)
American Indian/Alaskan Native	0.3	0.9	1.4
Asian	9.0	14.5	7.7
Black/African American	35.5	14.1	4.4
Hispanic/Latino	28.1	38.5	23.1

Student Group	Rainier Prep (%)	Highline SD (%)	Washington (%)
Native Hawaiian/Pacific Islander	0.9	4.0	1.1
White	18.5	22.0	54.4
Two or More Races	7.8	6.1	8.0
English Learners	28.3	27.9	11.5
Low Income	77.3	62.5	42.4
Students with IEPs	10.6	15.9	14.1

For the most part, the average scale scores for Rainier Prep on the ELA, math, and science assessments were substantially higher at all grade levels than the corresponding scale scores for Washington (Table 19). The academic performance of the Rainier Prep students is further described below.

- On the ELA assessments and in comparison to Washington, Rainier Prep scored lower in 5th grade and as well or higher than Washington in the 6th, 7th, and 8th grades with a 32 scale score point difference in 8th grade.
- On the Math assessments, Rainier Prep outperforms Washington in all grade levels by 21 to 45 scale score points.
- On the science assessments, Washington outperforms Rainier Prep by 25.3 and 4.4 scale score points for the 5th and 8th grade assessments respectively.

Table19: Rainier Prep Assessment Results compared to Statewide Average

Assessment	Scale Score Rainier Prep (M)	Scale Score Washington (M)	Scale Score Mean Diff.
5 th Grade ELA	2502.4	2520.2	17.8
6 th Grade ELA	2538.6	2538.9	0.3
7 th Grade ELA	2574.8	2568.6	-6.2
8 th Grade ELA	2617.1	2584.9	-32.2
5 th Grade Math	2542.2	2519.9	-22.3
6 th Grade Math	2562.2	2540.9	-21.3
7 th Grade Math	2602.8	2558.2	-44.6
8 th Grade Math	2616.5	2576.2	-40.3
5 th Grade Science	678.1	703.4	25.3
8 th Grade Science	697.0	701.4	4.4

*Note: the positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students. The negative value of the scale score mean difference means the average scale score for the charter school students was greater than the average scale score for the non-charter school students.

The average scale scores for Rainier Prep on the 2018 ELA, math, and science assessments were substantially higher at all grade levels than the corresponding scale scores for the Highline SD (Table 20). The academic performance of the Rainier Prep students is described below.

- On the 5th and 6th grade ELA assessments, Rainier Prep students performed similar to the Highline SD students. On the 7th and 8th grade assessments, Rainier Prep students scored different and higher than the Highline SD students by 39 to 54 scale score points.
- On the math assessments, Rainier Prep students scored different and substantially better than the Highline SD students by 45 to 88 scale score points.
- On the 5th grade WCAS, the Rainier Prep average scale score was nearly identical to the Highline SD average scale score. On the 8th grade WCAS, Rainier Prep scored similar to the Highline SD.

Table 20: Rainier Prep Assessment Results compared to Highline School District

Assessment	Rainier Prep Students (N)	Highline SD Students (N)	Scale Score Rainier Prep (M)	Scale Score Highline SD (M)	Scale Score Mean Diff.*
5 th Grade ELA	83	1394	2500.2	2495.9	-4.36
6 th Grade ELA	79	1333	2538.6	2519.3	-19.29
7 th Grade ELA**	78	1227	2574.7	2536.0	-38.76
8 th Grade ELA**	73	1187	2615.4	2561.6	-53.82
5 th Grade Math**	83	1415	2539.7	2493.3	-46.38
6 th Grade Math**	79	1343	2562.2	2517.4	-44.73
7 th Grade Math**	78	1236	2606.8	2519.0	-87.80
8 th Grade Math**	73	1187	2615.6	2534.8	-80.86
5 th Grade Science	83	1411	677.4	677.2	-0.29
8 th Grade Science	73	1190	697.0	681.5	-15.51

*Note: the positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students. A negative value of the scale score mean difference means the average scale score for the charter school students was greater than the average scale score for the non-charter school students. **Note: the double asterisk denotes the assessments and grades where the group performances were statistically different.

SOAR Academy

The SOAR Academy (SOAR) is situated within the Tacoma SD boundaries and enrolled approximately 140 students for the 2017-18 school year in kindergarten through 3rd grade. SOAR serves a higher percentage of students of color and students from low income households as compared to the Tacoma SD and the state (Table 21). Approximately 31 percent of the SOAR students identified as Black/African American, which is double the district rate. SOAR served lower percentages of Asian (0.6 percent), Hispanic (17.2 percent), and White (19.4 percent) students as compared to the Tacoma SD. The percentage students identifying with Two or More races (27.8 percent) was double the district rate. SOAR served a lower percentage of English learners (6.4 percent) and a higher percentage of students with a disability than the Tacoma SD.

Table 21: SOAR Academy Demographics

Student Group	SOAR (%)	Tacoma SD (%)	Washington (%)
American Indian/Alaskan Native	1.7	1.2	1.4
Asian	0.6	9.4	7.7
Black/African American	31.1	14.9	4.4

Student Group	SOAR (%)	Tacoma SD (%)	Washington (%)
Hispanic/Latino	17.2	20.3	23.1
Native Hawaiian/Pacific Islander	2.2	3	1.1
White	19.4	39.3	54.4
Two or More Races	27.8	11.9	8
English Learners	6.4	11.2	11.5
Low Income	70.7	56.1	42.4
Students with IEPs	17.1	15.1	14.1

On both the ELA and math assessments, SOAR posted average scale scores 69 to 91 points lower than the corresponding scores for Washington (Table 22).

Table 22: SOAR Academy Assessment Scores compared to Statewide Average

Assessment	Scale Score SOAR (M)	Scale Score Washington (M)	Scale Score Mean Diff.*
3 rd Grade ELA	2371.9	2441.3	69.4
3 rd Grade Math	2360.2	2450.9	90.7

*Note: the positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students.

- On the 3rd grade ELA assessment, the average scale score posted by SOAR was approximately 54.9 scale score points lower than the corresponding scale score for the Tacoma SD. The group means differed with the Tacoma SD being 55 scale score points higher (Table 23).
- On the math assessment, the average scale score posted by SOAR was approximately 72 scale score points lower than the corresponding scale score for the Tacoma SD. The group means differed with the Tacoma SD being higher.

Table 23: SOAR Academy Assessment Scores compared to Tacoma School District

Assessment	SOAR Students (N)	Tacoma SD Students (N)	Scale Score SOAR (M)	Scale Score Tacoma SD (M)	Scale Score Mean Diff.*
3 rd Grade ELA**	22	2305	2371.9	2426.4	54.54
3 rd Grade Math**	23	2304	2357.5	2429.5	72.02

*Note: the positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students. **Note: the double asterisk denotes the assessments and grades where the group performances were statistically different.

Spokane International Academy

The Spokane International Academy (SIA) is authorized by Spokane Public Schools and located within the district boundaries. SIA served approximately 388 students for the 2017-18 school year. The school demographics for the SIA are similar to the Spokane SD but differs from the statewide demographics by serving fewer students of color (Table 24). The SIA serves a student population nearly identical to the

Spokane school district with respect to race and ethnicity. The SIA serves modestly lower percentages of English learners, low income students, and students with a disability, as compared to the Spokane SD.

Table 24: Spokane International Academy Demographics

Student Group	SIA (%)	Spokane SD (%)	Washington (%)
American Indian/Alaskan Native	0.5	1.2	1.4
Asian	1.7	2.6	7.7
Black/African American	2.0	3.3	4.4
Hispanic/Latino	10.8	10.3	23.1
Native Hawaiian/Pacific Islander	0.0	1.6	1.1
White	69.7	67.9	54.4
Two or More Races	15.3	13.0	8.0
English Learners	1.8	6.4	11.5
Low Income	38.1	55.7	42.4
Students with IEPs	10.6	17.4	14.1

At all grade levels and for all content areas (except for 7th grade math) the students at the Spokane International Academy posted average scale scores higher than the corresponding statewide average scale scores for Washington (Table 25). More information on the comparison is provided below.

- On the grade level ELA assessments, the SIA posted average scale scores that were 3.8 to 70 scale score points higher than the corresponding scale scores for the state.
- On the math assessments for all grade levels except for the 7th grade, the SIA posted average scale scores that were 0.8 to 49 scale score points higher than the corresponding scale scores for the state. For the 7th grade, SIA's average scale score was approximately 30.5 scale score points lower than the state.
- On the 5th and 8th grade science assessments, the average scores for the SIA were approximately 32 and 33 scale score points higher than the state.

Table 25: Spokane International Academy Assessment Scores compared to Statewide Average

Assessment	Scale Score Spokane International (M)	Scale Score Washington (M)	Scale Score Mean Diff. *
3 rd Grade ELA	2474.9	2441.3	-33.6
4 th Grade ELA	--	2484.5	--
5 th Grade ELA	2525.2	2520.2	-5.0
6 th Grade ELA	2566.7	2538.9	-27.8
7 th Grade ELA	2572.4	2568.6	-3.8
8 th Grade ELA	2654.6	2584.9	-69.7
3 rd Grade Math	2463.9	2450.9	-13.0
4 th Grade Math	--	2491.3	--
5 th Grade Math	2520.7	2519.9	-0.8
6 th Grade Math	2549.2	2540.9	-8.3

Assessment	Scale Score Spokane International (M)	Scale Score Washington (M)	Scale Score Mean Diff.*
7 th Grade Math	2527.7	2558.2	30.5
8 th Grade Math	2625.4	2576.2	-49.2
5 th Grade Science	735.2	703.4	-31.8
8 th Grade Science	734.4	701.4	-33.0

*Note: the negative value of the scale score mean difference means the average scale score for the charter school students was greater than the average scale score for the non-charter school students. A positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students.

At all grade levels and for all content areas (except for 7th grade math) the students at the Spokane International Academy posted average scale scores higher than the corresponding average scale score for the Spokane SD (Table 26). More information on the comparison is provided below.

- On all the grade level ELA assessments, the SIA posted average scale scores that were approximately 12 to 82 scale score points higher than the corresponding measure for the Spokane SD. The 3rd grade and 8th grade mean scale scores were different with the SIA scoring higher than the Spokane SD. The 4th, 5th, 6th, and 7th grade mean scale scores were similar to the Spokane SD.
- On the 3rd, 5th, 6th, and 8th grade math assessments, the SIA average scale score was 15 to 64 scale score points higher than the corresponding score for the Spokane SD. The means for the 3rd and 8th grades were different but the mean scores for the 5th and 6th grades were similar. On the 7th grade math assessment, the Spokane SD posted a higher score than the SIA but the performances by each are characterized as similar.
- On the science assessments, the SIA average scale scores were 37 to 40 scale score points higher than the average scale scores posted by the Spokane SD. For both the 5th and 8th grade WCAS, the mean scores differed with the SIA being higher.

Table 26: Spokane International Academy Assessment Scores compared to Spokane School District

Assessment	SIA Students (N)	Spokane SD Students (N)	Scale Score SIA (M)	Scale Score Spokane SD (M)	Scale Score Mean Diff.**
3 rd Grade ELA**	41	2364	2474.9	2427.2	-47.69
4 th Grade ELA	< 10	2430	--	2468.5	--
5 th Grade ELA	40	2377	2525.2	2512.5	-12.66
6 th Grade ELA	35	2288	2556.7	2544.6	-12.07
7 th Grade ELA	53	2092	2574.9	2557.4	-17.48
8 th Grade ELA**	27	1999	2654.6	2572.4	-82.19
3 rd Grade Math**	42	2364	2463.1	2433.2	-29.86
4 th Grade Math	< 10	2405	--	2474.8	--
5 th Grade Math	40	2379	2520.7	2506.0	-14.67
6 th Grade Math	35	2319	2549.2	2533.2	-16.00
7 th Grade Math	52	2090	2527.7	2546.3	17.67
8 th Grade Math**	27	1991	2625.4	2560.7	-64.68
5 th Grade Science**	40	2371	735.2	695.4	-39.77

Assessment	SIA Students (N)	Spokane SD Students (N)	Scale Score SIA (M)	Scale Score Spokane SD (M)	Scale Score Mean Diff.**
8 th Grade Science**	27	1995	734.4	697.4	-37.09

*Note: the positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students. A negative value of the scale score mean difference means the average scale score for the charter school students was greater than the average scale score for the non-charter school students. **Note: the double asterisk denotes the assessments and grades where the group performances were statistically different.

Summit – Atlas

Summit Atlas (Atlas) is situated within the Seattle SD boundaries and enrolled approximately 159 students for the 2017-18 school year. Atlas serves higher percentages of students of color and students from low income households (Table 27). Approximately 31 percent of the students at Atlas identify as Black/African American, which is approximately double the rate for the Seattle SD. The percentages of students identifying as Hispanic (17.1 percent) or with Two or More races (13.3 percent) are a little higher than for the Seattle SD. Approximately 7.5 percent of the students at Atlas were English learners, which is lower than the corresponding rate for the Seattle SD. Approximately 48 percent of the Atlas students qualified for FRL, while the Seattle SD FRL rate is 16 percentage points lower at 31.8 percent.

Table 7: Summit Atlas Demographics

Student Group	Atlas (%)	Seattle SD (%)	Washington (%)
American Indian/Alaskan Native	0.0	0.5	1.4
Asian	3.3	14.1	7.7
Black/African American	30.9	14.9	4.4
Hispanic/Latino	17.1	12.1	23.1
Native Hawaiian/Pacific Islander	0.0	0.5	1.1
White	35.4	47.1	54.4
Two or More Races	13.3	10.8	8.0
English Learners	7.5	12.5	11.5
Low Income	47.8	31.8	42.4
Students with IEPs	16.0	15.1	14.1

Atlas' performance comparison is based on the 6th grade ELA and math assessments only. The average scale scores for the ELA and math assessments for Atlas students are substantially higher than the corresponding average scale scores for Washington (Table 28). More details are provided below.

- On the 6th grade ELA assessment, Atlas posted an average scale score which was approximately 23 scale score points higher than the statewide average scale score for Washington.
- On the 6th grade math assessment, Atlas posted an average scale score which was nearly 32 scale score points higher than the statewide average scale score for Washington.

Table 28: Summit Atlas Assessment Scores compared to Statewide Average

Assessment	Scale Score Atlas (M)	Scale Score Washington (M)	Scale Score Mean Diff.*
6 th Grade ELA	2562.3	2538.9	-23.4
6 th Grade Math	2572.8	2540.9	-31.9

*Note: the negative value of the scale score mean difference means the average scale score for the charter school students was greater than the average scale score for the non-charter school students.

The average scale scores for the 6th grade ELA and math assessments for Atlas students are similar to the corresponding average scale scores for the Seattle SD (Table 29). More details are provided below.

- On the 6th grade ELA assessment, Atlas posted an average scale score which was approximately 5.1 scale score points lower than the average scale score for the Seattle SD. The average scale scores were similar.
- On the 6th grade math assessment, Atlas posted an average scale score which was 6.8 scale score points lower than the average scale score for the Seattle SD. Again, the average scale scores were similar.

Table 8: Summit Atlas Assessment Scores compared to Seattle School District

Assessment	Atlas Students (N)	Seattle SD Students (N)	Scale Score Atlas (M)	Scale Score Seattle SD (M)	Scale Score Mean Diff.*
6 th Grade ELA	86	3830	2563.0	2568.2	5.13
6 th Grade Math	85	3832	2572.2	2579.0	6.81

*Note: The positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school. **Note: a double asterisk denotes the assessments and grades where the group performances were statistically different.

Summit – Olympus

The Olympus School (Olympus) is situated within the Tacoma SD boundaries and enrolled approximately 151 students for the 2017-18 school year. Olympus serves higher percentages of students of color and students from low income households in comparison to the Tacoma SD and Washington (Table 30). Approximately 19 percent of the students at Olympus identified as Black/African American and 29 percent as Hispanic, which were 4.3 and 9.0 percentage points higher than the corresponding rate for the Tacoma SD. The percentages of Asian and White students were lower at Olympus as compared to the Tacoma SD. The percentage of English learners (7.3 percent) at Olympus was lower than the corresponding rate for the Tacoma SD. The percentage of FRL students (70.9 percent) at Olympus was nearly 15 percentage points higher than the corresponding rate for the Tacoma SD.

Table 30: Summit Olympus Demographics

Student Group	Olympus (%)	Tacoma SD (%)	Washington (%)
American Indian/Alaskan Native	1.8	1.2	1.4
Asian	3.6	9.4	7.7

Student Group	Olympus (%)	Tacoma SD (%)	Washington (%)
Black/African American	19.2	14.9	4.4
Hispanic/Latino	29.3	20.3	23.1
Native Hawaiian/Pacific Islander	2.4	3.0	1.1
White	30.5	39.3	54.4
Two or More Races	13.2	11.9	8.0
English Learners	7.3	11.2	11.5
Low Income	70.9	56.1	42.4
Students with IEPs	19.8	15.1	14.1

The average scale scores for the Olympus 10th graders are substantially lower than the corresponding average scale scores for Washington, while the average scale scores for the Olympus 11th graders are substantially higher than the corresponding average scale scores in ELA, math, and science (Table 31). More details are provided below.

- Olympus 10th graders posted average scale scores that were 37 and 53 scale score points lower in ELA and math than the corresponding scores for the state.
- Olympus 11th graders posted average scale scores that were 28 and 22 scale score points lower in ELA and math than the corresponding scores for the state.
- On the 11th grade science assessment, the average scale score for Olympus was 8.2 scale score points higher than the average scale score achieved by other Washington students.

Table 31: Summit Olympus Assessment Scores compared to Statewide Average

Assessment	Scale Score Olympus (M)	Scale Score Washington (M)	Scale Score Mean Diff.*
10 th Grade ELA	2592.2	2629.6	37.4
11 th Grade ELA	2541.8	2513.6	-28.2
10 th Grade Math	2536.5	2589.2	52.7
11 th Grade Math	2577.1	2555.4	-21.7
11 th Grade Science	704.3	696.1	-8.2

*Note: a positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students and a negative value of the scale score mean difference means the average scale score for the charter school students was greater than the average scale score for the non-charter school students.

The average scale scores for the Olympus 10th graders are a little lower than the corresponding average scale scores for the Tacoma SD, while the average scale scores for the Olympus 11th graders are substantially higher than the Tacoma SD's corresponding average scale scores in ELA, math, and science (Table 32). Additional details are provided below.

- On the 10th grade ELA assessment, the Olympus average scale score was similar to the corresponding measure for the Tacoma SD. On the 11th grade ELA, the Olympus average scale

score was 67 scale score points higher than the corresponding measure for the Tacoma SD. The 11th grade mean scale scores differed with Olympus having posted the higher score.

- On the 10th grade math assessment, the Olympus average scale score was similar to the corresponding measure for the Tacoma SD. On the 11th grade math, the Olympus average scale score was nearly 71 scale score points higher than the corresponding measure for the Tacoma SD. The 11th grade mean scale scores differed with Olympus having posted the higher score.
- On the 11th grade science assessment, the Olympus average scale score was approximately 24 scale score points higher than the corresponding measure for the Tacoma SD. The mean scale scores differed with Olympus having posted the higher score.

Table 32: Summit Olympus Assessment Scores compared to Tacoma School District

Assessment	Olympus Students (N)	Tacoma SD Students (N)	Scale Score Olympus (M)	Scale Score Tacoma SD (M)	Scale Score Mean Diff.*
10 th Grade ELA	41	1859	2592.2	2597.5	5.34
11 th Grade ELA**	22	375	2541.8	2474.8	-67.00
10 th Grade Math	41	1851	2536.5	2549.3	12.85
11 th Grade Math**	66	917	2577.1	2506.2	-70.88
11 th Grade Science**	68	1321	704.3	680.3	-24.06

*Note: the positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students. A negative value of the scale score mean difference means the average scale score for the charter school students was greater than the average scale score for the non-charter school students. **Note: the double asterisk denotes the assessments and grades where the group performances were statistically different.

Summit – Sierra

The Summit Sierra School (Sierra) is physically situated within the Seattle SD boundaries and enrolled approximately 294 students for the 2017-18 school year. Sierra serves higher percentages of students of color and students from low income households in comparison to the Seattle SD (Table 33). The race/ethnicity composition at Sierra is similar to the Seattle SD, except that Sierra served approximately 41 percent Black/African American students which is approximately 25 percentage points higher than the Seattle SD rate. Sierra served approximately 26 percent White students, which is 20 percentage points lower than the corresponding measure for the Seattle SD. Compared to the Seattle SD rates, Sierra served a lower percentage of English learner students (7.8 percent), and a higher percentage of students qualifying for FRL (41.8 percent).

Table 33: Summit Sierra Demographics

Student Group	Sierra (%)	Seattle SD (%)	Washington (%)
American Indian/Alaskan Native	1.7	0.5	1.4
Asian	10.4	14.1	7.7
Black/African American	40.7	14.9	4.4
Hispanic/Latino	8.8	12.1	23.1
Native Hawaiian/Pacific Islander	0.0	0.5	1.1
White	26.3	47.1	54.4

Student Group	Sierra (%)	Seattle SD (%)	Washington (%)
Two or More Races	12.1	10.8	8.0
English Learners	7.8	12.5	11.5
Low Income	41.8	31.8	42.4
Students with IEPs	17.5	15.1	14.1

The average scale scores for the Sierra 10th graders are a little lower than the corresponding statewide average scale scores for Washington, while the average scale scores for the Sierra 11th graders are substantially higher than the corresponding average scale scores in ELA, math, and science (Table 34). More details are provided below.

- On the 10th grade assessments, the Sierra average scale scores were 2.7 and 11.2 scale score points lower in ELA and math than the corresponding measure for Washington.
- On the 11th grade assessments, the Sierra average scale scores were 47 and 51 scale score points higher on the ELA and math than the corresponding measure for Washington.

Table 34: Summit Sierra Assessment Scores compared to Statewide Average

Assessment	Scale Score Sierra (M)	Scale Score Washington (M)	Scale Score Mean Diff.*
10 th Grade ELA	2626.8	2629.6	2.7
11 th Grade ELA	2560.2	2513.5	-46.7
10 th Grade Math	2578.1	2589.2	11.2
11 th Grade Math	2606.6	2555.3	-51.3
11 th Grade Science	699.1	696.1	-3.0

*Note: the positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students. A negative value of the scale score mean difference means the average scale score for the charter school students was greater than the average scale score for the non-charter school students.

The average scale scores for the Sierra 10th graders are substantially lower than the corresponding average scale scores for Seattle SD while the average scale scores for the Sierra 11th graders are substantially higher than the corresponding average scale scores in ELA and math (Table 35). On the science assessment, the average scale score for the Seattle SD is a little higher than the corresponding score for Sierra. More details are provided below.

- On the 10th grade ELA assessment, the Sierra average scale score was approximately 29 scale score points lower than the corresponding measure for the Seattle SD. The mean scale scores differed with the Seattle SD being higher. On the 11th grade ELA, the Sierra average scale score was 57 scale score points higher than the corresponding measure for the Seattle SD. The mean scale scores differed with Sierra having posted the higher score.
- On the 10th grade math assessment, the Sierra average scale score was approximately 52 scale score points lower than the corresponding measure for the Seattle SD. The mean scale scores

differed with the Seattle SD being higher. On the 11th grade math assessment, the Sierra average scale score was 35 scale score points higher than the corresponding measure for the Seattle SD. The mean scale scores differed with Sierra having posted the higher score.

- On the 11th grade science assessment, the Sierra average scale score was similar to the average scale score posted by the Seattle SD.

Table 35: Summit Olympus Assessment Scores compared to Seattle School District

Assessment	Sierra Students (N)	Seattle SD Students (N)	Scale Score Sierra ELA (M)	Scale Score Seattle SD ELA (M)	Scale Score Mean Diff.*
10 th Grade ELA**	85	3261	2626.8	2656.1	29.26
11 th Grade ELA**	29	323	2560.2	2503.4	-56.87
10 th Grade Math**	79	3178	2578.1	2629.7	51.63
11 th Grade Math**	95	1457	2606.6	2571.6	-35.04
11 th Grade Science	92	1732	699.1	710.1	11.04

*Note: the positive values of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students and the negative values of the scale score mean difference means the average scale score for the charter school students was greater than the average scale score for the non-charter school students. **Note: the double asterisk denotes the assessments and grades where the group performances were statistically different.

Part B: Performance of students at charter schools to similar non-charter school students.

Data Sources and Data Processing

Between late September and mid-December, the Office of the Superintendent of Public Instruction (OSPI) provided the SBE with separate de-identified student enrollment, assessment, growth model, absence, and discipline data files for the 2017-18 school year.

The assessment file provided by the OSPI contained results for the Washington Access to Instruction and Measurement (WaAIM) and the statewide Smarter Balanced assessments. Fewer than a dozen students at charter schools participated in the WaAIM, the assessment for selected students with severe disabilities. Because the WaAIM differs greatly from the SBA and because WaAIM scores vary considerably based on disability type, the SBE made the decision to exclude the WaAIM from the analyses presented here.

Design and Statistical Methods

In order to carry out the most meaningful comparison of the academic performance between charter school students and not charter school students, a control group was created following a student-by-student matching process. In such a design, each charter school student is matched to or paired with a demographically similar non-charter school student and the group means are then compared using the Independent Samples t-Test.

The comparison group is comprised of students enrolled in charter schools with valid scores for the Smarter Balanced (SBA) English language arts (ELA) and mathematics assessments. Most, but not all of the comparison group members, also have valid results for the Washington Comprehensive Assessment of Science (WCAS).

A control group comprised of similar non-charter school students was created through a one-by-one matching process. Exact matching criteria included gender, federal race and ethnicity coding, Free and Reduced Price Lunch program (FRL) status, English learner (EL) status, and special education (SWD) status. Other matching criteria included Section 504 status, the aggregated number of absences, the language spoken at home, number of exclusionary discipline events, and the number of exclusionary discipline intervention days. In the matching process, each student's home district was considered and used as a matching criteria. As examples, a student at a Spokane charter school was matched to a similar student in a Spokane non-charter school and a student at a Tacoma charter school was matched to a similar student in a Tacoma non-charter school. In some instances, the control group matched student attended school in different, but nearby school district.

Table 36 and Table 37 show that the demographic characteristics of the control group are nearly identical to the demographic characteristics of the comparison group. Differences in some of the aggregated matching criteria (e.g. days absent and discipline intervention days) result from the matching protocol that paired some students on the combination of the two criteria when an exact match could not be made on the criteria separately. In these cases, the total out of school days would be approximately the same, some due to absence and some due to exclusionary discipline.

Table 36: Racial composition of the student groups and for Washington in the 2017-18 school year

Student Group	Native American (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Pacific Islander (%)	Two or More (%)
Control Group	1.9	4.8	27.3	15.2	38.4	1.4	11.2
Comparison Group	1.9	4.8	27.3	15.2	38.4	1.4	11.2
Washington	1.4	7.7	4.4	23.1	54.4	1.1	8.0

The chronic absenteeism variable was computed from the student absence file, which describes each absence as excused or unexcused and full day or part day. For this work, no distinction was made between excused or unexcused absences. Full day absences were coded as 1.0 day and a part day absence was coded as 0.25 days. The total days absent were summed from the individual absence events and a student was coded as chronically absent if the total days absent were more than 18.

Table 37: Program participation, attendance, and exclusionary discipline patterns for the study groups and Washington for the 2017-18 school year.

Student Group	FRL (%)	EL (%)	SWD (%)	Section 504 (%)	Chronic Absence (%)	Days Absent (M)	Discipline Events (M)	Discipline Days (M)
Control Group	60	11	15	4	26	13.7	0.39	0.64
Comparison Group	60	11	15	3	27	14.3	0.36	0.47
Washington	42	12	14	4	19	12.1	0.17	0.38

Several charter school students with valid SBA results could not be matched due to unusual absence or exclusionary discipline patterns. Also, at least one match was impossible to make as the required coding (e.g. race/ethnicity or FRL status) was not included in the various data files. For both the control and comparison groups, more than 94 percent of the students were continuously enrolled for the academic year, and student results were included in this comparison regardless of the continuously enrolled status, in a similar manner in which results are reported on the Washington Report Card.

Student growth model data is used to broaden the definition of similar students to include academically similar students. For many years, Washington has been reporting on the academic growth of students through the [Student Growth Percentile \(SGP\) growth model](#), which has been approved for use in federal accountability by the U.S. Department of Education and is currently used by more than 30 states. The SGP describes a student's growth compared to other students with similar prior test scores (academic peers). A student's academic peers are all students in Washington State in the same grade and assessment subject that had statistically similar scores in previous years. In other words, they are students that have followed a similar assessment score path. Students are only compared to others based on their score history, not on any other characteristics, such as demographics or program participation. A student's growth percentile represents how much a student grew in comparison to these academic peers.

The student growth percentile allows for the comparison of academic performance of students who enter school at different levels and represents a student's growth and academic progress, even if she is not yet meeting standard. A student growth percentile is a number between 1 and 99. If a student has an SGP of 85, we can say that she showed more growth than 85 percent of her academic peers. A student with a low score on a state assessment can show high growth and a student with a high score can demonstrate low growth. Similarly, two students with very different scale scores can have the same SGP. Only students that have at least two years of consecutive scores are included. For example, if a student has a score in 4th grade, but not in 5th grade, the student would not be included in the analysis.

Overall Findings by Content Area

The Independent Sample t-Test was conducted to determine whether the comparison group (charter school students) performed differently than the control group (non-charter school students) on the statewide ELA, math, and science assessments. For the analyses that follow, the comparison and control groups are aggregated from all of the charter schools. In other words, all of the charter school students are combined into one large group to assess for overall group differences. The results of the t-tests are summarized in Table 38.

On the statewide ELA, math, and science assessments, the comparison group (charter school students) perform no differently than the control group (non-charter school students). On the science assessment, the average scale score for the comparison group was a little higher than the average scale score for the control group. The findings are detailed as follows:

- The performance on the ELA assessment for the charter school students was similar to the performance of the non-charter school students.
- On the math assessment, the mean scale score for the control group was similar to the mean scale score for the comparison group.

- The average scale score for the comparison group was similar to the mean scale score for the control group on the science assessment.

Table 9: Scale score differences based on charter school enrollment.

Assessment	Students in each Group (N)	Mean Scale Score Comparison Group Charter Students	Mean Scale Score Control Group Non-Charter Students	Mean Scale Score Difference*
ELA	1405	2543.3	2545.6	2.25
Math	1405	2531.7	2532.8	1.08
Science	470	684.7	678.1	-6.52

*Note: the mean difference is reported as the value for the non-charter school group minus the value for the charter school group. A negative mean difference indicates that the mean scale score for the comparison group (charter school students) was higher than the mean scale score for the control group (non-charter school students). A positive mean difference indicates that the mean scale score for the comparison group (charter school students) was lower than the mean scale score for the control group (non-charter school students).

Washington uses the student growth percentiles (SGPs) growth model as the method to determine the relative amount of learning a student makes during a school year. The SGP describes a student's growth compared to other students with similar prior test scores, their academic peers. The growth model data provides important information about the performance of academically similar students. Because SGP calculations require at least two years of assessment results, ELA and math SGPs are computed for students in the 4th through 8th grades. The OSPI created materials describing the [Washington growth model](#) and posted on their website.

The Independent Sample t-Test was conducted to determine whether the comparison group (charter school students) performed differently than the control group (non-charter school students) on the measure of student growth percentiles (SGPs) derived from the statewide ELA and math assessments. In a manner like the above, the comparison and control groups are aggregated from all of the charter schools. In other words, all of the charter school students are combined into one large group to assess for overall group differences.

As derived from the statewide ELA and math assessments, the comparison group (charter school students) performed similarly to the control group (non-charter school students) on the ELA SGPs but differently on the math SGPs (Table 39). The charter school students made on average more than one year of academic growth in math, while the non-charter school students made a little less than one year of academic growth in math. The findings are as follows:

- The ELA SGPs for the charter school students were similar to the ELA SGPs of the non-charter school students. The mean SGP for the comparison group was less than one percentile point higher than the control group.
- On the math SGP calculations, the mean SGP for the comparison group was approximately 3.67 percentile points higher than the control group. The means differed with the comparison group posting higher SGP, meaning that the charter school students demonstrated more academic growth than similar non-charter school students.

Table 39: shows the ELA and math growth model data for the control and comparison groups.

Assessment	Students* (N)	Mean SGP Comparison Group Charter Students	Mean SGP Control Group Non-Charter Students	Mean SGP Difference*
ELA	1091/1019	52.5	51.8	-0.72
Math**	1091/1018	52.1	48.4	-3.67

*Note: shows the number of student records for the control/comparison group. **Note: the double asterisk denotes the assessments where the group performances were statistically different.

Grade Level Findings by Content Area

For the seven grades in which analyses on the ELA assessment were conducted, the comparison group (charter school students) performed statistically similar to the control group at all grade levels except for the 6th grade and 11th grade (Table 40). The results are described in more detail below.

- The comparison and control groups performed similar on the 3rd, 5th, 7th, 8th, and 10th grade ELA assessments.
- The control group performed different (17 scale score points higher) than the comparison group on the 6th grade ELA assessment.
- The comparison group performed differently (56 scale score points higher) than the comparison group on the 11th grade ELA assessment.

Table 40: ELA scale score differences based on charter school enrollment.

Assessment	Students (N)	Mean Scale Score Comparison Group Charter Students	Mean Scale Score Control Group Non-Charter Students	Mean Scale Score Difference*
3 rd Grade	63	2438.9	2445.2	6.32
4 th Grade	< 10	--	--	--
5 th Grade	121	2509.9	2521.0	11.03
6 th Grade**	413	2523.5	2540.7	17.20
7 th Grade	316	2544.7	2546.7	2.05
8 th Grade	316	2571.7	2558.8	-12.92
10 th grade	120	2617.2	2624.5	7.24
11 th Grade**	49	2560.0	2503.7	-56.35

*Note: the mean difference is reported as the value for the not charter school group minus the value for the charter school group. A negative mean difference indicates that the mean scale score for the comparison group (charter school students) was higher than the mean scale score for the control group. A positive mean difference indicates that the mean scale score for the comparison group (charter school students) was lower than the mean scale score for the control group. **Note: the double asterisk denotes the assessments and grades where the group performances were statistically different.

For the seven grades in which analyses on the math assessment were conducted, the comparison group (charter school students) performed statistically similar to the control group at all grade levels except for the 10th grade (Table 41). The results are described in more detail below.

- On the math assessment, the comparison group performed statistically similar to the control group at all grade levels except for the 10th grade.

- On the 10th grade math assessment, the mean scale score for the control group (2613.6) was statistically different and higher than the mean scale score for the comparison group (2563.9). The mean scale score difference was nearly 50 scale score points.

Table 41: Math scale score differences based on charter school enrollment.

Assessment	Students (N)	Mean Scale Score Comparison Group Charter Students	Mean Scale Score Control Group Non-Charter Students	Mean Scale Score Difference*
3 rd Grade	63	2427.7	2443.3	15.64
4 th Grade	< 10	--	--	--
5 th Grade	121	2535.1	2512.8	-22.26
6 th Grade	413	2528.8	2539.4	10.56
7 th Grade	316	2532.7	2527.9	-4.83
8 th Grade	316	2541.7	2539.7	-2.00
10 th Grade**	120	2563.9	2595.1	31.20
11 th Grade	49	2535.1	2482.4	-52.76

*Note: the mean difference is reported as the value for the not charter school group minus the value for the charter school group. A negative mean difference indicates that the mean scale score for the comparison group (charter school students) was higher than the mean scale score for the control group. A positive mean difference indicates that the mean scale score for the comparison group (charter school students) was lower than the mean scale score for the control group. **Note: the double asterisk denotes the assessments and grades where the group performances were statistically different.

On the science assessments, the comparison group (charter school students) scored similar to the control group in grades 5 and 8 and substantially higher than the control group in grade 11 (Table 42). Additional details are provided below.

- The mean differences for the 5th and 8th grade science assessments were -0.50 and -4.35 respectively, indicating that the comparison groups scored a little higher. However, the comparison group performed statistically similar to the control group on the 5th and 8th grade science assessments.
- The comparison group (653.6 scale score) performed statistically different and higher than the control group (595.9 scale score) on the 11th grade science assessment. The mean difference was 57.76 scale score points with the comparison group scoring higher.

Table 42: Science scale score differences based on charter school enrollment.

Assessment	Students (N)	Mean Scale Score Comparison Group Charter Students	Mean Scale Score Not Control Group Charter Students	Mean Scale Score Difference*
5 th Grade	120	696.9	696.4	-0.50
8 th Grade	312	684.6	680.0	-4.53
11 th Grade**	47	653.6	595.9	-57.76

*Note: the mean difference is reported as the value for the not charter school group minus the value for the charter school group. A negative mean difference indicates that the mean scale score for the comparison group (charter school students) was higher than the mean scale score for the control group. **Note: the double asterisk denotes the assessments and grades where the group performances were statistically different.

The Independent Sample t-Test was conducted to determine whether the comparison group (charter school students) performed differently than the control group (non-charter school students) on the

measure of student growth percentiles (SGPs) derived from the statewide ELA and math assessments. Statewide, charter school students posted student growth percentiles similar to or higher than the non-charter school students in all grades for both ELA and math (Table 43).

- On the ELA SGPs, the comparison group performed similarly to the control group at all grade levels. The average SGP for the comparison group was greater than 50 for all grade levels, indicating that the group (on average) made more than one year's growth in ELA for the 2017-18 school year.
- On the math SGPs, the comparison group performed similarly to or higher than the control group at all grade levels. The average math SGP for the comparison group was well above 50 for the 5th and 6th grades, indicating that the groups (on average) made more than one year's growth in math for the 2017-18 school year.

Table 43: shows the ELA and math growth model data for the control and comparison groups by grade level.

Assessment	Students (N)	Mean SGP Comparison Group Charter Students	Mean SGP Control Group Non-Charter Students	Mean SGP Difference*
4 th Grade ELA	< 10	--	--	--
5 th Grade ELA	112/95	50.4	55.9	5.51
6 th Grade ELA	388/333	53.9	54.1	0.23
7 th Grade ELA	294/294	50.2	49.2	-1.08
8 th Grade ELA	291/291	54.4	50.0	-4.36
4 th Grade Math	< 10	--	--	--
5 th Grade Math **	112/95	61.4	48.1	-13.32
6 th Grade Math	386/333	54.8	53.0	-1.78
7 th Grade Math	294/294	49.5	46.8	-2.68
8 th Grade Math	293/290	48.0	43.8	-4.19

*Note: shows the number of student records for the control group/ comparison group. **Note: the double asterisk denotes the assessments and grades where the group performances were statistically different.



THE WASHINGTON STATE BOARD OF EDUCATION

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ASSESSMENT AND GRADUATION

Prepared for the January 2019 Board Meeting

Information item.

As related to:

☐ **Goal One:** All students feel safe at school, and have the supports necessary to thrive.

☐ **Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.

☐ **Goal Three:** School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

☒ **Goal Four:** Students successfully transition into, through, and out of the P-12 system.

☒ **Goal Five:** Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.

☐ **Goal Six:** Equitable funding across the state to ensure that all students have the funding and opportunities they need, regardless of their geographical location or other needs.

☐ **Other**

Materials included in packet:

- Presentation from the Office of the Superintendent of Public Instruction (OSPI) assessment staff (additional materials)

Synopsis and Policy Considerations:

The Board will have an opportunity to hear from OSPI assessment staff on how students met assessment graduation requirements in 2017-2018. Legislation passed in 2017 (ESHB 2224) that changed the system of high school assessments:

- Collections of evidence were eliminated
- Dual credit courses and Bridge to College courses became alternatives
- Locally determined courses with associated locally administered assessments alternatives approved by OSPI became alternatives
- An expedited waiver process was established through the Class of 2018 for students who met all other graduation requirements except an assessment
- The science assessment requirement for graduation was pushed to the Class of 2021
- The primary grade that students take the tests moved from 11th to 10th grade.

How have these changes affected how students are experiencing high school assessments and earning their high school diploma? The 2019 legislative session is likely to include bills that address the assessment system and high school graduation. This presentation may help members evaluate proposed changes to high school assessments.



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COVER: STUDENT PRESENTATION

Prepared for the January 2019 Board Meeting

Information item.

As related to:

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☒ **Other**

Materials included in packet:

- None

Synopsis and Policy Considerations:

Ms. Autymn Wilde, student board member from Eastern Washington, will present a proposal to make a student mental health assembly a state requirement. The mental health assembly would be intended to break the stigma associated with mental health issues, bring light to the fact that students are not alone in their struggles, and provide information on the school and community resources that can have a positive effect.



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COVER: SBE / PESB JOINT REPORT

Prepared for the January 2019 Board Meeting

Information item.

As related to:

- ☐ **Goal One:** All students feel safe at school, and have the supports necessary to thrive.
- ☐ **Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.
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- ☐ **Goal Six:** Equitable funding across the state to ensure that all students have the funding and opportunities they need, regardless of their geographical location or other needs.
- ☒ **Other**

Materials included in packet:

- SBE – PESB Joint Report (Additional Materials)

Synopsis and Policy Considerations:

RCW 28A.305.035 requires the State Board of Education and the Professional Educator Standards Board to submit a joint report to the legislative education committees, the governor, and the superintendent of public instruction each even numbered year. The report addresses the progress the boards have made and the obstacles they have encountered, individually and collectively, in the work of achieving the goals of basic education (RCW 28A.150.210). This year's report has been delayed to allow for each organization to complete strategic planning and legislative priority setting. The boards will meet jointly on January 9th to discuss their shared priorities prior to submitting a brief report.



THE WASHINGTON STATE BOARD OF EDUCATION

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COVER: PUBLIC DISCLOSURE TRAINING

Prepared for the January 2019 Board Meeting

Information and action item.

As related to:

☐ **Goal One:** All students feel safe at school, and have the supports necessary to thrive.

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☒ **Other**

Materials included in packet:

- None

Synopsis and Policy Considerations:

The presentation will cover required public disclosure information for advocacy during legislative session such as how to report lobbying activity.



THE WASHINGTON STATE BOARD OF EDUCATION

An education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning

COMPETENCY-BASED EDUCATION

Prepared for the January 2019 Board Meeting

Information item.

As related to:

☐ **Goal One:** All students feel safe at school, and have the supports necessary to thrive.

☒ **Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.

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☐ **Other**

Materials included in packet:

- Presentation by Board staff

Synopsis and Policy Considerations:

Competency-based education is part of the Board's legislative platform and is supported in the Board's strategic plan. Staff plan to create a Competency-Based Education Report that will include a summary of the current status of competency-based education in the state and provide a basis for the Board moving forward with its platform and plan.

At the January Board meeting, staff will present a summary of the planned report.



Competency-Based Education In Washington

Washington State Board of Education
January 2019

Content

- Purpose of this presentation
- Definition of Competency-Based Education
- Laws Governing Competency-Based Education in Washington
- Current Practice in Washington
 - WSSDA Model Policy
 - Basic Education Compliance Survey Results
 - Schools with Credit-based Graduation Requirement Waivers
 - Washington Student Achievement Council's Work on Prior Learning
- Competency-Based Education in Other States
- Next Steps





Purpose of this Report

This report provides information as a basis for moving forward with the Board's 2019-2023 Strategic Plan and 2019 legislative platform

- An initiative to “Engage partners to develop a framework for a competency-based diploma pathway and additional options for competency-based credit.”
- Support for “Expanding use of personalized learning strategies and project-based and career-connected learning opportunities, including credit for competencies acquired in the workplace, through volunteer work, or other extracurricular activities.”



3



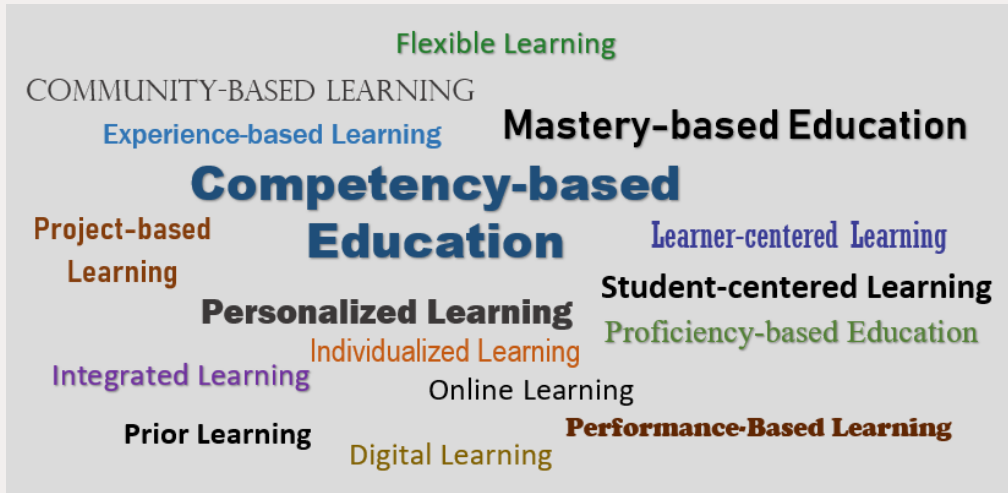
Importance of Competency-based Education

- The State Board has long had an interest in competency-based education to advocate for and promote **individualized learning** for Washington students.
- Competency-based education expands opportunities for students to earn credit, which aligns with **Career- and College-Ready Graduation Requirements as well as for career-connected learning.**

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Potential for Confusing Communication



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A Definition of Competency-Based Education

- Students advance upon demonstration of mastery.
- Competencies include explicit, measurable, transferable learning objectives that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive rapid, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include the application and creation of knowledge.
- The process of reaching learning outcomes encourages students to develop skills and dispositions important for success in college, careers and citizenship.

From [Achieve's Competency-Based Pathways](#) Working Group, which met in 2012-2013 and was comprised of representatives from 11 states, including Washington, and 11 state and national organizations.

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Laws Governing Competency-Based Education in Washington

- State Board of Education rules **definition of high school credit** (WAC 180-51-050)
 - “Satisfactory demonstration by a student of proficiency/competency, as defined by written district policy, of the state's essential academic learning requirements (learning standards).”
- **Alternative Learning** (RCW 28A.232, WAC 392-121-182)
- **Work-based Learning** (WAC 392-410-315)
- **Equivalency Course of Study** (WAC 392-410-310)
 - “Credit for learning experiences conducted away from school or by persons not employed by the school district”

Competency-Based Crediting
Handbook 1.0:
An Implementation Guide for School Districts
July 2016

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Competency-based Education in Washington

- WSSDA Model Policy
- Basic Education Compliance Survey Results
- Districts with a Waiver of Credit Graduation Requirements
- Higher Education



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WSSDA Model Policy



Policy No. 2409
Instruction

Credit For Competency/Proficiency

(This policy is designed for competency/proficiency credit in world languages, however, a district can expand the policy to multiple subjects.)

World Languages

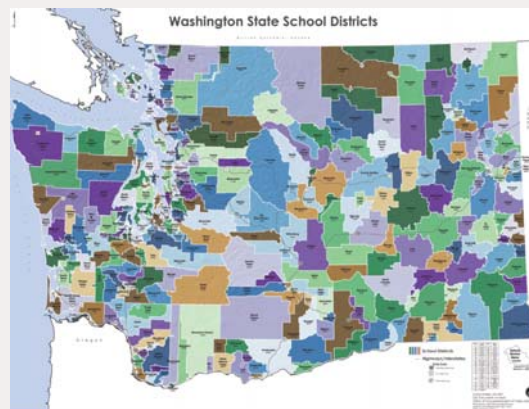
The board recognizes the value of preparing students to be global citizens with the skills to communicate in English and other world languages. In our state's diverse communities, it is not unusual for students to have various opportunities to develop language skills, for example, by using the language at home, attending language programs offered in the community, learning online or living abroad. The district encourages students and their families to take advantage of any language learning opportunities available to them.

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Basic Education Compliance Survey Results

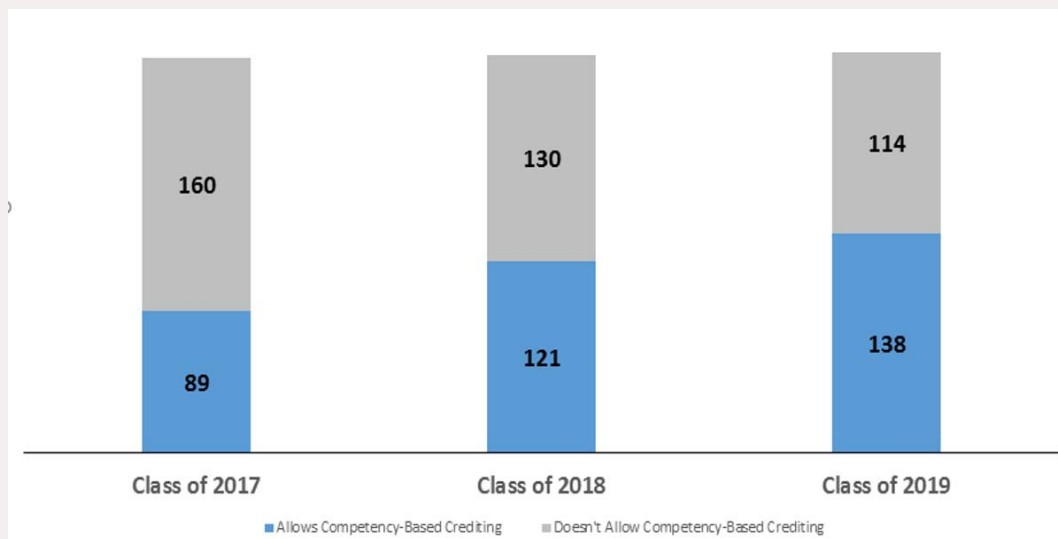


- The survey asked if the district offered competency-based credit (yes or no) and if yes, in what subjects (short answer response).
- Survey results show the number of districts offering competency-based credit is increasing; also, the number of subjects is expanding.
- Responses indicate great variability in how competency-based credit is being offered.



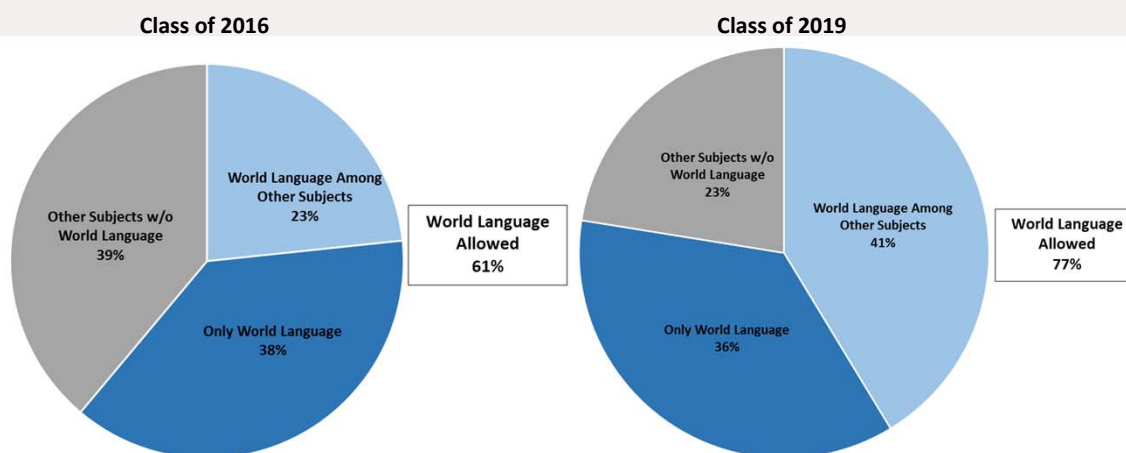
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Number of High School Districts that Offer Competency-Based Credit



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Of the Districts Offering Competency-Based Crediting, How Many Include World Language?



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Selected Responses to Basic Education Compliance Survey: Competency-based Credit Questions

"Foreign Language, SBAC in math and English."

"For students at Open Doors and for our school with a graduation requirement waiver."

"We have board policy that allows for competency based crediting but have done it sparingly."

"8th Grade Algebra"

"Physical Education - successful completion of three athletic seasons in two consecutive years or consistent participation in one sport for four years."

"Not defined: The principal may grant a maximum of two (2) credits to students based on the individual student demonstrating mastery of course content and performance standards which is equal to or greater than a student who is regularly enrolled and successfully passes that course. These credits shall be pass/fail only."

"The district awards competency-based credit for all subjects."

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Compared to Other States—

Washington already has state policies on which to build:

- Definition of a credit is unrelated to seat-time
- District waiver of credit graduation requirements
- Work-based Learning and Equivalency Course of Study
- Middle school students earning high school credit
- Relatively well developed dual enrollment and early college programs

Other states are working on or have developed:

- Multiple, flexible pathways to graduation
- Proficiency-based diplomas
- Programs that build district-level capacity for competency-based learning
- Alternative assessments—non-standardized, competency-based assessments
- Buy-in from institutions of higher-education for high school competency-based credit

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Competency-based Education in Other Selected States



New Hampshire—Comprehensive reforms that support personalized learning, including alternative state assessments that reduce standardized testing in favor of assessments that are integrated into the classroom.

Idaho—Key legislation passed in 2015 that has led to an initial 20 Mastery-based Learning Incubators.

Ohio—Pilot program for competency-based learning that is: cross-curricula, includes learning outside of the classroom, supports struggling students, keeps all students on-track, and informs further statewide policies.

South Carolina—Technical support for a network of districts to implement the South Carolina Framework for Personalized Learning: Student Ownership, Learner Profiles, Learning Pathways, and Flexible Learning Environments.

Maine—Proficiency-based diploma; through the New England Secondary School Consortium, public colleges and universities in 6 New England states have pledged to accept proficiency-based transcripts.

Arizona—Grand Canyon Diploma, earned through success on a State Board-approved assessment, Cambridge and ACT Quality Core.

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Schools with a Waiver of Credit Graduation Requirements



- Federal Way—
 - Career Academy at Truman
 - Federal Way Open Doors
- Highline—Big Picture High School
- Issaquah—Gibson Ek High School
- Lake Chelan—Chelan School of Innovation
- Methow Valley—Independent Learning Center
- Peninsula—Henderson Bay High School
- Quincy—Quincy Innovation Academy

Schools will be presenting updates to the Board on their waivers at this Board meeting.

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Higher Education and Competency-Based Education

Higher Education has taken a leadership role in competency-based credit—some policies and practices may provide models for high school competency-based credit.

- Western Governors University
- In Washington:
 - High School 21+ program at community and technical colleges, a competency-based program for prior learning
 - WSSDA Model Policy for World Language and Seal of biliteracy meet world language admission requirement at public colleges and universities.
 - High school diploma with associate degree
 - [Academic Credit for Prior Learning Handbook](#) (WSAC)

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Next Steps

- Promote State Board request legislation:
 - Includes a competency-based education workgroup to:
 - Explore a competency-based diploma pathway
 - Expand opportunities for competency-based credit that meets graduation requirements
 - Explore an High School and Beyond Plan credit-bearing course that aligns with Career Connect Washington and that addresses financial education standards
- Work with WSSDA and other partners to expand model policy to other subjects
- Explore programs that would promote expansion of competency-based credit and personalized learning

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Contact Information

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THE WASHINGTON STATE BOARD OF EDUCATION

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COVER: CREDIT-BASED WAIVER UPDATE

Prepared for the January 2019 Board Meeting

Information item.

As related to:

☐ **Goal One:** All students feel safe at school, and have the supports necessary to thrive.

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☒ **Other**

Materials included in packet:

- Memo summarizing the updates.
- The full update letters are included in the externally-produced materials section of the website.

Synopsis and Policy Considerations:

Representatives from the five school districts that have at least one year of education under this waiver program will update the Board on their progress.

The following are the questions that districts responded to in their waiver updates:

1. Please describe and document the progress made by the school during the last school year in meeting the standards for increased student learning set forth in the district's waiver application.
2. If the school's students, whether in the aggregate or by major subgroups, are not making satisfactory progress in meeting the standards for increased student learning set forth in the district's waiver application, please describe any changes made or planned in instructional practices, strategies, or curricula to improve student achievement against the standards.

3. Please describe any changes made in the standards for increased student learning and the evidence selected to determine whether the standards have been met. What changes, if any, are you making in goals for student learning?
4. Please submit the following data, preferably in tabular form, and provide any explanatory comments on each as deemed helpful for the information of the Board.
 - a. Enrollment, by grade.
 - b. Percent meeting standard on the Smarter Balanced Assessments (SBA) in English Language Arts and Mathematics, in each grade in which the assessments are administered, for the most recent school year for which assessment results are available.
 - c. Adjusted four-year cohort graduation rate, for the most recent class available.
 - d. Adjusted five-year cohort graduation rate, for the most recent class available.
 - e. Any post-graduate employment and post-secondary participation data as may be available.
5. What challenges, if any, has the district encountered in transfer of credit equivalencies for Big Picture Schools to higher education institutions or other school districts?

In addition, districts were asked to provide recommendations on developing a competency-based pathway to a diploma.



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UPDATE ON DISTRICTS THAT RECEIVE CREDIT-BASED GRADUATION REQUIREMENT WAIVERS

Prepared for the January 2019 Board Meeting

Policy Considerations

What are promising trends or practices among the recipients of this waiver of credit-based graduation requirements?

- What are challenges encountered by these schools, particularly regarding transfer of credits? How are those challenges being mitigated?
- What is working well and what is not?

This report highlights promising practices and challenges described by Gibson Ek High School in Issaquah School District, Chelan School of Innovation in Lake Chelan School District, the Independent Learning Center in Methow Valley School District, Career Academy at Truman and Federal Way Open Doors in Federal Way School District, and Highline Big Picture in Highline School District. This report is meant to provide a summary to board members and the public.

Background: Credit-Based High School Graduation Requirements Waiver

In April 1999, the SBE adopted WAC 180-18-055, titled “Alternative high school graduation requirements.” The rule authorizes the granting of a waiver by the Board that would enable students to earn a diploma by a demonstration of competencies in core subjects meeting state standards, in place of earning the credits required by Chapter 180-51 WAC (High school graduation requirements).

In filing the adopted rule, WSR 99-10-094, the Board stated that the purpose was to provide school districts and high schools a waiver option from credit-based graduation requirements to support performance-based education.

Accordingly, Section 1 of WAC 180-18-055 declares:

The state board of education finds that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition [from a time and credit-based education system to a standards and performance-based system] with the least amount of difficulty. Therefore, the state board will provide districts and high schools the opportunity to create and implement alternative graduation requirements.

WAC 180-18-055 provides that a school district, or a high school with permission of the district’s board of directors, or an approved private school may apply to the SBE for a waiver of one or more of the requirements of Chapter 180-51 WAC. The rule is unique among provisions of Chapter 180-18 WAC in

authorizing schools, as well as the districts that govern them, to apply for waiver of graduation requirements, and as well as in extending the opportunity to private schools. The SBE may grant the waiver for up to four school years.

The rule lists in detail the information that must be submitted to the SBE with the waiver request. The application must include, for example:

- Specific standards for increased learning that the district or school plans to achieve;
- How the district or school plans to achieve the higher standards, including timelines for implementation;
- How the district or school plans to determine whether the higher standards have been met;
- Evidence that students, families, parents, and citizens were involved in developing the plan; and
- Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan.

The applicant district or school must also provide documentation that the school is (or will be) successful as demonstrated by such indicators as assessment results, graduation rates, college admission rates, follow-up employment data, and student, parent and public satisfaction and confidence in the school, as evidenced by survey results.

Any school or district granted a waiver under this section must report annually to the SBE on the progress and effects of implementing the waiver.

WAC 180-18-055 includes no specific criteria for evaluation of a request for a waiver of credit-based graduation requirements. The rule does stipulate that the SBE may not grant the waiver unless the district or school shows that the proposed non-credit based graduation requirements meet minimum college academic distribution requirements.

History of Closed and Newly Opened Schools Receiving the Waiver

Highline School District received a four-year waiver for Big Picture high school in 2008. Highline's request to the Board for renewal of its waiver for Big Picture School for additional years was approved in March 2012, and again in March 2015. Highline/Big Picture's current waiver runs through the 2018-19 school year.

At its January 2016 meeting the Board approved an application from Issaquah School District for a new high school called Gibson Ek for opening in 2016-17. Gibson Ek replaced a closed alternative school and is modeled on Big Picture design principles.

Methow Valley and Lake Chelan are the fourth and fifth districts to receive this waiver in the nearly 17 years of its existence and were approved in May 2016. Methow Valley School District's Independent Learning Center transitioned from being an alternative school to being an option school with the receipt of this waiver. Similarly, Lake Chelan School District's Chelan School of Innovation also offers serves as an option school rather than an alternative school. Prior to the receipt of this waiver, it was an alternative school called Glacier Valley High School.

Federal Way School District obtained a waiver of four years for Truman High School in 2009. It did not seek renewal of the waiver on its expiration in 2013. However, in May 2017, Federal Way received the waiver of credit-based graduation requirements for Career Academy at Truman and Federal Way Open Doors.

Henderson Bay High School in Peninsula School District and Quincy Innovation Academy in Quincy School district received the waiver in July 2018. Due to how recently Peninsula and Quincy School Districts received this waiver, updates from their schools are not included in this memo.

Personalized, Competency-Based Learning Models

The schools currently receiving this waiver use the , or use the similar . Big Picture Learning is a Providence, R.I.-based nonprofit, founded in 1995, that supports the creation and operation of public schools that follow its model of personalized, competency-based learning. There are more than 65 Big Picture network schools in the U.S., and many more around the world. While many Big Picture schools in Washington seek a credit-based waiver, it is not a requirement to implement the model. For example, Bellevue has operated a Big Picture School since the 2011-12 school year but has not applied for a waiver from credit-based high school graduation requirements. Students enrolled in the school must fulfill the same district credit requirements to graduate with a diploma.

Summary of Update Reports

Gibson Ek in Issaquah School District, Chelan School of Innovation in Lake Chelan School District, the Independent Learning Center in Methow Valley School District, Career Academy at Truman and Federal Way Open Doors in Federal Way School District, and Highline Big Picture in Highline School District were asked to provide an update on the progress made under the waiver of credit-based graduation requirements. The remaining approved schools, Henderson Bay High School in Peninsula School District and Quincy Innovation Academy in Quincy School District, have not been in operation long enough to require a report. The full update reports address the following guiding questions:

1. Please describe and document the progress made by the school during the last school year in meeting the standards for increased student learning set forth in the district's waiver application.
2. If the school's students, whether in the aggregate or by major subgroups, are not making satisfactory progress in meeting the standards for increased student learning set forth in the district's waiver application, please describe any changes made or planned in instructional practices, strategies, or curricula to improve student achievement against the standards.
3. Please describe any changes made in the standards for increased student learning and the evidence selected to determine whether the standards have been met. What changes, if any, are you making in goals for student learning?
4. Please submit the data (*list of data not included here*), preferably in tabular form, and provide any explanatory comments on each as deemed helpful for the information of the Board.
5. What challenges, if any, has the district encountered in transfer of credit equivalencies for a Big Picture School to higher education institutions or other school districts?

Each district provided data on its schools using this model. However, the Family Educational Rights and Privacy Act protects assessment data that features fewer than 10 students. Due to this, participation data was included in this update but assessment data was not. Generally, the assessment results could be characterized as mediocre if compared to all schools in the state but several districts reported improvements in assessment results. For instance, without breaking FERPA protections, a typical result would be 70% meeting standard in English Language Arts and 30% in math. Among the data presented in the district updates, recipients of the waiver noted high internship participation rates and improvements in graduation rate.

All schools noted the importance of relationships with higher education. A common theme was the challenge of articulation with institutions of higher education and challenges that prevent students from participating in NCAA-sanctioned collegiate sports. The schools are working to improve the transition from these schools to higher education by working on translation of the student transcripts. The schools noted the importance of collaborating with the Big Picture Learning network. All schools noted the importance of internships and real-world experience to the learning experience of their students.

Schools that are taking advantage of this waiver program are on the leading edge of implementing competency-based, personalized learning in our state. Educators from these schools and districts may be a rich resource as we move forward developing state policy that supports competency-based education. The common challenges, such as in transcription, are areas where developing state policy may help promote competency-based practices.

Chelan School of Innovation (CSI)

SUCCESES

The Chelan School of Innovation reports success in several areas related to standards for increased student engagement and learning. In addition to improved graduation rates overall across a four-year period, the program has experienced improvement in attendance rates, internship participation, school enrollment, college enrollment, and a reduction in discipline referrals per individual student. CSI also finds the competency-based program allows students to create Learning Plans based on individual interests, passions, and post-high school goals.

In order to address improvements in student learning, changes have been made over the past four years based on the Big Picture Learning perspectives. The changes include an “open schedule” to accommodate direct instruction in core content areas; adoption of “core values” of design thinking; and adjustment to the schedule specifically to allow time for internship participation, restorative practices, advising, and CSI core values. CSI continues to work toward staff and students’ understanding of how the “core values” are incorporated into core content, internships, and projects. Although enrollments are relatively low at 29 students overall in 2017 and 2018, in 2018 the enrollment rate in colleges and universities was high.

CHALLENGES

As noted the enrollment rate across all grades served (grades 8 through 12) remains low. The percent of students meeting standards on the Smarter Balanced Assessments (SBA) in English Language Arts and Mathematics in 2018-19 shows low rates for 11th graders in both ELA and Math; 12th graders are somewhat higher. CSI counts as its major challenge the translation of student transcripts to other high schools and higher education institutions. The process of evaluating and translating competency-based

transcripts for other traditional high schools has proven successful but is problematic in terms of staff's time and effort. CSI has been encouraged by Big Picture Learning to supply only the competency-based transcript.

Gibson EK

KEY DESIGN PRINCIPLES

Gibson EK reports meeting standards for increased student learning through the following key design principles:

Within Goals and Competencies, the five Goals and Competencies include *Personal Qualities*, *Communication*, *Empirical Reasoning*, *Quantitative Reasoning*, and *Social Reasoning* further broken down into four competencies and three to eight targets students must meet. A student must meet or exceed four targets or, as measured by an advisor, achieve a competency. In terms of *Level Up Expectations and Graduation Requirements*, students must also meet level-up requirements each year to move forward. In *Internships in the Real World*, students also attend full-day internships two days per week with 96% of students meeting this goal. Those students who did not meet this goal had additional on-campus opportunities including internship searches, volunteer opportunities, job shadows, and on-campus learning and project work. *The One Student at a Time Personalization* provides for each student to develop a *Learning Plan* that is updated three to four times during the school year as necessary. It includes student's vision, SMART Goals, project work and High School and Beyond information. Small advisory group work and daily check-ins are included. For the 2018-19 School Year, *Project Wayfinder* has been implemented at all grade levels. Gibson Ek has also introduced Authentic Assessments through evidence and portfolios to a panel of teachers, parents, advisors and mentors to include learning through internships, projects, and other activities. *School Organization* will continue to create positive learning spaces, systems, and routines to support student learning to increase student learning and engagement. *Advisory Structure* places students in a mixed-grade advisory of 16-20 students to support learning opportunities supervised by certificated teaching advisors who assess learning. Small School Culture provides support for the 149 students who were enrolled. Leadership has increased to include two part-time counselors and one advisor in addition to the principal, Learning Through Interest Coordinator, Dean of Students, and eight advisors. The school continues to encourage Parent/Family Engagement through various activities. School College Partnership and College Preparation includes sophomore attendance at the Great Careers Conference and College Fair at Bellevue College. Professional development for staff and faculty is directly related to competency-based learning through Design Thinking, Project-Based Learning, Restorative Justice, and other activities.

In terms of their second area of success, Gibson Ek has addressed meeting standards for increased student learning set forth in their waiver application through adjustments to support IEP students. The adjustments include mapping IEP goals to the competencies and targets, greater collaboration between parents, students, case manager, and advisors on student needs; support from a paraprofessional to support specially-designed instruction; ongoing support and math instruction for students with IEP math goals; adapted materials for students during crash labs and design labs; paraprofessional and IEP teacher support and instruction for IEP students in crash labs and design labs; weekly one-on-one meetings with students for support in organization, project ideas, follow through, and accountability; and rewriting of every IEP to students' needs.

Gibson Ek reports changes made in the standards to meet goals for student learning as implemented in 2017-18 and ongoing include: three Exhibition and Learning Cycles for student development and production of work between exhibitions; tracking of student evidence and competencies through use of the Learning Management System, *LiFT* to track and assess student work and progress through level up and graduation; a new schedule to provide support and scaffolding for student project design, development and completion; creation of a Senior Institute for a cohort of students at the upper level toward engagement in the Senior Project; Collection of Student Work to demonstrate range of work and rigor expected of students; Student and Staff Handbooks to support understanding of Big Picture Learning.

Data to support student success in the waiver program includes enrollment levels and Smarter Balanced Assessments (SBA) in English Language Arts and Mathematics scores. Enrollment in the class of 2019 is 21 students; class of 2020 is 55 students; Class of 2021 is 50 students; and Class of 2022 is 59 students.

The adjusted four-year cohort graduation rate is not applicable; the first graduating class is anticipated for 2019. There is no post-graduate employment and post-secondary participation data as of yet.

CHALLENGES

Mid-way through the senior year students in the class of 2019 are in the process of applying to college, with at least one student already accepted. However, Gibson Ek High School faces issues finding accurate equivalencies for students to transfer out to other high schools or programs. Gibson Ek has provided a transfer letter to help other entities interpret competencies and equivalencies for credit. Also helpful may be competency reports from the Learning Management System.

Federal Way Public Schools/Federal Way Career Academy and Federal Way Open Doors

PROGRESS MADE BY THE FEDERAL WAY CAREER ACADEMY (FSWCA) AND FEDERAL WAY OPEN DOORS (FWOD)
Both schools report progress in meeting their standards for increased student learning as the result of introducing project-based student work based on individualized personal learning plans as suggested by the Big Picture Learning model. The projects are tied to attainment of competencies through real-world experiences, seminars, college offerings, and community expert-taught elective courses. Projects are showcased in exhibitions demonstrating their learning.

The district reports success has been assessed in terms of improvements in graduation rates, connectedness to college, attendance, and a decrease in discipline referrals at both FWCA and FWOD. Attendance rates correlate with introduction of Restorative Practices that ensure a safe learning environment as well as implementation of competency-based learning experiences that target students' passions and interests. Restorative Practices also account for decreases in the reduction in disciplinary actions over the past three school years; competency-based learning also has had a positive impact on student behavior. College connectedness is reflected in an overall increase in students' applications for FAFSA and community college admissions.

CHALLENGES TO PROGRESS

In response to lack of satisfactory progress among some students, the district strives to make improvements in their practices, including ongoing professional development planning to improve utilization of competencies and Individualized Learning Plans through meetings with the Big Picture Coach. Principal Carleen Schnitker of Union High Big Picture School has

collaborated with FWCA and FWOD to provide professional development in several areas as well. Monitoring of student achievement has become more intentional through use of online Canvas tools as well as student-advisor contact. The 90-day cycle for Learning Plan implementation helps ensure students are meeting their goals.

CHANGES IN STANDARDS FOR INCREASED STUDENT LEARNING

Federal Way School District has utilized Summit Public Schools and Washington Big Picture Learning competencies within eight domains embedded in the student's Individualized Learning Plan: Key Ideas and Details; Using Sources, Inquiry, Analysis and Synthesis; Composing and Writing; Quantitative Reasoning, and Products and Presentations. FSCA and FWOD continue to increase capacity in communication, demonstration, and evaluation of competencies. Canvas and Sales Force serve as technologies supporting assessment of student progress and case management of student supports.

STUDENT SUCCESS DATA

Evidence for improvement in student success include percentage of students meeting Smarter Balanced Assessments (SBA), four- and five-year cohort graduation rates, and post-graduate employment and post-secondary participation.

CHALLENGES TO STUDENT SUCCESS DATA

Translation of competency-based transcripts into traditional credits continues to be a challenge based on time required to create equivalencies and the undefined nature of the work. In response to this challenge, the district is identifying resources from other Big Picture schools to include competency-based programming matrices, standardized transcript forms, and narratives describing programming for each transcript.

Highline Big Picture School

The Highline District reports continued emphasis on refining the five competencies—quantitative reasoning, empirical reasoning, social reasoning, communication and personal qualities—to improve common understanding among staff and students in order to improve learning. In addition, formative assessment and timely, meaningful feedback toward skills-building in the competencies is a key goal. Assessment and feedback are provided through demonstration of skills via exhibitions; project based learning investigations evaluated by a co-created rubric; compilation of exhibition feedback by advisors with identification of progress; student application of content knowledge and skills through Work Based Learning; formative assessments in Student-Advisor conferences held on a regular basis to review Learning Plans and progress; and completion of all state-mandated standardized assessment and, additionally, to include the PSAT, SAT and NAEP. Additional metrics include improvements in graduation rate, post-high school planning, rate of securing of internships, and level-up success.

SUCCESSES

Highline School District approaches improvement to its Big Picture School program through multiple strategies. These include after-school tutorials and Big Picture Summer school for

students who need to complete level-up; one-on-one tutorial for language development; training for advisors in Lab Gear to address algebraic concepts; a focus on interests/internships; increased staffing for special education department staff to focus on connecting IEPs to Learning Plans; development of community counseling partnerships to address mental health issues or trauma; and restorative practices to decrease in discipline issues.

With regard to measures of success, the district reports steady enrollment in 7th through 12th grades; a relatively high four- and five-year graduation rate; and creation of additional professional development in math instruction.

The Highline School District notes it has been a leader in its implementation of the Big Picture model and serves to support other schools seeking to develop similar programs.

CHALLENGES

The district feels its challenges have not been substantial as the result of strong relationships with college and universities. The biggest challenge is related to the use of competency-based programming and the resulting non-traditional transcript. In response to this issue, the administration has met with college admission offices to review narrative transcripts and provide a better understanding of the program and its graduates. In addition, the principal has joined a Master Transcript Consortium (MTC) to collectively create a school transcript in line with competency-based education. Although one student has been accepted to the University of Washington so far, the problem remains that narrative transcripts are more difficult to translate to a traditional credits-based system. Another challenge comes from the NCAA which does not recognize students' meeting of credit requirements in a Big Picture high school thus preventing them from participating in NCAA sanctioned college sports. Students also may lose credit in transferring to a non-Big Picture school requiring repeat of content to meet state requirements.

Independent Learning Center, Methow Valley School District

The district's summary indicates that they are making significant progress in meeting standards for increased student learning.

ACCESS TO REAL-WORLD LEARNING

The district notes that the ILC has a focus on preparing students for a wide range of post-secondary college, career, and life opportunities. In support of this focus, they have increased the number of students engaged in internships and advanced coursework. They note two reasons for this positive shift: 1) the waiver allows students to show competency in learning goals through real-world learning experiences, and 2) a cultural shift is happening for post-high school planning. The districts notes that in order to foster a greater awareness of goal setting for the future, students are participating in more advanced coursework, rigorous internships, or Running Start. Individualized learning plans have allowed students to take greater ownership of their learning through project-based, interest-driven work. Exhibitions offer students a platform

to reflect on their work and share evidence of the relationship between the goals in their learning plans and the competencies that they seek to master.

STUDENT SUPPORT AND ADVOCACY

The district notes that although their goals for student learning have not changed much since the inception of the program in 2016, the supports for students have. The district has increased its staffing each year, resulting in improvements to connections to the community and the supports for IEPs. They added a full-time para-professional who has improved service to students with special needs. To improve shared efforts toward student success, time is allotted for collaboration among staff members for planning, support for students of concern, and other activities. “Observations” indicate multiple successes resulting from the competency-based program:

- Mentorship coordination to aid guidance in academic areas and life skills areas such as college planning, housing procurement, and testing preparation.
- Successful acceptance for a 2017 student into WSU’s ROAR program for students with intellectual and developmental disabilities.
- Positive experience for an ILC student and avid naturalist whose work with mentors resulted in work with the Method Valley Watershed.

DEFINING SUCCESS THROUGH COMMUNITY CONNECTIONS

The change in perspective from graduation to graduating with options has been accomplished as an effect of the waiver. Students have been successfully connected to community mentors with specific expertise to accomplish students’ personalized learning plans. The resulting mentorships have provided guidance for students in multiple ways, thus helping students anticipate and bridge post-high school plans.

ANECDOTES

With support of a mentor, a 2017 first-generation high school graduate is no longer homeless and is experiencing her third quarter at Wenatchee Valley College in pursuit of an A.S. in Business.

Mentorship and experiences in flying from a local professional pilot who taught within the ILC program provided a student access flying lessons through Glacier Aviation.

DATA SUMMARY: INDICATIONS OF PROGRAM SUCCESS

The data shows some fluctuation over the 2016-2018 period. In 2016, 70% of students obtained internships and 20% were enrolled in advanced coursework (including Algebra II, Financial Planning, Advanced Welding, and Running Start courses). In 2017, 55% of students had internships, 25% were enrolled in advanced coursework, and 35% had mentorships. By 2018, numbers had mostly improved: 70% of students had internships, 70% were also enrolled in advanced coursework, and 20% had mentorships.

SUCCESES: REGIONAL PARTNERSHIPS

In 2017-18, the school became further invested in regional partnerships to include involvement with other Big Pictures schools and staff connections to other alternative high schools to increase exchange of ideas and programming options. As a result of multiple high school administrators, teachers, and staff visiting and interacting with ILC's personnel and students through observation and discussion around their Big Picture Learning model, Chelan, Quincy, and Tonasket districts have adopted the ILC model.

REQUESTED DATA

Enrollment in the ILC program has remained steady for three years and includes an increase in students qualifying for special education services.

CHALLENGES

The 2017-18 cohort graduation rate was 91.7%. While 11 students graduated in 2018, only three continued into post-secondary education and eight chose to enter the workforce directly out of high school. Of those who pursued post-secondary education, nearly all were First Generation college students. Student reports indicate difficulties in pursuing higher education. Challenges include status as First Generation students; geographic isolation from colleges and universities; and limited exposure to other communities beyond their familiar, supportive surroundings. In addition, the students' competency-based transcripts based on personalized learning plans and portfolios may not translate easily to other high schools or postsecondary institutions or state agencies that require progress checks, thus providing difficulty in assigning credits.

OBSERVATIONS

For the First Generation ILC graduate, navigating the college application and financial aid process may prove daunting. The need for continued mentorship and financial assistance is a challenge. Several community organizations who define success beyond four-year university degrees are providing support for students.

An additional issue arose in the case of a student in the foster care system whose report card was required for monthly progress checks. Creating a translation of the student's work into objective grades comparable to those in other high schools was time-consuming and relatively subjective.

NEXT STEPS

Moving forward, ILC will expand programming with community volunteer assistance to include local expertise in the areas of scientific thinking, quantitative reasoning skills, and a new "Crash Lab" experience.

The ILC has become a Big Picture Learning model school and will continue to host multiple activities to enhance programs in other districts.

ILC advisors will be working to re-write benchmarks and gateways to clarify criteria for grade-level movement and graduation. Expansion of regional and community partnerships will expand the network of support and expertise. Collaboration between the Big Picture Learning Network and OSPI will help define categorical funding for competency-based programs.

Anticipated expansion of student access to a counselor will improve support to students in meeting personal and educational goals.

Staff professional development will include Motivational Interviewing, Restorative Justice, and Peer Mediation in order to integrate restorative practices that positively impact students' behavior through safe and respectful ways.

Questions?

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



THE WASHINGTON STATE BOARD OF EDUCATION

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COVER: RULE REVISIONS FOR REQUIRED ACTION DISTRICTS

Prepared for the January 2019 Board Meeting

Information item.

As related to:

☐ **Goal One:** All students feel safe at school, and have the supports necessary to thrive.

☒ **Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.

☒ **Goal Three:** School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

☐ **Goal Four:** Students successfully transition into, through, and out of the P-12 system.

☐ **Goal Five:** Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.

☐ **Goal Six:** Equitable funding across the state to ensure that all students have the funding and opportunities they need, regardless of their geographical location or other needs.

☐ **Other**

Materials included in packet:

- Memo: Rule Revisions for Required Action Districts
- Draft Rules WAC 180-17

Synopsis and Policy Considerations:

OSPI and SBE are working in collaboration to design the new model for Required Action. A workgroup was established that includes SBE members and staff and OSPI leadership. A [revised model](#) was discussed at the Board's September meeting and staff have developed draft rules to implement that model. The Board will be asked to approve the draft rules for public review and comment.



THE WASHINGTON STATE BOARD OF EDUCATION

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RULE REVISIONS FOR REQUIRED ACTION DISTRICTS

Prepared for the January 2019 Board Meeting

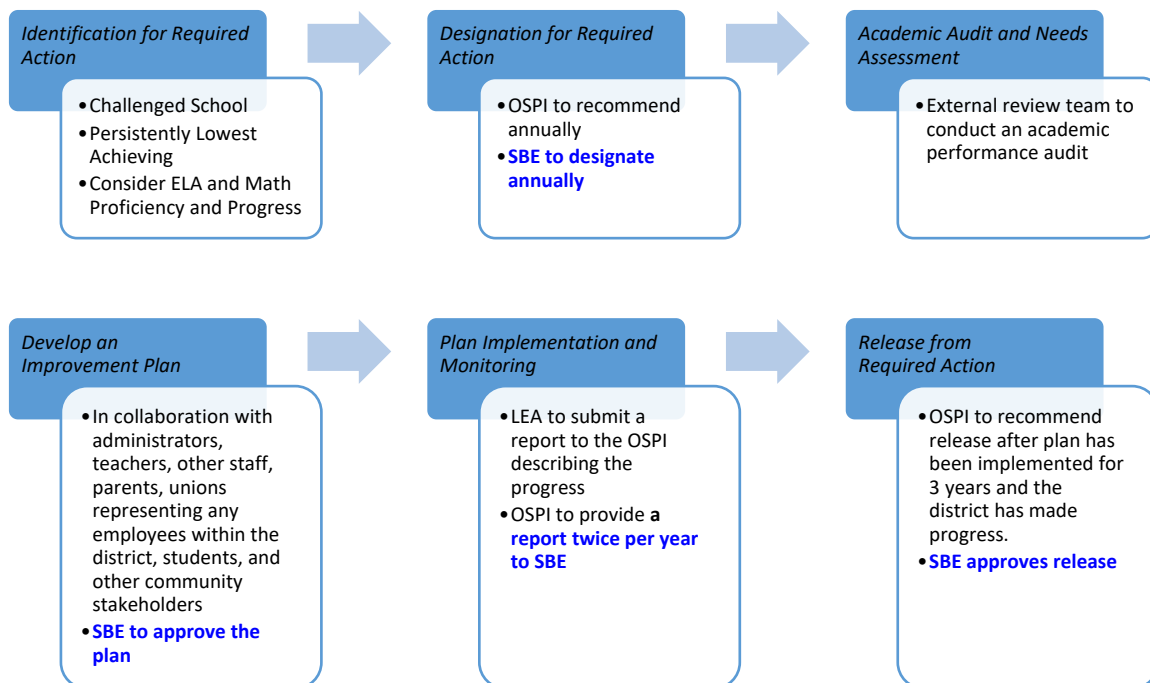
Policy Considerations

SBE and OSPI must each adopt rules to align the Required Action District program with the current accountability and support framework under the state's ESSA plan.

Background

The Required Action District (RAD) program is established in RCW 28A.657 to support districts and schools that are determined to be “persistently lowest achieving” and that are not making substantial improvement. The program was designed in a manner to meet requirements in [state law](#) and is generally aligned with elements of the No Child Left Behind (NCLB) Act, not the reauthorized ESSA. As such, some changes to required action are needed to better align with the current accountability and support framework.

Overview of the Current RAD Process



Changes required in Rule:

OSPI and SBE are working in collaboration to design the new model for Required Action. A workgroup was established that includes SBE members and staff and OSPI leadership. A [revised model](#) was discussed at the Board's September meeting and staff drafted revised rules to implement that model.

OSPI Rules include:

- 392-501-710 Purpose.
- 392-501-715 Definitions.
- 392-501-720 Process and criteria for identifying challenged schools in need of improvement.
- 392-501-730 Process and criteria for recommending to the state board of education school districts for required action.
- 392-501-740 Exit criteria for required action designation.

SBE Rules Include:

- 180-17 Accountability (see attached draft).

Key changes outline:

- Updated the language to be consistent with the current state and federal accountability framework.
- Removed most specific review dates from current rule that do not line up with the board meeting schedule and create an overly rigid structure. The specified dates that remain are those determined in statute. The statute also includes specific review timelines that are included in the draft rule.
- Removed outdated SIG references.
- Added definitions section (referencing other WAC sections where appropriate).

Action

Consider Approval of Draft Rules for public comment and review.

If you have questions regarding this memo, please contact [Randy Spaulding](#).

Chapter 180-17 WAC

ACCOUNTABILITY

Last Update: 10/12/15

WAC

180-17-005 Definitions

180-17-010 Designation of required action districts.

180-17-020 Process for submittal and approval of required
action plan.

180-17-030 Process for submittal and approval of a required
action plan when mediation or superior court review
is involved.

180-17-040 Failure to submit or receive approval of a required
action plan.

180-17-050 Release of a school district from designation as a
required action district.

180-17-060 Designation of required action district to Level II
status.

- 180-17-070 Level II needs assessment and revised required action plan requirements.
- 180-17-080 Level II required action plan—Procedures for direct submission to state board of education by superintendent of public instruction—Role of required action plan review panel.
- 180-17-090 Input of the education accountability system oversight committee prior to Level II designations.
- 180-17-100 Establishment of accountability framework to improve student achievement for all children.

WAC 180-17-005 Definitions

In addition to the definitions outlined in WAC 392-501-715 the following definitions apply to this chapter:

(1) "School and school district improvement plans" means the data-driven plan for the district and each school described and required under WAC 180-16-220 that promotes a positive impact on student learning and includes a continuous improvement process.

(2) "Federal requirements" means the accountability and other requirements specified by the U.S. Department of Education in the elementary and secondary education act of 1965 as amended.

(3) "Washington school improvement framework" or "WSIF" means the system of school differentiation described in the Washington accountability plan approved by the U.S. Department of Education as meeting federal requirements. The framework methodology establishes a summative score for the all students group and the reportable student groups specified in WAC 180-105-020 (b) from up to five indicators broadly categorized as academic achievement, student academic growth, English learner progress, high school graduation, and school quality or student success.

WAC 180-17-010 Designation of required action districts.

Upon receipt of the recommendation from the office of the superintendent of public instruction to designate school districts for required action, in ~~January~~ March, or another time mutually agreed upon by the superintendent of public instruction and the state board of education, of each year the state board

of education shall designate such districts as required action districts.

[Statutory Authority: RCW 28A.657.120. WSR 15-21-019, § 180-17-010, filed 10/12/15, effective 11/12/15; WSR 10-23-083, § 180-17-010, filed 11/16/10, effective 12/17/10.]

WAC 180-17-020 Process for submittal and approval of required action plan. (1) Except as otherwise provided in WAC 180-17-030, the school and school district improvement plans required under WAC 180-16-220 shall be amended to ensure all the requirements listed in RCW 28A.657.050 (2) are met ~~school districts designated as required action districts by the state board of education shall develop a required action plan~~ according to the following schedule:

(a) Within forty calendar days of designation by the State Board of Education ~~By April 15th of the year in which the district is designated,~~ a school district shall submit amended school and school district improvement plans ~~a required action plan to the superintendent of public instruction to review and approve that the plan is consistent with federal guidelines for the receipt of a School Improvement Grant. The required action~~

~~plan must comply with all of the requirements set forth in RCW 28A.657.050.~~

~~(b) By May 1st of the year in which the district is designated, a school district shall submit a required action plan~~ approved by the superintendent of public instruction to the state board of education for approval.

(2) At the next regularly scheduled meeting, or at a special board meeting if no meeting is scheduled within a reasonable time, ~~T~~he state board of education shall, ~~by May 15th of each year,~~ either:

(a) Approve the school district's required action plan; or

(b) Notify the school district that the required action plan has not been approved stating the reasons for the disapproval.

(3) A school district notified by the state board of education that its required action plan has not been approved under subsection (2)(a) of this section shall either:

(a) Submit a new required action plan to the superintendent of public instruction and state board of education for review and approval within forty ~~days~~ calendar days of notification that

its plan was rejected. The state board of education shall approve the plan at its next regularly scheduled meeting, or at a special board meeting ~~approve the school district's required action plan by no later than July 15th~~ if it meets all of the requirements set forth in RCW 28A.657.050; or

(b) Submit a request to the required action plan review panel established under RCW 28A.657.070 for reconsideration of the state board's rejection within ten ~~days~~ calendar days of the notification that the plan was rejected. The review panel shall consider and issue a ~~decision~~ recommendation regarding a district's request for reconsideration to the state board of education ~~by no later than June 10th~~ within forty calendar days. The state board of education shall consider the recommendations of the panel at its next regularly scheduled meeting, or at a special board meeting, and issue a decision in writing to the school district and the panel ~~by no later than June 20th~~. If the state board of education accepts the changes to the required action plan recommended by the panel, the school district shall submit a revised required action plan to the superintendent of public instruction and state board of education ~~by July~~

~~30th~~within forty calendar days. The state board of education shall approve the plan by no later than ~~August 10th~~at its next regularly scheduled meeting or a special board meeting if it incorporates the recommended changes of the panel.

(4) If the review panel issues a decision that reaffirms the decision of the state board of education rejecting the school district's required action plan, then the school district shall submit a revised plan to the superintendent of public instruction and state board of education within ~~forty~~twenty~~days~~calendar days of the panel's decision. The state board of education shall approve the district's required action plan at its next regularly scheduled meeting, or special board meeting~~by no later than July 15th~~ if it meets all of the requirements set forth in RCW 28A.657.050.

[Statutory Authority: RCW 28A.657.120. WSR 10-23-083, § 180-17-020, filed 11/16/10, effective 12/17/10.]

WAC 180-17-030 Process for submittal and approval of a required action plan when mediation or superior court review is involved. (1) ~~By April 1st of the year in which Aa~~ school district that is designated for required action,~~it~~ shall notify

the superintendent of public instruction and the state board of education within ten calendar days if ~~that it~~ is pursuing mediation with the public employment relations commission in an effort to agree to changes to terms and conditions of employment to a collective bargaining agreement that are necessary to implement a required action plan. ~~Mediation with the public employment relations commission must commence no later than April 15th.~~

(2) If the parties are able to reach agreement in mediation, the ~~following timeline shall apply:~~

~~(a) A~~ school district shall submit its required action plan according to the ~~following~~ schedule outlined in WAC 180-17-020.

~~(i) By June 1st, the school district shall submit its required action plan to the superintendent of public instruction for review and approval as consistent with federal guidelines for the receipt of a School Improvement Grant.~~

~~(ii) By June 10th, the school district shall submit its required action plan to the state board of education for approval.~~

~~(b) The state board of education shall, by June 15th of each year, approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement.~~

(3) If the parties are unable to reach an agreement in mediation, the school district shall file a petition with the superior court for a review of any disputed issues under the timeline prescribed in RCW 28A.657.050. After receipt of the superior court's decision, according to the schedule outlined in WAC 180-17-020.~~the following timeline shall apply:~~

~~(a) A school district shall submit its revised required action plan according to the following schedule:~~

~~(i) By June 30th, the school district shall submit its revised required action plan to the superintendent of public instruction for review and approval as consistent with federal guidelines for the receipt of a School Improvement Grant.~~

~~(ii) By July 7th, the school district shall submit its revised required action plan to the state board of education for approval.~~

~~(b) The state board of education shall, by July 15th of each year, approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement.~~

~~[Statutory Authority: RCW 28A.657.120. WSR 10-23-083, § 180-17-030, filed 11/16/10, effective 12/17/10.]~~

WAC 180-17-040 Failure to submit or receive approval of a required action plan. The state board of education ~~shall~~ directly recommend the superintendent of public instruction to require a school district that has not submitted a final required action plan for approval, or has submitted but not received state board of education approval of a required action plan by the beginning of the school year in which the plan is intended to be implemented, to redirect the district's Title I funds based on the academic performance audit findings.

[Statutory Authority: RCW 28A.657.120. WSR 10-23-083, § 180-17-040, filed 11/16/10, effective 12/17/10.]

WAC 180-17-050 Release of a school district from designation as a required action district. (1) The state board of education shall release a school district from designation as

a required action district upon recommendation by the superintendent of public instruction, and confirmation by the board, that the district has met the requirements for release set forth in RCW 28A.657.100.

(2) If the board determines that the required action district has not met the requirements for a release in RCW 28A.657.100, the state board of education may determine that the district remain a Level I required action district and submit a new or revised required action plan under the process and timeline prescribed in WAC 180-17-020, or to the extent applicable in WAC 180-17-030, or following review by the education accountability system oversight committee authorized under RCW 28A.657.130, the Board ~~it~~ may assign the district to Level II status, according to the requirements of WAC 180-17-060. The oversight committee will have thirty calendar days to review and comment on the findings prior to a Board determination.

[Statutory Authority: RCW 28A.657.040 - 28A.657.070 and 28A.657.105 - 28A.657.110. WSR 14-11-062, § 180-17-050, filed 5/18/14, effective 6/18/14. Statutory Authority: RCW

28A.657.120. WSR 10-23-083, § 180-17-050, filed 11/16/10,
effective 12/17/10.]

WAC 180-17-060 Designation of required action district to Level II status. (1) For required action districts which have not demonstrated recent and significant progress toward the requirements for release under RCW 28A.657.100, the state board of education may direct that the district be assigned to Level II status of the required action process.

(2) ~~For the purposes of this section, recent and significant progress shall be defined as progress occurring within the two most recently completed school years, which is determined by the board to be substantial enough to put the school on track to exit the list of persistently lowest achieving schools list, as defined in RCW 28A.657.020, if the rate of progress is sustained for an additional three school years.~~ Schools meeting their ~~annual measurable objectives~~ (AMOs) performance improvement goals, as required under WAC 180-105-020, for the all students group for two consecutive years, ~~as established by the office of the superintendent of public instruction,~~ may also be deemed to have made recent and

significant progress under this section. At the discretion of the state board of education, adjustments may be made to account for changes in standards or assessments, as well as fluctuation in the exit criteria over time due to a normative definition of "persistently lowest-achieving schools" as defined in WAC 392-501-720~~established in RCW 28A.657.020~~.

~~(3) If the required action district received a federal School Improvement Grant for the same persistently lowest-achieving school in 2010 or 2011, the superintendent may recommend that the district be assigned to Level II of the required action process after one year of implementing a required action plan under this chapter if the district is not making progress.~~

~~(4)~~ Districts assigned by the state board of education as required action districts must be evaluated for exit under the same criteria used for their original designation into required action status; except, the board may, at its discretion, exit a district if subsequent changes in the exit criteria make them eligible for exit.

[Statutory Authority: RCW 28A.657.040 - 28A.657.070 and 28A.657.105 - 28A.657.110. WSR 14-11-062, § 180-17-060, filed 5/18/14, effective 6/18/14.]

WAC 180-17-070 Level II needs assessment and revised required action plan requirements. (1) Upon assignment of a school district to Level II required action district status, the state board shall notify the superintendent of public instruction who shall direct that a Level II needs assessment and review be conducted to determine the reasons why the previous required action plan did not succeed in improving student achievement. The superintendent of public instruction shall contract with an external review team to conduct a needs assessment and review. The review team must consist of persons under contract with the superintendent who have expertise in comprehensive school and district reform and may not include staff from agency, the school district that is the subject of the assessment, or members of the staff of the state board of education. The needs assessment shall be completed within ninety dayscalendar days of the Level II designation and presented to the board at its next regularly scheduled meeting or a special board meeting.

(2) The needs assessment and review shall include an evaluation of the extent to which the instructional and administrative practices of the school materially changed in response to the original Level I needs assessment and the periodic reviews conducted by the office of the superintendent of public instruction, during Phase I required action. The needs assessment and review may consider both school and community factors which may include, but are not limited to, class size, resources and building capacity, recent bond or levy failures, kindergarten readiness, student mobility, poverty, student homelessness, rate of parental unemployment, and other factors contributing to the opportunity gap.

(3) Based on the results of the Level II needs assessment and review, the superintendent of public instruction shall work collaboratively with the school district board of directors to develop a revised required action plan for Level II. The school district board of directors shall seek public comment on the proposed Level II required action plan prior to submitting the plan to the state board of education for approval.

(4) The Level II required action plan shall include the following components:

(a) A list of the primary reasons why the previous plan did not succeed in improving student achievement.

(b) A list of the conditions which will be binding on the district in the Level II plan. These may include:

(i) Assignment of on-site school improvement specialists or other personnel by the superintendent of public instruction;

(ii) Targeted technical assistance to be provided through an educational service district or other provider;

(iii) Assignment or reassignment of personnel;

(iv) Reallocation of resources, which may include redirection of budgeted funds or personnel, as well as changes in use of instructional and professional development time;

(v) Changes to curriculum or instructional strategies;

(vi) Use of a specified school improvement model; or

(vii) Other conditions which the superintendent of public instruction determines to be necessary to ensure that the revised action plan will be implemented with fidelity and will result in improved student achievement.

(5) The plan shall be submitted to the state board of education for approval prior to the start of the school year in which implementation will take place ~~May 30th of the year preceding implementation~~, with a cover letter bearing the signatures of the superintendent of public instruction and the chair of the board of directors of the required action district, affirming mutual agreement to the plan.

[Statutory Authority: RCW 28A.657.040 - 28A.657.070 and 28A.657.105 - 28A.657.110. WSR 14-11-062, § 180-17-070, filed 5/18/14, effective 6/18/14.]

WAC 180-17-080 Level II required action plan~~**p**~~**Procedures for direct submission to state board of education by superintendent of public instruction** ~~**and**~~ ~~**r**~~**Role of required action plan review panel.** (1) If the superintendent of public instruction and the school district board of directors are unable to come to an agreement on a Level II required action plan within ninety ~~days~~ calendar days of the completion of the needs assessment and review conducted under subsection (2) of this section, the superintendent of public instruction shall complete and submit a Level II required action plan directly to the state board of education for approval. Such submissions must

be presented and approved by the board prior ~~to July 15th of the~~
~~year preceding~~ start of the school year of implementation.

(2) The school district board of directors may submit a request to the required action plan review panel for reconsideration of the superintendent's Level II required action plan within ten ~~days~~ calendar days of the submission of the plan to the state board of education. The state board of education will delay decision on the Level II required action plan for twenty calendar days from the date of the request, in order to receive any recommendations and comment provided by the review panel, which shall be convened expeditiously by the superintendent of public instruction as required, pursuant to RCW 28A.657.070 (2)(c). After the state board of education considers the recommendations of the required action review panel, the decision of the board regarding the Level II required action plan is final and not subject to further reconsideration. The board's decision must be made by public vote, with an opportunity for public comment provided at the same meeting.

(3) If changes to a collective bargaining agreement are necessary to implement a Level II required action plan, the

procedures prescribed under RCW 28A.657.050 shall apply. A designee of the superintendent shall participate in the discussions among the parties to the collective bargaining agreement.

(4) In Level II required action, the superintendent of public instruction shall work collaboratively with the local board of education. However, if the superintendent of public instruction finds that the Level II required action plan is not being implemented as specified, including the implementation of any binding conditions within the plan, the superintendent may direct actions that must be taken by school district personnel and the board of directors to implement the Level II required action plan. If necessary, the superintendent of public instruction may exercise authority under RCW 28A.505.120 regarding allocation of funds.

(5) If the superintendent of public instruction seeks to make material changes to the Level II required action plan at any time, those changes must be submitted to the state board of education for approval at a public meeting where an opportunity for public comment is provided.

[Statutory Authority: RCW 28A.657.040 - 28A.657.070 and 28A.657.105 - 28A.657.110. WSR 14-11-062, § 180-17-080, filed 5/18/14, effective 6/18/14.]

WAC 180-17-090 Input of the education accountability system oversight committee prior to Level II designations. (1)

Prior to assigning a required action district to Level II status, the board must hold a public hearing on the proposal, and must take formal action at a public meeting to submit its recommendation to the education accountability system oversight committee established in chapter 28A.657 RCW for review and comment.

(2) Prior to assigning a district to Level II status, the board must provide a minimum of thirty calendar days to receive comments by the education accountability system oversight committee. If written comment is provided by the committee, it shall be included in board meeting materials, and posted to the board's web site for public review. The superintendent of public instruction may begin the Level II needs assessment process once the board has formally requested committee input on a Level II designation, but may not initiate any part of the required

action process until the board has made an official designation into Level II status.

[Statutory Authority: RCW 28A.657.040 - 28A.657.070 and 28A.657.105 - 28A.657.110. WSR 14-11-062, § 180-17-090, filed 5/18/14, effective 6/18/14.]

WAC 180-17-100 Establishment of accountability framework to improve student achievement for all children. (1) Pursuant to the requirements of RCW 28A.657.110 (chapter 159, Laws of 2013), the state board of education adopts the following guiding principles in fulfillment of its responsibility to establish an accountability framework. The framework establishes the guiding principles for a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions.

(2) The statutory purpose of the accountability framework is to provide guidance to the superintendent of public instruction in the design of a comprehensive system of specific strategies for recognition, provision of differentiated support and targeted assistance and, if necessary, intervention in

underperforming schools and school districts, as defined under RCW 28A.657.020.

(3) The board finds that the accountability system design and implementation should reflect the following principles and priorities:

(a) Student growth is an essential element in an effective school accountability system. However, inclusion of student growth shall not come at the expense of a commitment to and priority to get all students to academic standard. Washington's accountability system should work toward incorporating metrics of growth adequacy, which measure how much growth is necessary to bring students and schools to academic standard within a specified period of time. An objective standard of career and college-readiness for all students should remain the long-term focus of the system.

(b) The board recognizes that the transition to a new accountability system created ~~common core state standards~~ ~~creates~~ practical challenges for shorter term goal-setting, as a new baseline of student performance is established on a series of more rigorous standards and assessments. Normative measures

of accountability are a transitional strategy during periods of significant change. Long-term, however, the accountability framework shall establish objective standards for index performance tiers and exit criteria for required action status. The board does not support a permanent system of moving, normative performance targets for our schools and students. The long-term goal remains gradually reduced numbers of schools in the bottom ~~tiers of the index~~deciles of the Washington school improvement framework.

(c) To the greatest extent allowable by federal regulations, the federal accountability requirements for Title I schools should be treated as an integrated aspect of the overall state system of accountability and improvement applying to all schools. The ~~composite achievement index score~~Washington school improvement framework should be used as the standard measure of school achievement, and should be directly aligned with designations of challenged schools in need of improvement made annually by the superintendent of public instruction, and the lists of persistently low-achieving schools as required under federal regulations.

(d) The integration of state and federal accountability policies should also be reflected in program administration. To the greatest extent allowed by federal regulation, state and federal improvement planning should be streamlined administratively through a centralized planning tool. Improvement and compliance plans required across various state programs and federal title programs should be similarly integrated to the extent allowable. Planning will become less burdensome and more meaningful when the linkages between programs become more apparent in the way they are administered.

~~(e) The state's graduation requirements should ultimately be aligned to the performance levels associated with career and college readiness. During implementation of these standards, the board recognizes the necessity of a minimum proficiency standard for graduation that reflects a standard approaching full mastery, as both students and educators adapt to the increased rigor of common core and the underlying standard of career and college readiness for all students.~~

(ef) In the education accountability framework, goal-setting should be a reciprocal process and responsibility of the

legislature, state agencies, and local districts and schools.

The state education system should set clearly articulated performance goals for itself in a manner consistent with the planning requirements established for school districts and schools. State goal-setting should be grounded in what is practically achievable in the short-term and aspirational in the long-term, and should reflect realistic assumptions about the level of resources needed, and the time necessary, for implementation of reforms to achieve the desired system outcomes.

~~(g) While the board supports the use of school improvement models beyond those identified by the federal Department of Education under the No Child Left Behind Act, the board will uphold a standard of rigor in review of these plans to ensure that authentic change occurs in instructional and leadership practices as a result of required action plan implementation. Rigorous school improvement models should not be overly accommodating of existing policies and practices in struggling schools, and summative evaluations should be able to document verifiable change in practice.~~

(~~f~~h) Recognition of school success is an important part of an effective accountability framework. The board is committed to an annual process of school recognition, and believes that award-winning schools can make significant contributions to the success of the system by highlighting replicable best practices. All levels of success should be celebrated, including identifying improvement in low-performing schools, and highlighting examples of good schools that later achieve exemplary status.

(~~g~~i) Fostering quality teaching and learning is the ultimate barometer of success for a system of school accountability and support. The central challenge for the superintendent of public instruction is developing delivery systems to provide the needed resources and technical assistance to schools in need, whether they be rural or urban, homogenous or diverse, affluent or economically challenged. In instances where traditional approaches have failed, the system will need to be prepared to develop innovative ways to secure the right instructional and leadership supports for districts and schools that need them.

[Statutory Authority: RCW 28A.657.040 - 28A.657.070 and
28A.657.105 - 28A.657.110. WSR 14-11-062, § 180-17-100, filed
5/18/14, effective 6/18/14.]