



THE WASHINGTON STATE BOARD OF EDUCATION

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

October 31, 2016

Board Members:

Happy Halloween! As I write this note to you, it is raining heavily outside my office window. At 4 p.m., I can see children hustling from business to business in downtown Olympia, their colorful costumes obscured by their giant rain ponchos, flapping widely in the aggressive wind. It's raining at nearly a 45 degree angle. Meanwhile, my children are repeatedly ringing my cell phone and texting...

"When are you going to be home? Kids are already ringing the doorbell!"

"Are you going to pick up more Halloween candy on the drive home?"

"Can my friends and I watch scary movies at our house tonight?"

Between this and the ESSA state consolidated plan, I am not so much scared, as exhausted! And for you, we have a treat – enclosed is the board packet for the November 9-10 meeting in Vancouver. I hope the packet finds you ready and 'unafraid' to engage the most important topics our state faces regarding ESSA implementation.

A major component of our meeting will be a review of the components of our state's consolidated ESSA proposal. I should let you know that Superintendent Dorn is still deliberating his major decisions and therefore the agency's plan will not be in our packet. The staff will be deliberating through this week to finalize the writing of the plan. In lieu of the plan itself, we will be developing a series of high-level visuals to help illustrate the central policy issues embedded in the Plan. We look forward to a robust discussion, and great questions from the members!

We have a number of important topics to cover – our Educational System Health report and panel discussion with peer agencies, and our legislative priorities discussion come to mind – but we also look forward to honoring Bob Hughes, as this will be his last meeting with the Board after 8 years of service. A dinner honoring Bob's time on the Board is scheduled for Wednesday evening, at Mill Creek Pub in Battleground. We will also enjoy a presentation and dialogue with the ESD 112 Regional Teacher of the Year, Ms. Kendra Yamamoto.

I look forward to seeing you all in Vancouver, if not first at our community forum on Tuesday night at 5 p.m., then Wednesday morning at ESD 112.

A handwritten signature in black ink that reads "Ben Rarick".

Ben Rarick, Executive Director



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Educational Service District 112, Clark Room
2500 N. 65th Avenue, Vancouver, WA 98661

November 9-10, 2016 MEETING AGENDA

*The SBE will hold a community forum at Educational Service District 112 at 5:00 p.m. on November 8 in the Klickitat/Skamania Room. If a quorum of members are present, the forum will become a public meeting per RCW 42.30.030. **Goal 1.A.7***

Wednesday, November 9

8:00-8:15 a.m.

Call to Order

- Pledge of Allegiance
- Welcome from Mr. Tim Merlino, Superintendent, Educational Service District 112

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 September 13-15, 2016 Meeting
- Approval of the Temporary Waiver of Graduation Requirements for East Valley School District #90

8:15-10:00

Every Student Succeeds Act Consolidated Plan Discussion

Goal 4.B

Dr. Gil Mendoza, Deputy Superintendent, OSPI

Dr. Andrew Parr, Research and Data Manager

Ms. Maria Flores, Director of Title II, Part A and Special Programs

10:00-10:15

Break

- 10:15-12:00 p.m.** **Discussion of Educational System Health Indicators Report**
Goal 2.A.1
 Dr. Andrew Parr, Research and Data Manager
 Ms. Kaaren Heikes, Director of Policy and Partnerships
 Representative of Office of Superintendent of Public Instruction
 Representative of Washington Student Achievement Council
 Representative of Department of Early Learning
 Representative of Educational Opportunity Gap Oversight and Accountability Committee
 Representative of State Board of Community and Technical Colleges
 Representative of the Workforce Training and Education Coordinating Board
 Representative of Professional Educator Standards Board
- 12:00-12:30** **Public Comment**
- 12:30-1:00** **Lunch and Recognition of Mr. Bob Hughes**
 Mr. Kevin Laverty, Vice Chair
- 1:00-2:00** **Equity and Closing the Opportunity Gap – Delving Deeper**
Goal 1.B
 Ms. Isabel Muñoz-Colón, Chair
- 2:00-3:15** **Consideration of SBE Legislative Priorities**
Goals 1-4
 Mr. Ben Rarick, Executive Director
 Ms. Kaaren Heikes, Director of Policy and Partnerships
- 3:15-3:30** **Break**
- 3:30-3:45** **Option One Basic Education Act Waiver Request**
Goal 4.B
 Mr. Parker Teed, Data Analyst
- 3:45-5:00** **Board Discussion**

Thursday, November 10

- 8:00-8:30 a.m.** **World Language Early Learning from the Student Perspective**
Goal 3.C.4
 Mr. Baxter Hershman, Student Board Member
- 8:30-9:15** **Executive Director Update**
Goal 3, Goal 1.B
 Mr. Ben Rarick, Executive Director
- Strategic Plan Revisions
 - Rule-making on WAC 180-18-055 (Alternative High School Graduation Requirements)
 - Rule-making on WAC 180-51-115 (Special Education)

- WAC 180-18-040 and WAC 180-18-050 (180-Day Waivers)
- Revisiting the SAT English Language Arts Threshold Score Setting

9:15-10:15 Career-Ready Transitions and Collaboration with the Workforce Training and Education Coordinating Board

Goal 3

Ms. Linda Drake, Director of Career- and College-Ready Initiatives
 Ms. Lorrell Noahr, Interim Director School Facilities and Organization, OSPI
 (via videoconference)

10:15-10:30 Break

10:30-11:30 Board Discussion

Goal 4.B

- Option One Basic Education Act Waiver Request
- Next Steps on ESSA Work, Legislative Priorities, and Other Items Designated by the Chair

11:30-12:00 p.m. Public Comment

12:00-12:45 Lunch and Regional Teacher of the Year Presentation

Ms. Kendra Yamamoto, Teacher, Martin Luther King Elementary School

12:45-1:45 Board Discussion

1:45-3:00 Business Items (Action Required)

1. Approval of the Revised 2017-2018 Board Meeting Calendar
2. Approval of the Revised 2019-2020 Board Meeting Calendar
3. Approval of the 2021-2022 Board Meeting Calendar
4. Approval of 2017 SBE Legislative Priorities
5. Adoption of 2016 School District BEA Compliance Report
6. Approval of Option One Basic Education Act Waiver Application from Boistfort School District
7. Adoption of Rule Amendments on WAC 180-18-055 (Alternative High School Graduation Requirements)
8. Adoption of Rule Amendments on WAC 180-51-115 (Special Education)
9. Approval of Letter to Superintendent Dorn on Timelines and Next Steps for Washington’s ESSA Consolidated Plan

3:00 Adjourn



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Directions to ESD 112

The Heathman Lodge

7801 Northeast Greenwood Drive, Vancouver, WA 98662

- ↑ Head south on NE Greenwood Dr toward NE 77th Ave
0.1 mi
- ↶ Turn left onto NE 41st St/NE 77th Ave
0.3 mi
- ↶ Turn left onto NE 72nd Ave
348 ft
- ↷ Turn right onto NE 40th St
0.1 mi
- ↶ Turn left onto NE Andresen Rd
0.4 mi
- ↷ Turn right onto NE Fourth Plain Blvd
0.2 mi
- ↶ Turn left onto NE 65th Ave
Destination will be on the right
0.4 mi

Educational Service District 112

2500 Northeast 65th Avenue, Vancouver, WA 98661

7 min (1.6 miles)

via NE Andresen Rd

6 min without traffic



THE WASHINGTON STATE BOARD OF EDUCATION

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Directions to Portland International Airport

15 min (10.5 miles)



via I-205 S

14 min without traffic

Educational Service District 112

2500 Northeast 65th Avenue, Vancouver, WA 98661

- > **Get on WA-500 E from NE 65th Ave**
4 min (1.0 mi) —————
- > **Take I-205 S to NE Airport Way in Portland. Take exit 24 from I-205 S**
8 min (7.5 mi) —————
- > **Drive to NE Airport Way**
3 min (1.9 mi) —————

Portland International Airport

7000 Northeast Airport Way, Portland, OR 97218



THE WASHINGTON STATE BOARD OF EDUCATION

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Directions to Wednesday Member Recognition Dinner

Mill Creek Pub, Battle Ground (address below)

Wednesday, 6:30 p.m.

The Heathman Lodge

7801 Northeast Greenwood Drive, Vancouver, WA 98662

- > Take NE Parkway Dr to NE Thurston Way

1 min (0.3 mi)

- > Follow WA-500 E and WA-503 N to SW 9th Ave in Meadow Glade

16 min (9.2 mi)

- ↶ Turn left onto SW 9th Ave

48 s (0.1 mi)

Mill Creek Pub

1710 Southwest 9th Avenue #101, Battle Ground, WA 98604

17 min (9.6 miles)

via WA-500 E and WA-503 N

16 min without traffic



THE WASHINGTON STATE BOARD OF EDUCATION

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Washington State Board of Education Bi-Monthly Board Meeting

September 13-15, 2016
Skamania Lodge – Stevenson Ballroom B
1131 SW Skamania Lodge Way
Stevenson, WA 98648

Meeting Minutes

Tuesday, September 13

Members Attending: Chair Isabel Muñoz-Colón, Vice Chair Kevin Laverty, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Mona Bailey, Mr. Jeff Estes, Mr. Bob Hughes, Ms. Judy Jennings, Holly Koon, MJ Bolt and Ms. Lindsey Salinas (11)

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

Members Absent: Mr. Randy Dorn, Ms. Janis Avery, Mr. Baxter Hershman and Dr. Daniel Plung (4)

Guests: Mr. Raj Manhas (1)

The meeting began at 8:24 a.m.

RETREAT ORIENTATION

The Chair welcomed board members to the Board's annual retreat and introduced Mr. Raj Manhas as the Board's facilitator for the next three days. Mr. Manhas shared his passion for education and expressed his honor in being able to facilitate. Board members individually shared their hopes and goals for the retreat.

Mr. Rarick provided an overview of the day's agenda items and goals. Ms. Jensen led members and staff in an ice breaker activity.

TABLE TALK DISCUSSIONS ON BOARD SURVEY RESULTS

Members were invited to take an online survey prior to the meeting regarding the three policy focus areas of system transitions, student transitions and ESSA implementation. Members divided into three groups to review and discuss the survey results.

SCHOOL SITE VISIT

Members visited Wind River Middle School in Carson. Members heard several presentations from school leaders, toured classrooms, and were provided an opportunity for students to ask the Board questions about its policy work.

SMALL GROUP TEAM-BUILDING ACTIVITIES

Members and staff divided into small groups to participate in team-building activities.

Adjourned at 5:00 p.m.

Wednesday, September 14

Members Attending: Chair Isabel Muñoz-Colón, Vice Chair Kevin Laverty, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Mona Bailey, Mr. Jeff Estes, Mr. Bob Hughes, Ms. Judy Jennings, Mr. Randy Dorn and Ms. Lindsey Salinas (12)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Linda Sullivan-Colglazier, Mr. Adam Wilson and Ms. Denise Ross (10)

Members Absent: Ms. Janis Avery, Mr. Baxter Hershman and Dr. Daniel Plung (3)

The meeting began at 8:05 a.m.

MAKING THE TRANSITION: EVERY STUDENT SUCCEEDS ACT IMPLEMENTATION, YEAR ONE

Ms. Kristen Amundson, Executive Director, National Association of State Boards of Education

Ms. Amundson introduced the topic by providing the history and purpose of the federal Elementary and Secondary Education Act. She summarized the discussions stakeholders had on creating the language of the Every Student Succeeds Act (ESSA) bill and how it differs from the No Child Left Behind Act (NCLB). She reminded the Board that the United States Department of Education published proposed ESSA regulations, and many stakeholders provided comment.

Ms. Amundson presented on the following aspects of ESSA:

- Flexibility in how assessments can be administered;
 - Requirements for accountability;
 - The fifth accountability indicator of school quality or student success;
 - Teacher evaluation and sunset of highly qualified teacher requirements;
 - Criteria for school improvement and how schools will be measured;
-

Ms. Amundson provided questions for members to consider related to how Washington will identify goals for an accountability system. Members reviewed examples of other states' stakeholder engagement and long-term goals.

Members discussed the following:

- Participation rate issues;
 - Flexibility for testing options with ESSA implementation
- Fifth indicator for the accountability system;
 - Impact of chronic absenteeism and truancy on student achievement
- Processing feedback from the Accountability System Workgroup and other stakeholders;
- Title I funding (supplement-not-supplant);
- Clarity of roles for SBE and the Superintendent of Public Instruction in ESSA implementation;
- Processing feedback from the Accountability System Workgroup and other stakeholders;
- Timelines for ESSA implementation;
- Long-term goals;
 - The link between 100 percent proficiency and closing opportunity gaps and achievement gaps
 - Supporting the various subgroups in different ways

BOARD NORMS ANNUAL REVIEW

Due to time restrictions, this agenda item was not discussed.

DISCUSSION OF STRATEGIC PLAN

Mr. Raj Manhas, Facilitator

Mr. Manhas led board members in providing guidance to staff on revisions to the Board's strategic plan based on the three policy themes of ESSA implementation, system transitions and student transitions. Staff intend to use the feedback to propose strategic plan revisions at the November meeting.

Members discussed the following:

- The Board's values and mission;
 - The importance of focusing on equity and closing the achievement gap and opportunity gap;
 - Updating the Achievement Index;
 - Governance and the roles of the bodies that affect K-12 education policy;
 - OSPI's transition plan into new leadership;
 - Members' role in sharing information and feedback with partners and stakeholders;
 - Improving communication with stakeholders;
 - Strengthening the Board's message on the *McCleary* case;
-

Members created a draft of guiding principles for each policy theme, but decided to continue condensing it to more prioritized list on Thursday.

Adjourned at 4:57 p.m.

Thursday, September 15

Members Attending: Chair Isabel Muñoz-Colón, Vice Chair Kevin Lavery, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Mona Bailey, Mr. Jeff Estes, Mr. Bob Hughes, Ms. Judy Jennings, Mr. Randy Dorn and Ms. Lindsey Salinas (12)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Linda Sullivan-Colglazier, Mr. Adam Wilson and Ms. Denise Ross (10)

Members Absent: Ms. Janis Avery, Mr. Baxter Hershman and Dr. Daniel Plung (3)

Guests: Mr. Raj Manhas (1)

CALL TO ORDER

Chair Muñoz-Colón called the meeting to order at 8:05 a.m. and invited members to give updates and announcements. Member Bolt encouraged members to attend the Expanded Learning Opportunity Council's upcoming community forum, in which they'll be seeking stakeholder feedback for a report to the Legislature.

CONSENT AGENDA

Chair Muñoz-Colón reported that the Office of Superintendent of Public Instruction needs additional time before constructing a final recommendation for setting the Certificate of Individual Achievement threshold scores; therefore, the presentation needs to be removed from the agenda and business items.

APPROVAL OF MEETING MINUTES

Motion made by Member Hughes to approve the July 13-14, 2016 board meeting minutes.

Motion seconded.

Motion carried.

Motion made by Member Fletcher to approve the August 15, 2016 special board meeting minutes.

Motion seconded.

Motion carried.

Motion made by Member Jennings to remove setting the Certificate of Individual Achievement Threshold Scores for math and English Language Arts Collections of Evidence from the agenda and meeting business items.

Motion seconded.

Motion carried.

CALL FOR NOMINATIONS FOR THE EXECUTIVE COMMITTEE

Mr. Bob Hughes, Nominations Lead Member

Mr. Hughes reminded the Board that the election for three member at-large positions will be conducted later in the morning and that they are each one-year terms. He reported that Members Koon, Jennings, Maier and Avery had been nominated to date, and reminded members to sign their ballots. Mr. Hughes asked if there were any further nominations. Hearing no further nominations, Chair Muñoz-Colón announced the call for nominations was closed.

DISCUSSION: THE ROLE OF EQUITY AND SOCIAL JUSTICE IN THE DELIBERATIONS OF THE STATE BOARD OF EDUCATION

Chair Muñoz-Colón invited members to explore how race and social justice plays a role in the Board's deliberations. She shared a document outlining Oregon state's equity lense basic framework for policy decision-making and strategic investment.

Mr. Manhas shared his experiences with equity and social justice during his career.

Mr. Rarick shared his personal advocacy for social justice in his daughter's high school.

Members discussed the importance of race, equity and social justice and the need for it to be integrated into policy decisions.

Chair Muñoz-Colón asked members about Board interest in investing time collectively on equity and social justice work over the next year, and all members expressed support to do so.

RULES AMENDMENTS FOR WAC 180-51-115 (SPECIAL EDUCATION) – PUBLIC HEARING

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

Mr. T.J. Kelly, Director of School Apportionment and Financial Services, OSPI (web conference)

The SBE held a public hearing for rule amendments for WAC 180-51-115. Mr. T.J. Kelly reported the amendment to the rules is exclusively a change of reference and does not cause any additional fiscal impact for school districts. An opportunity for public testimony was provided. No one came forward to testify.

RULES AMENDMENTS FOR WAC 180-18-055 (ALTERNATIVE HIGH SCHOOL GRADUATION REQUIREMENTS) – PUBLIC HEARING

Mr. Jack Archer, Director of Basic Education Oversight

Mr. T.J. Kelly, Director of School Apportionment and Financial Services, OSPI (web conference)

Mr. Kelly reported that the fiscal impact to school districts of the proposed amendments is indeterminate. He noted that subsection (3) of the proposed rule amendments provides that the request for a waiver under this section must include any supplemental information and documentation as may be required by the State Board of Education. As OSPI cannot know what supplemental information and documentation may be required by the State Board of Education, the fiscal impact is found to be indeterminate. An opportunity for public testimony was provided. No one came forward to testify.

Mr. Archer noted that written public comment was received on the rule amendments and that he will send an electronic copy to members.

EXPERIENCES THAT INFLUENCED MY LIFE

Ms. Lindsey Salinas, Student Board Member

Ms. Salinas began her presentation by presenting pictures of her family and sharing details of her ethnicity, background, culture and life experiences growing up on a tribal reservation. She is currently a junior at Wellpinit High School and attends Spokane Falls Community College as a Running Start student. Ms. Salinas values the culture week her school holds each year where students experience preparing a main meal, play games, go on canoe trips and take historical field trips. She's enrolled in the Washington State University's Upward Bound program, which has been a major support system for her. She's given monthly assignments to complete, has access to tutoring services and receives opportunities to travel.

Ms. Salinas shared the effects of the recent fire in her hometown and how it brought the community together.

EXECUTIVE DIRECTOR UPDATE

Mr. Ben Rarick, Executive Director

Mr. Jack Archer, Director of Basic Education Oversight

Ms. Kaaren Heikes, Director of Policy and Partnerships

Dr. Andrew Parr, Data and Research Manager

Ms. Heikes presented highlights of the September Education Funding Task Force meeting regarding compensation for certificated instruction staff, as well as highlights of the recent Supreme Court *McCleary* oral arguments.

Mr. Archer reminded members of the discussion the Board engaged in during the July meeting regarding the current statutes and rules related to 180-day waiver. He reported that staff identified recommended changes to WAC 180-18-040 and WAC 180-18-050 that would be clarifying amendments and technical improvements only. The filing of a CR-101 for both rules would be required for staff to initiate amendments.

Dr. Parr reported that staff plan to draft an early version of the bi-annual Education System Health Report due in December. Dr. Parr reminded members of the recommendations of the 2014 report and that members will be asked at the November meeting if they wish to revise the recommendations for the 2016 report.

Mr. Rarick provided an overview of the agency core budget.

Members continued their discussion regarding the draft guiding principles list for the strategic plan and provided staff with feedback. Members discussed the importance of outreach and community engagement.

Members were asked to take action on approving the agency core budget and the filing of CR-101 on WAC 180-18-040 and WAC 180-18-050, concerning waiver of the basic education requirement of a minimum 180 school days, during business items.

EXECUTIVE COMMITTEE ELECTION

Member Janis Avery was elected as a member at-large. Member Jennings was re-elected as a member at-large, and Member Maier was re-elected as a member at-large.

OPTION ONE BASIC EDUCATION ACT WAIVER REQUESTS

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Archer reported the SBE received requests from Auburn School District and Reardan-Edwall School District for Option One waivers of the basic education requirement of a minimum 180-day school year. Auburn School District's request was for a waiver of three days for the 2016-17 school year. Mr. Archer noted that this was a resubmittal of the request that was not approved by the Board at the July meeting. The application was rewritten in response to feedback received on the deficiencies identified by Board members in the original application. The purpose of the waiver plan was to provide additional time for teachers and administrators to strengthen data-driven instructional practices aligned to Common Core State Standards and Next Generation Science Standards, focus on culturally responsive instruction for each student subgroup, and increase engagement with families.

By invitation of the Chair, Assistant Superintendent Harris addressed the Board about the district's request and highlighted changes made to the revised application.

Mr. Archer reported Reardan-Edwall School District's request was for a waiver of four days for the current year and next two school years. This would replace a waiver of two days and used for the purpose of professional development in a K-12 format, with Professional Learning Communities working across buildings and grades, and for development of systems for remediation. Mr. Archer noted that the main change in the waiver plan from the prior one was the change from one full day per year for district-wide in-service to one full day per quarter, which the district says will allow for vertical alignment of curricula and support learning initiatives.

Board members were asked to take action on the applications during business items on Thursday.

BOARD DISCUSSION

Members asked Mr. Rarick clarifying questions regarding the agency budget.

PUBLIC COMMENT

Wendy Rader-Konofalski, WEA

Ms. Rader-Konofalski encouraged the Board to continue advocating for a fully funded education system this legislative session. She urged the Board to support the lowering of class sizes in all grades and providing sufficient teachers and other classified staff in our schools. Ms. Rader-Konofalski asked the Board to join other stakeholders across the country to use the flexibility provided by the *Every Student Succeeds Act* in advocating to eliminate high-stakes testing. She emphasized how important it is to gather stakeholder and practitioner feedback.

Heidi Harris, Auburn School District

Ms. Harris encouraged members, when looking at the flexibility of the *Every Student Succeeds Act*, to look at how clarity can be provided. She knows there is an accountability required at the federal level, but she'd like to have clarity on what's considered a growth measure or benchmark.

Karl Kanthak, Mount Pleasant School District

Mr. Kanthak cautioned the Board of the unintended consequences if the bill eliminating non-medical vaccine exemptions were passed. He provided supporting [documents](#) to board members.

RECOGNITION OF SUPERINTENDENT RANDY DORN AND MR. JACK ARCHER

The Board recognized Superintendent Dorn for his work on the Board. He was presented with a plaque, letter from Governor Inslee and receipt of a charity donation members made in Superintendent Dorn's honor.

The Board recognized Mr. Jack Archer for his work as a staff member and presented him with a plaque and retirement letter written by Superintendent Dorn thanking him for his public service.

DISCUSSION OF POTENTIAL LEGISLATIVE PRIORITIES FOR THE 2017 LEGISLATIVE SESSION

Mr. Jack Archer, Director of Basic Education Oversight
Ms. Kaaren Heikes, Director of Policy and Partnerships

Members reviewed the 2016 Legislative Priorities and the action from each one during the legislative session.

Members discussed the following:

- Assessments linked to graduation;
- Pros and cons of substituting the Smarter Balanced Assessment with the SAT or ACT;
- Teacher shortage;
- Removing the biology end-of-course exam as a high school graduation

BOARD DISCUSSION

Staff presented a revised version of the guiding principles for the strategic plan based on member feedback earlier in the meeting. *(See Supplemental Materials attached)*

BUSINESS ITEMS

Motion made by Member Lavery to approve the filing of a CR-101 on WAC 180-18-040 (Waiver from total instructional hour requirements) and WAC 180-18-050 (Procedure to obtain waiver).

Motion seconded.

Motion carried.

Motion made by Member Jennings to approve the 2017-2019 Agency Core Budget, as shown in Exhibit A.

Motion seconded.

Motion carried.

Motion made by Member Bolt to approve Auburn School District's waiver request from the 180-day school year requirement for three school days for the 2016-17 school year, for the reasons requested in its re-submitted application to the Board received August 25, 2016.

Motion seconded.

Motion carried.

Motion made by Member Bolt to approve Reardan-Edwall School District's waiver request from the 180-day school year requirement for four school days for the 2016-17, 2017-18, and 2018-19 school years, for the reasons requested in its application to the Board.

Motion seconded.

Motion carried.

Chair Muñoz-Colón adjourned the meeting at 2:12 p.m.

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

Supplemental materials transcribed by: Parker Teed, Data Analyst

*Complete meeting packets are available online: <http://www.sbe.wa.gov/materials.php>
For questions about agendas or meeting materials you may email denise.ross@k12.wa.us or call
360.725.6027*



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Supplemental Materials

Feedback during board discussion on September 15, 2016 for Guiding Principles

Stakeholder Engagement

The Board wishes to re-energize its efforts in **collaborating with peer agencies and boards, and engaging stakeholder groups**. In particular, the Board wishes to invest time and energy in rethinking how board members and staff cultivate alliances with partner organizations through member-to-member outreach and issue-specific engagement strategies, toward the goal of breaking down governance silos. There is a particular interest in revisiting the structure and purpose of the community forums, with special attention to seeking input from school and district educator practitioners, and traditionally underrepresented and underserved populations in communities. We need to be transparent about involving those without formal representation in the stakeholder community, and especially from the students themselves.

Accountability System Improvements

The Board intends to continue investing in **understanding and addressing opportunity gaps that exist in our system**, including exploring formal ways in which opportunity gap metrics can be regularly evaluated, and incorporated into the state's educational system health framework. The Board wishes to leverage the opportunity to set new long-term student achievement goals in ESSA as an opportunity to highlight the **central importance of closing achievement gaps for all schools, all kids**.

Every Student Succeeds Act/Community & Outreach

The Board believes that the transition to the Every Student Succeeds Act (ESSA) presents new opportunities for policy leadership at the state & local level. During the ESSA transition, intentional and frequent communication with stakeholders will be key. In the process of submitting new federal plans, to the greatest extent possible, the Board wishes to work with OSPI to protect the system from sudden, unexpected changes by adopt a "hold harmless" policy, with the goal of protecting districts from unpredictable federal plan review timelines, and changes in USED administration. The Board also sees ESSA as an opportunity to improve the visibility & usability of the Washington Achievement Index.

Student Transitions

The Board has committed to systematically examining the importance of key student school transitions leading to the completion of a high school diploma, and future success in college, career, and life. While the Board sees immediate opportunities to work with peer agency partners to exercise policy leadership in establishing a more refined and shared transition framework for the high school-to-post secondary transition, the Board remains committed to open exploration of others, including middle school-to-high school transition, as well as system factors impacting K-readiness rates. Central to this work is the Board's commitment to advocate for ample provision for Washington's schools.



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Title:	Every Student Succeeds Act (ESSA) Update	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<p>The memo provides answers and insights to the following questions.</p> <ol style="list-style-type: none"> 1. What is the Board’s authority and role in the ESSA work? 2. What has happened so far with the ESSA State Plan work and what will happen in the near future? 3. What did the Consolidated State Plan (CSP) Team and the Accountability Systems Workgroup (ASW) recommend for use in school accountability as the School Quality and Student Success measures? 4. What are the major concerns expressed by stakeholders about the two measures of SQSS recommended by the ASW: chronic absence, and 9th grade on track? And where can I find more information on these two measures? 5. Under ESSA and per the recommendations from the ASW and the CSP Team, how will the next iteration of the Index differ from the current Index version? 6. What were the recommendations from the ASW and the CSP Team for the Superintendent on the topic of long-term goals? 	
Possible Board Action:	<input type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics / Other <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The Every Student Succeeds Act Accountability System Workgroup recently finished their work and forwarded recommendations to the Consolidated State Plan Team for their discussion and moving those recommendations (or not) to the Superintendent for his consideration in the Plan submission to the United States Education Department. The memo provides information on the recommendations forwarded to the Superintendent.</p>	



THE WASHINGTON STATE BOARD OF EDUCATION

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

EVERY STUDENT SUCCEEDS ACT - UPDATE

Policy Considerations

The Washington State Board of Education (SBE) has the authority to adopt school and district improvement goals under RCW 28A.305.130 (4)(a) and did so in WAC-180-105-020. In RCW 28A.657.110, the SBE was directed to develop a Washington Achievement Index and to coordinate with the Office of the Superintendent of Public Instruction (OSPI) to seek approval from the U.S. Department of Education (USED) to use the Achievement Index for federal accountability purposes.

The Every Student Succeeds Act (ESSA) requires the OSPI to submit a Consolidated State Plan (CSP) to the USED that includes a description of long-term school improvement goals, and a description of the system of meaningful school differentiation, which is mostly derived from data in the Washington Achievement Index. To support this process, the OSPI established workgroups (including the Accountability System Workgroup) to provide recommendations on the above referenced topics to the Consolidated State Plan (CSP) Team and the Superintendent for his consideration in the State Plan submission to the USED. The Board will have questions about the recommendations provided to the Superintendent, and which of those recommendations moved forward into the State Plan.

Key Questions

1. What is the Board's authority and role in the ESSA work?
2. What has happened so far with the ESSA State Plan work and what will happen in the near future?
3. What measures of School Quality and Student Success (SQSS) did the Consolidated State Plan (CSP) Team and the ASW recommend for use in school accountability?
4. What are the major concerns expressed by stakeholders about the two measures of School Quality and Student Success (SQSS) recommended by the ASW: chronic absence, and 9th grade on track? And where can I find more information on these two measures?
5. Under ESSA and per the recommendations from the ASW and the Consolidated State Plan Team, how will the next iteration of the Index differ from the current Index version?
6. What were the recommendations from the ASW and the CSPT for the Superintendent on long-term goals?
7. When will the proposed rulemaking for the ESSA statewide accountability systems be finalized?

What is the Authority and Role of the Board?

The ASW formally met on seven separate occasions from April through October to discuss a wide range of topics on the statewide accountability system for the purpose of making recommendations to be considered by the CSPT for the Superintendent of Public Instruction. The ASW finished their work on Oct. 14 and on Oct. 20, the CSPT reviewed and discussed the 14 recommendations from the ASW. The CSPT forwarded and updated list to the Superintendent for his consideration in developing the State Plan.

The Board has important roles from two separate angles.

1. Broad oversight: ESSA Section 1111(a)(1)(A) states that the State Educational Agency (SEA) shall file with the Secretary of USED a State Plan that is developed by the SEA with timely and meaningful consultation with the Governor, members of the State legislature, the State Board of Education, and other agencies and stakeholders.

Section 1111(a)(8) directs the SEA to make the State Plan publicly available for public written comment for at least 30 days, by electronic means, and in an easily accessible format prior to submission to the Secretary for approval. The 30 day public comment period is expected to begin on November 9, or when the OSPI makes the State Plan publicly available.

2. Specified Authority:

RCW 28A.305.130 (4)(a) authorizes the SBE to adopt school and district improvement goals in ELA, math, and science that shall not conflict with Title I of the Elementary and Secondary Education Act (ESEA) as amended. The SBE may establish school and district goals for high school graduation, and all of the goals shall be adopted by rule (currently in WAC-180-105-020).

RCW 28A.657.110 (2) directs the SBE to develop a Washington Achievement Index to identify schools and school districts for recognition, for continuous improvement, and for additional state support. Section (4) directs the SBE to coordinate with the OSPI to seek approval from the U.S. Department of Education (USED) to use the Achievement Index for federal accountability purposes.

Section 1111 (a)(8) of the ESSA expressly holds that the SBE have the opportunity to provide public written comment on the SEA's Draft State Plan prior to submission to the Secretary of the USED. Per Washington's designated authority and the state laws specified above, the SBE has the responsibility to:

- Ensure the goals described in the State Plan meet the Board's expectations
- Be sure the Achievement Index described in the State Plan is modified in a manner that fulfills the vision of the SBE and meets the requirements specified in state law.
- The SBE will need to update WAC-180-105-020 and may consider other rule writing regarding statewide accountability elements.

What has happened so far and what will happen in the near future?

The approximately 40-member ASW met for seven full-day meetings between May and October to discuss changes to the statewide accountability system required under the ESSA. The meeting agendas and summaries for the ASW and other ESSA workgroups can be found [here](#). The OSPI developed the State Plan after considering the recommendations and input from at least a dozen formal workgroups, at least seven public forums across the state, several focus groups and other solicited and unsolicited feedback from a long list of stakeholder organizations.

At the time of the writing of this memo, the OSPI was expecting to release the draft State Plan on November 9 at the SBE meeting if the Plan was ready. The public release triggers the start of a 30-day public review period that is described [here](#) on the OSPI website. The OSPI website includes information on three Review Tours to be held at Burien, Selah, and Spokane, for the public to hear about the plan and the manner in which the public may provide comments and feedback. The OSPI will also conduct a webinar for those to participate in who are unable to attend the presentations at the locations.

After reviewing comments and input coming from the 30-day public review, the OSPI has stated that it will develop a final draft of the Consolidated State Plan and deliver the document to the Secretary of the USED sometime in mid-to late-December. The USED officially published a Notice of proposed

Rulemaking covering accountability provisions on May 31, 2016, and identified March 6 and July 5, 2017 as ESSA State Plan submission deadline dates. As specified in the ESSA, the USED is establishing a peer review process (Appendix A) to support the 120-day approval of ESSA State Plans, and the 120-day approval timeline is expected to start on the submission date selected by Washington. As the Washington State Plan will likely contain to-be-determined (TBD) elements, the USED would be expected to grant “Conditional Approval.” Some of the key dates are shown in Table 1.

Table 1: Shows the approximate timeline of some ESSA activities from the time of State Plan discussion at the November SBE meeting to the anticipated USED approval date.

Date	Activity
November 9, 2016	The OSPI may release the ESSA Consolidated State Plan at the regularly scheduled SBE meeting. The 30-day public review and comment period begins if the Plan is released at the meeting.
November 14-28, 2016	The OSPI conducts four meetings (three in-person across the state and one webinar) dubbed as the ESSA Review Tour to receive public input on the Consolidated State Plan.
December 9, 2016	The 30-day public review and comment period closes if the Plan is released as above. The OSPI reviews comments and develops the Final ESSA Consolidated State Plan.
Mid- to Late December, 2016 ⁺	Approximate date that the OSPI has stated it would deliver the Final ESSA Consolidated State Plan to the Secretary of the USED.
March 6, 2017	The USED opens the Peer Review Process for the 120-day approval of ESSA State Plans
July 5, 2017*	End of the 120-day approval period for Plans

⁺ Note: this date is approximate

*Note: this would be the latest possible approval date if no State Plan re-writing is required, if the 120-day review period begins on the March 6th submission date, and the date could be later if Washington is required to re-write part of the State Plan.

The ESSA identifies the 2016-17 as the school year transition year from the No Child Left Behind Adequate Yearly Progress (NCLB AYP) school accountability to ESSA accountability. Substantial feedback and input was provided by national stakeholder groups in favor of identifying the 2016-17 and 2017-18 school years as transitional years. Find the Washington ESSA Transition Plan [here](#), which explains what Title I requirements are included in the transition plan and click [here](#) to read about other aspects of the transition to the ESSA.

- The OSPI will not make AYP determinations based on 2015-16 assessments.
- Districts are not required to send AYP letters before the start of the 2016–17 school year.
- Most schools and districts do not need to update their school and district improvement plans for 2016-17. They will continue to implement their existing plans.
- The transition plan explains the manner in which districts and schools will provide Supplemental Educational Services (SES) and public school choice.

Once the Consolidated State Plan is submitted to the Secretary, the OSPI would hope that the State Plan be conditionally approved as written. There are expected to be aspects or elements of the plan that are unknown or unspecified at the time of the submission and the plan will be updated with the new

information as is allowed under the ESSA. In summary, the OSPI will follow the activities in the Washington ESSA Consolidated State Plan and would no longer need to follow the AYP Workbook.

What measures of School Quality and Student Success (SQSS) did the Consolidated State Plan (CSP) Team and the ASW recommend for use in school accountability?

The CSP Team discussed the measures for school accountability recommended by the ASW. The discussion was a brief review of the pros and cons of the ASW-recommended measures and other measures considered by the ASW but not recommended for school accountability. In support of the will of the majority of the CSP Team, the CSP chairperson proposed that the CSP conduct separate votes on all of the indicators receiving majority support in the ASW and that the recommendations of both the ASW and the CSP Team would be moved forward to the Superintendent.

The ASW recommended two measures for use in school accountability and the CSP Team recommended five measures for use in school accountability (Table 2). Only one of the seven measures (9th Grade On-Track) were recommended by both ESSA entities. Two of the measures (9th Grade On-Track and Dual Credit Participation) are currently collected and applicable to high school accountability. Chronic Absenteeism is currently collected and applicable for all grade levels. The remaining four measures are either currently undefined, not used statewide, or are not collected at all. The OSPI would need to assess these four measures for validity, reliability, and the feasibility of inclusion in school accountability.

At the time of this writing, the Superintendent has not made final decisions with regard to the use of these four indicators in specific and the SQSS indicators in general. It is important to remember that the ESSA requires at least one SQSS measure for each grade band and that the SQSS measures can differ by grade band. The SQSS measures can be changed or replaced over time after new measures are developed and are proven ready for school accountability.

Table 2: Shows the measures recommended for school accountability by ESSA entity.

Measure	Recommended ⁺ for School Accountability Use?	
	Accountability Systems Workgroup	Consolidated State Plan Team
Chronic Absenteeism	Yes	No
9 th Graders On-Track	Yes	Yes
Disproportionate Discipline*	No	Yes
Dual Credit Participation	No	Yes
Teacher Assignment and Equity*	No	Yes
School Climate and Engagement Survey*	No	Yes

⁺Note: shaded cells highlight the measures recommended for use in school accountability and by which ESSA entity.
 *Note: measures for which definitions have not yet been developed or are expected to change, instruments are not used statewide, or a new data collection will be required.

What are the major concerns expressed by stakeholders about the two SQSS indicators recommended by the ASW: Chronic Absenteeism, and 9th Grade On-Track?

Chronic Absenteeism

General Description of the Measure: The percentage of students at a school (by student group) who are not Chronically Absent, defined as being absent for less than 18 full days of the school year.

In February 2016, the OSPI reported for the first time district-level analyses of chronic absenteeism [here](#) as part of their Performance Indicator reporting. Click [here](#) to learn more about the OSPI's resources and supports to increase regular attendance and reduce chronic absenteeism. In June 2016, the Civil Rights Data Collection (CRDC) was released by the USED that included chronic absenteeism data for all schools and districts across the nation. The ESSA requires the OSPI to report the CRDC data on the Report Card and the OSPI will do so in the future by providing a link to the CRDC website.

The CRDC and OSPI chronic absenteeism releases highlight a nationwide and statewide problem that (according to USED Secretary John B. King) contributes to lowered educational outcomes that include low academic achievement and increased likelihood of high school dropout. In response to the elevation of this issue to a national problem, the USED developed a toolkit to address and eliminate chronic absenteeism in our schools that can be found [here](#). Click on one of the following states or school districts to learn how each is addressing chronic absenteeism: [Indiana](#), [Connecticut](#), [New York](#), [Tennessee](#), [Virginia](#).

According to an educational article in Education Week, published [here](#), many factors contribute to poor attendance, and the use of chronic absenteeism in school and district accountability systems would be a good measure to show how well schools are doing addressing student health issues, supporting low income students, coordinating mentorship programs, organizing community services, and communicating with families. While there are concerns about the collection of and use of chronic absenteeism data (click [here](#)), the preponderance of the evidence indicates that it is crucial to report on and take action to address this lost educational opportunity.

As a reminder, the ASW reached consensus on including chronic absenteeism as a measure of SQSS, meaning it was strongly supported by the ASW. Concerns regarding the use of chronic absenteeism from the ASW members primarily focus on the perceptions that this is a problem out of the control of schools and districts, that parents have a wide degree of discretion in keeping their children out of school, and that the measure will disproportionately impact particular student groups. The concerns listed below were taken from ASW meeting documents and are largely unedited so as to capture the passion expressed by the authors of the comments. Remember, the comments below are reflective of the minority, not the majority supporting use of this measure.

- Could have an unfair impact on districts or schools with high numbers of migrant students, other highly mobile student groups, and other factors that lead to absenteeism beyond the school's scope of influence
- Chronic Absenteeism may not always be a culturally responsive indicator and is a challenge in districts that have generational chronic absences.
- It could disadvantage youth who have other obligations outside of school.
- Many of the chronic absentees need social emotional support. Proper funding and supports are needed to actively engage social workers to do home visits and work with the students and families involved.

- Parents may be part of the cause of chronic absenteeism in the early grades, as they can excuse the absences, and therefore the measure may be perceived as penalizing schools for something only partially in their control.
- This data may be vulnerable to being manipulated and may not be applicable for all schools (such as ALEs, and virtual schools).

9th Graders On-Track

General Description of the Measure: The percentage of first-time 9th graders at a school (by student group) who did not fail a course.

In a summary of recent research found [here](#), the importance of 9th grade success as measured by credit attainment or credit accumulation was well illustrated. The academic performance and outcomes are considerably lower for students who do not pass a course in the 9th grade. Students who are under-prepared academically for high school coursework are the most likely to fail one or more courses and ultimately drop out, but even students who are well-prepared academically and high-achieving in middle school may face considerable challenges when they enter high school. One of the five recommendations made by the Breakthrough Collaborative to support students to overcome the challenges of 9th grade is to monitor students' academic progress and make sure students get the support they need. Click [here](#) to read more about how Chicago Public Schools increased high school graduation rates by focusing on their 9th grade on-track measure. Click on one of the following states or school districts to learn how each is using or exploring 9th grade on-track measures: [Chicago Public Schools](#), [Oregon](#), [Seattle Public Schools](#), [New York](#), [Denver Public Schools](#), [Arkansas](#).

The measure OSPI has developed is based on credit attainment (credits earned compared to credits attempted) rather than a measure of whether a student is on-track to meet career and college-ready standards. The OSPI data collection has the capacity to identify course failures in English, math, or another course, so the measure could be fine-tuned to identify specific courses if that is recommended.

As a reminder, the ASW reached consensus on including 9th Grade On-Track as a measure of SQSS, meaning it was strongly supported by the ASW. Concerns regarding the use of a 9th Grade On-Track measure from the ASW members primarily focus on the perceptions that this is a difficult indicator to measure and define. A summary of the ASW concerns are as follows. Again, the concerns listed below were taken from ASW meeting documents and are largely unedited so as to capture the feelings expressed by the authors of the comments. As before, the comments below are reflective of the minority, not the majority supporting the use of this measure for school accountability.

- Some members were uncertain about our ability to capture "on-track" accurately. We know how many credits a student earned, but do we always know the level of rigor of the courses, or if the courses are what the student needs to be "on track?"
- Some members were concerned the measure is too loose and too difficult to measure, not consistent, and measures only one grade band.
- Some members felt the high school gets penalized for students who come to them unprepared if they don't make big gains in their first year.
- Some members felt funding and proper supports may be insufficient to meet the needs of the students falling behind. Social workers, mental and physical health professionals, and additional staff are necessary.

- Some members felt there are already additional high school measures. Adding another would dilute the power of the others. How grades are assigned (determining course failure or not) varies widely between schools and teachers.
- Some members felt the 24 credit graduation requirement may get in the way and create an increase the likelihood of students not passing classes and not be able to make it up.

What do we know about some of the other measures of School Quality and Student Success examined by the ASW and considered by the CSP Team?

The Education Trust created a table found [here](#) for the purpose of providing additional information about the data quality and confidence in measures for possible inclusion in the indicators required under the ESSA. Table 3, modified from the Education Trust table, shows measures that some states are considering for inclusion in their school accountability systems as elements of the School Quality and Student Success (SQSS) indicator. While data quality matters for all indicators, some of these measures pose larger accuracy concerns than others. The table highlights the level of confidence or caution that advocates should have when thinking about whether to include each measure in school ratings, in a needs assessment that follows the rating (a look at a broader range of data to understand school-based causes of underperformance), and in public reporting.

Table 3: From Education Trust. Chart shows comments and levels of confidence from the Education Trust about the use of certain ESSA measures of SQSS for school accountability.

Measure	School Ratings	Needs Assessment	Public Reporting	Education Trust Comments
Chronic Absenteeism	Medium level of caution	High level of confidence	High level of confidence	It is crucial to determine who counts as absent and how many absences are required to become a chronic absentee.
9 th Graders On-Track	Medium level of caution	High level of confidence	High level of confidence	Not included in Education Trust reviews.
Dual Credit Participation	Medium level of caution	High level of confidence	High level of confidence	It is important to include both participation and success.
Disproportionate Discipline	Medium level of caution	High level of confidence	High level of confidence	Including suspension/expulsion rates in school ratings could incentivize schools to under report disciplinary events.
Teacher Assignment and Equity	High level of caution	High level of confidence	High level of confidence	Cannot be disaggregated by student group within a school. Including such measures takes the focus away from how schools are serving all groups of students.
School Climate and Engagement Surveys	Medium level of caution	High level of confidence	High level of confidence	High-quality student and parent surveys can provide important information about a school. Including this information in school ratings may pressure parents and students to "make schools look good."
College Academic Distribution Requirements (CADRs*)	Medium level of caution	High level of confidence	High level of confidence	Must show that its college-prep course of study is aligned with admission requirements to institutions of higher education.

Indicators of Social Emotional Learning*	High level of caution	Medium level of caution	High level of caution	Given concerns about validity, reliability, and possible bias, as well as their potential to contribute to a deficit-oriented mindset toward students, SEL measures should not be included in school ratings.
Number of AP, IB, and Dual Credit Courses Offered*	High level of caution	High level of confidence	High level of confidence	Cannot be disaggregated by student group within a school. Including such measures takes the focus away from how schools are serving all groups of students.
Extent of Library Collection	High level of caution	High level of confidence	High level of confidence	
Participation in and Access to Early Childhood Education	High level of caution	High level of confidence	High level of confidence	May not be actionable at the school level, as districts often control which schools may offer early education programs.
<p>The chart color coding is as follows.</p> <ul style="list-style-type: none"> • GREEN means a relatively high level of confidence. While data quality is always a concern, it is less of an issue with these indicators. • YELLOW means a medium level of caution. If interested in including these measures, advocates need to pay special attention to data quality. • RED means a high level of caution/use discouraged. 				

The comments provided by the Education Trust are not applicable for all states, as the data collected and reported on can differ substantially by state. Using Teacher Assignment and Equity as an example, Washington can disaggregate by student group but cannot do it perfectly at this point in time. With more definition and guidance for CEDARS and users, the OSPI expects to develop the capacity to accurately disaggregate the measure by student group, if that were to be the recommendation.

How will the new Index look in comparison to the current Index?

The SBE is directed to develop a school Achievement Index to identify schools and school districts for recognition, for continuous improvement, and for additional state support, and to coordinate with the OSPI in submitting the Index to the USED for federal accountability in RCW 28A.657.110. In order to be approved for federal accountability purposes under the ESSA, the Index must be modified to conform to the ESSA requirements.

The ASW thoughtfully considered and discussed the needed changes to the Index to be approved by the USED as a part of the Consolidated State Plan. The ASW considered changes to the broad indicators, specific measures, summative rating computations, indicator weights, labeling of schools, and the composition of the targeted subgroup. Until the OSPI officially releases the State Plan, it would be inappropriate to include specific changes to the Index recommended by the ASW and CSP Team, other than those required in the ESSA.

The ASW had considerable discussion around the requirement to create a single summative rating for all schools. While some in the ASW felt that a summative rating was not necessarily required, others felt that the regulations were explicit in the summative rating requirement. Proposed regulations (§200.18) require states to establish systems of annual meaningful differentiation of all public schools. The proposed regulations further explain that the meaningful differentiation must,

“Result in a single rating from among at least three distinct rating categories for each school, based on a school’s level of performance on each indicator, to describe a school’s summative performance and include such a rating as part of the description

of the State’s system for annual meaningful differentiation on LEA report cards consistent with proposed §§200.31 and 200.32."

Table 4: Shows how the next iteration of the Index could differ from the current Index version if the ASW and CSP Team recommendations are approved or adopted by the SBE.

Index Feature		Current Index Version	Proposed ESSA Index Version
School Rating		Summative, 1 to 10 scale	Summative Rating
		Six tier labels and color coding	At least three unspecified school or tier labels
Indicators	Elementary and Middle Schools	Proficiency Growth	Proficiency Growth English Learner – ELPA 21 SQSS*
	High Schools	Proficiency Career- and College-Readiness <ul style="list-style-type: none"> Extended ACGR Dual Credit Participation 	Proficiency High School Graduation English Learner – ELPA 21 SQSS
	Student Groups	Seven race/ethnicity groups SWD, ELL, FRL, and Former ELL <ul style="list-style-type: none"> All Students Targeted Subgroup 	Seven race/ethnicity groups SWD, ELL, and FRL <ul style="list-style-type: none"> All Students TBD Targeted Subgroup
Long-Term Goals	Elementary and Middle Schools	Proficiency	Proficiency English Learners – ELPA 21
	High Schools	Proficiency High School Graduation	Proficiency High School Graduation English Learner

*Note: SQSS is at least one measure of School Quality or Student Success.

What were the recommendations from the ASW and the CSP Team for the Superintendent on the topic of long-term goals?

The ASW thoughtfully discussed the many aspects of establishing ambitious long-term goals for the indicators specified in the ESSA and required in state law. The ASW and the CSP Team were reminded on multiple occasions that RCW 28A.305.130 (4)(a) authorizes the SBE to adopt school and district improvement goals in ELA, math, and high school graduation, and that the long-term goals must meet the requirements in state law and ESSA. On the design of long-term goals, the ASW did not make a specific recommendation to the CSP Team since the ASW did not come to consensus, but did provide the CSP with the three conceptual approaches to setting overall goals that were considered.

1. Use an aspirational goal of 100 percent with ambitious and achievable interim targets.
2. An ambitious goal of less than 100 percent (like the exemplary schools of today).
3. Improvement every year that is derived from the reduction of the number of non-proficient students each by a yet-to-be-determined percent, similar to the AYP safe harbor analysis.

In a “straw vote”, the CSP overwhelmingly supported the third approach but did not put forth a formal recommendation to the Superintendent other than listing the three approaches with the results of the straw vote. Aside from the straw vote, the CSP Team did not provide substantive feedback on either the number of years to attain the endpoint goal or the annual percentage reduction required for the approach. For high schools, the ASW more strongly supported (13 yes – 7 no) the establishment of long-term goals based on proficiency rates and graduation rates following a gap reduction methodology. The endpoint goal was described as 100 percent or something less and the attainment term was not discussed, the overall preference for applying a gap reduction methodology was evident.

The CSP followed the ASW recommendations on defining a measure of progress and on establishing long-term goals for English Learners (EL). The CSP Team unanimously agreed that the OSPI will develop an EL progress measure over the next year with input from the Bilingual Education and Advisory Committee (BEAC) and the AAW. The CSP Team fully understood that the establishment of long-term goals was impossible given the fact that only one year of ELPA21 data is available at this time.

When will the proposed rulemaking for ESSA statewide accountability systems be finalized?

The USED published proposed rulemaking to clarify sections required to develop statewide accountability systems under the ESSA. Please click [here](#) to learn more about this rulemaking document. National experts anticipate that the regulations will be finalized sometime shortly after the Thanksgiving holiday, but of course, the regulations could be finalized earlier or later.

Additional Materials

Additional materials will be posted online to supplement this memo.

Action

The Board will discuss whether to draft a letter to the Superintendent in response to the Consolidated State Plan, if released at the time of the meeting.

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

Appendix A – ESSA Consolidated State Plan Approval Process

ESSA and Proposed Regulations

Statute: Section 1111(c) of the ESEA, as amended by the ESSA, requires that each State plan describe a single statewide accountability system for all public schools that is based on the challenging State academic standards for reading/language arts and mathematics, described in section 1111(b)(1), in order to improve student academic achievement and school success. These provisions take effect beginning with the 2017-2018 school year, as described in section 5(e)(1)(B) of the ESSA.

Proposed §299.13(d)(2) would clarify that the Secretary will establish a deadline for submission of consolidated State plans or individual program State plans on a specific date and time. We intend to establish two deadlines by which each SEA would choose to submit either a consolidated State plan or individual program State plans: March 6 or July 5, 2017. The Secretary plans to request that SEAs file an optional notice of intent to submit indicating which of the two deadlines the SEA is planning towards in order to assist the Department in designing a high quality peer review process.

Section 1111 (a)(4)(A) Specifies that the Secretary shall

- (i) establish a peer-review process to assist in the review of State plans;
- (ii) establish multidisciplinary peer-review teams and appoint members of such teams—
 - (I) who are representative of—
 - (aa) parents, teachers, principals, other school leaders, specialized instructional support personnel, State educational agencies, local educational agencies, and the community (including the business community); and
 - (bb) researchers who are familiar with—
 - (AA) the implementation of academic standards, assessments, or accountability systems; and
 - (BB) how to meet the needs of disadvantaged students, children with disabilities, and English learners, the needs of low-performing schools, and other educational needs of students;
 - (II) that include, to the extent practicable, majority representation of individuals who, in the most recent 2 years, have had practical experience in the classroom, school administration, or State or local government (such as direct employees of a school, local educational agency, or State educational agency); and
 - (III) who represent a regionally diverse cross-section of States;
- (iii) make available to the public, including by such means as posting to the Department’s website, the list of peer reviewers who have reviewed State plans under this section;
- (iv) ensure that the peer-review teams consist of varied individuals so that the same peer reviewers are not reviewing all of the State plans;
- (v) approve a State plan not later than 120 days after its submission, unless the Secretary meets the requirements of clause (vi);

Proposed §299.13(e) would provide an SEA the opportunity to revise its initial consolidated State plan or its individual program State plan in response to a preliminary written determination by the Secretary regarding whether the State plan meets statutory and regulatory requirements based on comments from the required peer review process under sections 1111(a)(4) and 8451 of the ESEA, as amended by the ESSA. While the SEA revises its plan, the period of Secretarial review would be suspended. This would ensure an SEA has sufficient time to follow its process for review and revision prior to any final written determination by the Secretary under sections 1111(a)(4)(A)(v) or 8451 of the ESEA, as amended by the ESSA.



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title: Education System Health – Indicators, Performance, and Recommended Reforms

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

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

- Policy Considerations / Key Questions:**
- Key questions include the following:
- How healthy is Washington’s K-12 educational system?
 - How can the Board advocate for and otherwise promote evidence-based strategies for the system that result in increased student achievement?
 - How can the Board best utilize the messages in this (legislatively-mandated) report?
 - How can the Board best collaborate with its partners in this work?

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

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

Synopsis: For the 2016 report, Board and staff have engaged seven partner agencies/ organizations and received extensive valuable input. The draft report outline describes the status of the indicators and recommends evidence-based reforms to improve performance on the Indicators of Educational System Health.

The four reforms recommended are the same as those the Board recommended in 2014, with the addition of specific evidence-based components of each reform.

Representatives from all partner entities will participate in a panel discussion with the Board. The Board will discuss the draft report, recommended reforms, and aligning efforts with partner organizations. The Board will also direct staff to update and complete the report based on the input received in the meeting.

Board staff anticipate that the Board will provide input and then direct staff to update and complete the biennial report and submit it to the Education Committees of the Legislature by December 1.



THE WASHINGTON STATE BOARD OF EDUCATION

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

STATEWIDE INDICATORS OF THE EDUCATIONAL SYSTEM

Policy Considerations

With assistance from partner agencies, the Washington State Board of Education (SBE) is charged with establishing goals and reporting on goal attainment for the statewide indicators of educational system health under RCW 28A.150.550. Section (5)(c) specifies that the performance goals for each indicator must be compared with national data in order to identify whether Washington student achievement results are within the top 10 percent nationally or are comparable to results in peer states with similar characteristics as Washington. If comparison data show that Washington students are falling behind national peers on any indicator, the report must recommend evidence-based reforms targeted at addressing the indicator in question.

The next biennial report to the education committees of the Legislature is due on Dec. 1 and the November Board meeting will be the last opportunity for the Board to discuss the report, provide input on the recommendations, and guide the message of the report in a large group setting.

Summary

The SBE met with all partner agencies in late-September and October to discuss the status of the indicators and the proposed recommendations. Four of the six specified indicators are not on track to meet endpoint goals, are not in the top 10 percent nationally, or comparable to peer states. As required, the SBE and partner agencies included four recommendations that would be expected to improve the underperforming indicators. The SBE expects to expand upon the four recommendations specified in the 2014 report, by including evidence-based components for each recommendation specified below.

1. Expand access to high quality early childhood education.
2. Expand and fully fund high quality professional learning.
3. Increase access to high quality expanded learning opportunities.
4. Expand supports and services that prepare students for post-secondary opportunities and employment.

The SBE and partner agencies are considering the manner in which to include specific supports to facilitate successful student transitions (preschool to Kindergarten, elementary to middle, middle to high, high school to post-secondary) into the recommendations above or as a stand-alone recommendation.

Background

The SBE worked with the partner agencies through the Achievement and Accountability Workgroup (AAW) regularly from December 2014 to the winter 2016. Click [here](#) to learn about the topics covered in the AAW meetings. Since December 2015, the Board has been hearing presentations on and discussing the Statewide Indicators of the Educational System at the regularly scheduled board meetings, and providing input on important elements of the report, such as the deeper disaggregation of data,

resetting annual targets, and reporting on achievement and opportunity gaps. The most recent performance data for the indicators is available with the online electronic materials.

Beginning in the early fall 2016, the SBE has been engaging with partner agencies for the purpose of reviewing the outline of the biennial report and soliciting feedback on the recommendations. Both the report outline and feedback from the partner agencies are included in the board packet.

Panel Discussion

The panel discussion will be framed around the proposed recommendations and around the questions from which the SBE sought feedback. The feedback questions were the following.

1. How do the major recommendations in the report outline align with your organization's current priorities for our public education system?
2. What are your organization's thoughts about how recommended reforms might improve the overall health of our education system?
3. Are there specific evidence-based strategies that your organization would like to see put-forth in the recommended reforms?
4. To what extent, if any, would your organization support adding the recommended reform: "provide specific supports to facilitate successful student transitions?" Do you have suggestions for specific evidence-based strategies for supporting this reform?
5. How might partner agencies and organizations collaborate over the next year to support these education system reforms?

Action

The Board is expected to direct staff to update, complete, and submit the Biennial Report to the Education Committees of the Legislature based on the input received in the meeting.

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



THE WASHINGTON STATE BOARD OF EDUCATION

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Statewide Indicators of the Education System Outline of Biennial Report

This short report has been developed as a tool for the State Board of Education and Statewide Indicators of the Educational System partner agencies to support the completion of the legislatively mandated report. The report provides short answers to the following questions.

1. What is required of the State Board of Education and partner agencies regarding the Statewide Indicators of the Educational System work?
2. What do the Statewide Indicators of the Educational System measure and where does the data come from?
3. Are the Statewide Indicators of the Educational System meeting annual targets and is the improved performance sufficient to result in meeting endpoint goals?
4. What recommendations were made in previous years for the purpose of improving the performance of the indicators and what recommendations will likely be proposed for the next biennial report?

The final report is anticipated to generally follow the outline here and provide expanded answers and explanations to the questions specified above. The final report is expected number less than 100 pages and will include a series of appendices to provide backup data and support of the conclusions and work described in the body of the report.

Summary of the Work Requirements

ESSB 5491 (2013), codified as RCW 28A.150.550, directed the State Board of Education (SBE) to lead the effort in identifying system-wide performance measurements and goals for the six statewide indicators specified in the legislation. The SBE was directed to work with partner state agencies and other entities to identify realistic but challenging system-wide performance goals and measurements, as well as evidence-based reforms to improve student achievement as/where needed. The goals, annual targets, indicator revisions, recommended reforms, and other important information were provided in the 2013 and 2014 reports found at [here](#). The authorizing legislation is summarized as follows.

- Section (1) of RCW 28A.150.550 specifies the six statewide indicators of the education system.
- Section (2) explains that the indicators are to be disaggregated and reported by the All Students group, the seven race/ethnicity student groups required for federal reporting, and for students with a disability, students in bilingual education, and students qualifying for the Free and Reduced Price Lunch Program.

- Section (3) provides information about the process for setting goals and annual targets for each indicator, work that was accomplished through the Achievement and Accountability Workgroup found [here](#).
- Section (4) explains that the SBE and partner agencies are to align their strategic planning and education reform efforts with the statewide indicators and performance goals established under this section.
- Section (5) requires the SBE, with assistance from partner agencies, to submit biennial reports to the Education Committees of the Legislature with the following information:
 - The status of each indicator specified in Section (1)
 - To the extent data is available, the performance goals for each indicator must be compared with national data to identify whether Washington student achievement results are:
 - Within the top 10 percent nationally; or
 - Are comparable to results in peer states with similar characteristics as Washington.
 - The report must recommend evidence-based reforms intended to improve student achievement in the area of any indicator if:
 - The educational system is not on target to meet the performance goals for that indicator; or
 - Washington students are falling behind students in peer states; or,
 - Washington is not within the top 10 percent nationally.

Status of the Statewide Indicators

Six indicators were specified in ESSB 5491 for measuring system health. The authorizing legislation simply describes the measurement to be used for each of the indicators and the SBE has taken the liberty to assign a name for each of the indicators as follows:

- Kindergarten Readiness
- Fourth Grade Reading Proficiency
- Eighth Grade Math Proficiency
- High School Graduation
- Postsecondary Attainment and Workforce
- Quality of the High School Diploma.

Because of the transition to the Smarter Balanced Assessment (SBA) system, the annual targets for the 4th Grade Reading and the 8th Grade Math indicators were reset in 2016, which means that annual target attainment analyses are not possible until the 2016-17 SBA results are reported. Also, targets for the Quality of High School Diploma were reset to reflect the measure described in the 2013 report. The Washington Educational Research and Data Center (ERDC) is preparing the dataset required to complete the analyses for the Quality of High School Diploma measure.

Table 1: Shows the ESSB 5491 (2013) description of the measures, the name of the indicator assigned by the SBE (in bold underline), and the data sources used for reporting status, national comparisons, and the peer state comparisons.

ESSB 5491 Indicator	Data Sources
<u>Kindergarten Readiness</u> : Percentage of students who demonstrate the characteristics of entering kindergarteners in all 6 domains of the Washington Kindergarten Inventory of Developing Skills (WaKIDS).	WaKIDS data from the Washington Report Card. National and peer state comparison data from the American Community Survey.
<u>4th Grade Reading</u> : Percentage of students Meeting or Exceeding standard on the 4 th Grade statewide reading assessment.	Smarter Balanced Assessment results from the Washington Report Card. National and peer state comparison data from the 2015 NAEP.
<u>8th Grade Math</u> : Percentage of students Meeting or Exceeding standard on the 8 th Grade statewide mathematics assessment.	Smarter Balanced Assessment results from the Washington Report Card. National and peer state comparison data from the 2015 NAEP.
<u>High School Graduation</u> : The percentage of students graduating using the On-Time (4-Year) adjusted cohort graduation rate (ACGR).	Graduation rate data from the Washington Report Card. National and peer state comparison data from the 2015 Digest of Educational Statistics from the National Center for Educational Statistics.
<u>Quality of High School Diploma*</u> : Percentage of students (high school graduates) enrolled in precollege or remedial courses in public post-secondary institutions.	Data file provided by the Washington Educational Research and Data Center. National and peer state comparison data from a 2012 report titled <i>Remediation: Higher Education's Bridge to Nowhere</i> by Complete College America.
<u>Post-Secondary Attainment and Workforce</u> : Percentage of high school graduates who are enrolled in post-secondary education, training or are employed in the 2 nd and 4 th quarters after graduation.	Data file provided by the Washington Educational Research and Data Center and a separate analysis conducted by the Educational Research and Data Center. National and peer state comparison have not yet been integrated into this analysis.
*Note: Reported as the percentage of students who graduate high school, enroll in higher education, and do not enroll in remedial math or English courses. NAEP is the National Assessment on Educational Progress.	

The latest results include the following (Table 2).

- Two indicators (Kindergarten Readiness and High School Graduation) are not meeting targets
- Two indicators (4th Grade Reading and 8th Grade Math) were reset in 2016
- Target attainment analyses for two indicators are pending until new data are received.

Table 2: Shows the status of each of the specified statewide indicators of the education system.

Indicator	Most Recent Year	Measure (%)	Target (%)	Meeting Targets?	Improving?
Kindergarten Readiness	2015-16	44.2	51.8	NO	YES
4 th Grade Reading	2015-16	57.0	(Reset in 2015-16)	New Baseline	YES
8 th Grade Math	2015-16	55.4	(Reset in 2015-16)	New Baseline	YES
High School Graduation	2014-15	78.1	81.9	NO	YES
Quality of High School Diploma	2012-13	73.3	75.5	TBD	YES
Post-Secondary Attainment and Workforce*	2014	42	TBD	TBD	TBD
<p>*Note: The Post-Secondary Attainment measure examines the graduating class of 2006 eight years later to measure the rate of attainment. TBD = To Be Determined. Cells highlighted in purple identify indicators not meeting the annual statewide target.</p>					

While Table 2 shows that the performance of the All Students group increased in the most recent reporting year for all of the indicators, Table 3 shows that the magnitudes of the increases in the most recent year were insufficient to meet the annual improvement targets for four of the five indicators. For the All Students group on the high school graduation indicator, the 0.8 percentage point increase in 2015-16 was less than the annual step target of 1.7 percentage points, and failed to meet the annual improvement target. In other words, the performance of the All Students group is increasing, but not increasing enough. If the levels of progress continue at the demonstrably low rates, endpoint goals will not be met in the specified time frames.

RCW 28A.150.550 Section (2) requires that the status of the indicators be disaggregated and reported by the student groups used for federal reporting and that was done in the 2013 and 2014 reports. Currently, the Race and Ethnicity Task Force, created by 4SHB 1541 (2016), is reviewing the United States Department of Education 2007 race and ethnicity reporting guidelines and developing race and ethnicity guidance for the state. A review of the annual targets will be required and targets may need to be reset if the definitions or collection of the race and ethnicity data is modified in a substantial manner.

Table 3: Shows the percentage point increase actually attained (Act) compared to the percentage point increase required to meet annual targets for the federally reported student groups.

Student Group	Kindergarten Readiness		4th Grade Reading		8th Grade Math		High School Graduation		Quality of High School Diploma	
	Annual Step*		Annual Step*		Annual Step*		Annual Step*		Annual Step*	
	Act	Req	Act	Req	Act	Req	Act	Req	Act	Req
All Students	4.7	4.4	2.4	3.2	1.4	3.2	0.8	1.7	0.5	1.9
Black / African American	1.9	4.4	2.3	4.5	0.3	4.7	1.0	2.3	1.4	2.6
American Indian / Alaskan Native	0.8	4.9	3.4	5.1	1.8	5.2	2.7	2.9	3.9	2.6
Asian	8.3	4.2	2.3	1.9	1.8	1.7	1.2	1.1	0.7	1.5
Hispanic / Latino	6.0	5.2	2.7	4.5	2.3	4.5	2.3	2.4	1.3	3.2
Pacific Islander / Native Hawaiian	3.7	5.0	1.4	4.6	1.8	4.6	2.4	2.5	4.4	2.4
White	2.0	3.7	2.4	2.6	1.6	2.7	0.4	1.4	0.8	1.7
Two or More	2.9	3.9	2.4	3.1	1.2	3.2	2.4	1.7	1.2	1.9
Students with a Disability	2.4	5.9	0.6	5.4	0.3	5.3	2.2	3.0	2.0	4.0
Limited English	6.8	5.5	3.2	5.8	1.7	5.5	2.1	3.3	0.9	4.6
Low-Income	3.1	4.9	2.3	4.4	8.7	4.7	1.6	2.3	0.3	2.9

*Notes: All values in the table represent the actual (Act) percentage point increase in the most recent year from the prior year and the required (Req) annual step increase in percentage points to meet attainment targets. The results for the Post-Secondary Attainment and Workforce indicator are not shown, as only one year of results have been supplied and reported by the Washington ERDC.

Green Cells show where the increased performance of a student group met or exceeded the annual required target. Gray cells show where a group’s performance increased but not enough to meet the annual target. So for most student groups and for most of the indicators, the performance is increasing but not enough to meet the annual targets. Purple cells show where performance declined.

As was the case for the All Students group, all of the reported student groups improved in the most recent year from the previous year on most of the indicators. On Table 3, the cells highlighted in pale green show where the increased performance of a student group met or exceeded the annual required target and the cells highlighted in pale gray show where a group’s performance increased but not enough to meet the annual target. For most student groups and for most of the indicators, the performance is increasing but not enough to meet the annual targets, which will eventually result in not meeting the endpoint goal in the specified time frames.

As noted earlier, Section (5) of RCW 28A.150.550 requires that the SBE compare the academic performance of Washington students to those nationally and in the peer states (Colorado, Connecticut, Maryland, Massachusetts, Minnesota, New Jersey, North Carolina, Virginia).

Washington and the peer states (including California) are collectively identified as the Global Challenge States through the New Economy Index first developed by the Progressive Policy Institute in 2002. The Index is periodically updated and is based on a long list of demographic, economic, and workforce criteria. Learn more about this work at <http://www.itif.org/files/2002-new-state-econ-index.pdf>.

Table 4 summarizes the All Student group performance and the national and peer state comparisons. Cells highlighted in green shows the indicators and comparison (national or peer state) in which Washington students were deemed to have met the annual target.

Table 4: Summary of the national and peer state comparisons of Educational System Health Indicators.

Indicator	On Track to Meet Gap Reduction Targets?	Ranked in the Top 10 Percent Nationally	Comparable to Peer States
Kindergarten Readiness⁺	<i>NO</i>	<i>20th Percentile Nationally</i>	<i>9th Best of Peer States</i>
4th Grade Reading*	<i>Targets Reset in 2015-16 Next Analysis 2016-17</i>	<i>72nd Percentile Nationally</i>	<i>5th Best of Peer States</i>
8th Grade Math*	<i>Targets Reset in 2015-16 Next Analysis 2016-17</i>	<i>76th Percentile Nationally</i>	<i>5th Best of Peer States</i>
High School Graduation**	<i>NO</i>	<i>24th Percentile Nationally</i>	<i>8th Best of Peer States</i>
Quality of High School Diploma	<i>Data Pending</i>	<i>Among the Highest Ranked Nationally</i>	<i>3rd Best of Peer States</i>
Post-Secondary Attainment and Workforce	<i>Data Pending</i>	<i>TBD</i>	<i>TBD</i>

Cells highlighted in purple identify the underperforming indicators while the cells highlighted in green indicate analyses where Washington was meeting targets.

⁺ Note: National and peer state comparison data from the American Community Survey

*Note: National and peer state comparison data from the 2015 National Assessment of Educational Progress (NAEP)

**Note: National and peer state comparison data from the Digest of Educational Statistics compiled and developed by the National Center for Educational Statistics.

TBD = To Be Determined

In summary, two Educational System Health Indicators are not on-track to meet targets, four indicators are not ranked in the top ten percent nationally, and two of the indicators are not comparable to peer states. Performance data are pending for two of the statewide indicators. While the indicators are improving, the increased performance is mostly lower than the annual step increases developed through the goal-setting methodology.

Recommendations

The SBE's 2014 Report to the Education Committees of the Legislature included four recommended evidence-based reforms that if fully implemented would be expected to lead to improvements in the four underperforming indicators. The recommendations in the 2014 report were the following.

1. Expand access to high quality early childhood education.
2. Expand and fully fund high quality professional learning.
3. Increase access to high quality expanded learning opportunities.
4. Expand supports and services that prepare students for post-secondary opportunities and employment.

The SBE anticipates making the same four recommendations in the 2016 report, accompanied by evidence-based components of each recommended reform. The SBE may also recommend a fifth evidence-based reform: provide specific supports to facilitate successful student transitions (preschool to Kindergarten, elementary to middle, middle to high, high school to post-secondary).

As was the case with the SBE's 2014 report, the SBE will include technical and other information in a series of appendices. At a minimum, the appendices would include the following:

Appendix A – Status of Indicators

Appendix B – Deeper Disaggregation of Data

Appendix C – Partner Agency Feedback

Appendix D – Partner Agency Alignment with Recommended Reform

Links to webpages.

<http://www.sbe.wa.gov/edsystemhealth.php>

<http://www.sbe.wa.gov/aaw.php>

APPENDIX A

Statewide Indicators of the Educational System - Status of Indicators

Kindergarten Readiness

The Kindergarten Readiness indicator is measured through the Washington Kindergarten Inventory of Developmental Skills (WaKIDS), and is the percentage of children who are kindergarten-ready in the fall of a given year. In this case, kindergarten-ready means that the students meet the standards on all six WaKIDS kindergarten-ready domains.

On June 29, 2015, the Washington Legislature passed the state biennial operating budget which included funding for the statewide implementation of full-day kindergarten. In the 2015-16 school year, 71.9 percent of kindergarten students were funded for full-day kindergarten, and in the 2016-17 school year, 100 percent of will be eligible to receive funding. Not until the 2017-18 school year will all kindergarten students be attending full day kindergarten classes in Washington. To learn more about the WaKIDS, see <http://www.k12.wa.us/wakids/>.

The WaKIDS is required only in state-funded full-day kindergarten classrooms and is optional for other kindergarten classrooms. As such, the assessed population is less than the total population of kindergarten students and is not necessarily a representative sample. On the 2015-16 WaKIDS, approximately 58,300 students participated and complete results were calculated for approximately 56,400 kindergarten students. At the start of the 2015-16 school year, 79,707 children were enrolled in kindergarten (69,965 full-day and 9742 half-day), which means that the latest WaKIDS data are based on the assessment of approximately 71 percent on the total kindergarten population. Goals and annual targets were developed for the indicator based on the non-representative assessed population, but goals and targets will need to be reset when the assessment is administered statewide to all kindergarten students.

Table A1: Performance on the Kindergarten Readiness indicator by student group.

	2014-15	2015-16	1-Year Gain*	Required Step Increase	2015-16 Target	Difference 2015-16*
All Students	39.5%	44.2%	4.7	4.4	51.8%	-7.6
Black / African American	39.3%	41.2%	1.9	4.4	51.4%	-10.2
American Indian / Alaskan Native	34.4%	35.2%	0.8	4.9	46.6%	-11.4
Asian	43.2%	51.5%	8.3	4.2	54.0%	-2.5
Hispanic / Latino	25.1%	31.1%	6.0	5.2	42.6%	-11.5
Native Hawaiian / Pacific Islander	30.2%	33.9%	3.7	5.0	45.3%	-11.4
White	48.5%	50.5%	2.0	3.7	59.6%	-9.1
Two or More	46.5%	49.4%	2.9	3.9	57.0%	-7.6
Students with a Disability	17.4%	19.8%	2.4	5.9	35.5%	-15.7
Limited English	21.0%	27.8%	6.8	5.5	39.1%	-11.3
Low-Income	30.6%	33.7%	3.1	4.9	46.4%	-12.7

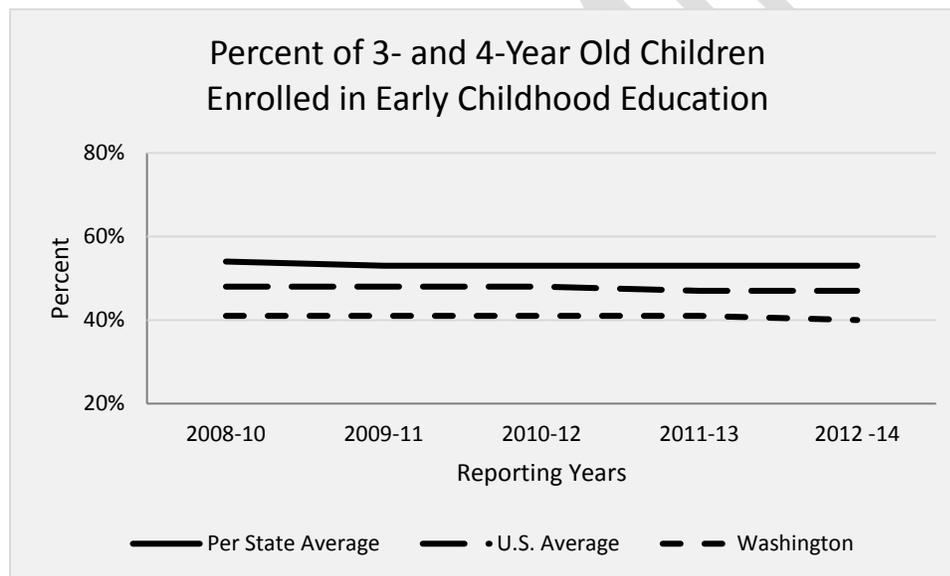
*Note: The one-year gain is the change in performance from the 2014-15 to the 2015-16 school year shown as percentage points.

*Note: Difference shown in percentage points as the Target minus the actual performance value.

For the Kindergarten Readiness indicator, the 2011-12 and 2012-13 results were averaged to provide the baseline value of 38.7 percent from which to derive the yearly step increase of 4.4 percentage points for the All Students group. For the All Students group, the 2015-16 performance increase of 4.7 percentage points was not sufficient to meet the gap reduction target of 51.8 percent but exceeded the computed annual step increase. The highlighted cells in the far right column indicate that no subgroup met their individual gap reduction targets and by how much the target was missed. The Asian, Hispanic/Latino, and ELL student groups exceeded the annual step increase target but did not meet their respective 2015-16 performance targets. However, it is noteworthy that the performance of all student groups was higher in 2015-16 as compared to the previous year and that four of the student groups exceeded their annual step targets.

High quality early childhood educational experiences allow children to develop the skills that are required for them to be independent learners when they start school. While it is not possible to compare the WaKIDS on a national or peer state level analysis, comparisons of access to early childhood educational opportunities are possible. Data from the KIDS COUNT Data Center developed by the Anne E. Casey Foundation (Figure A1) shows that access to early childhood education for Washington three and four year-olds is the 40th best of the 50 states (20th percentile nationally), 13 percentage points lower than the Peer State average of 53 percent, and the lowest of the Peer States.

Figure A1: Shows the percentage of 3 and 4 Year-Old Children Accessing Early Childhood Education Opportunities.



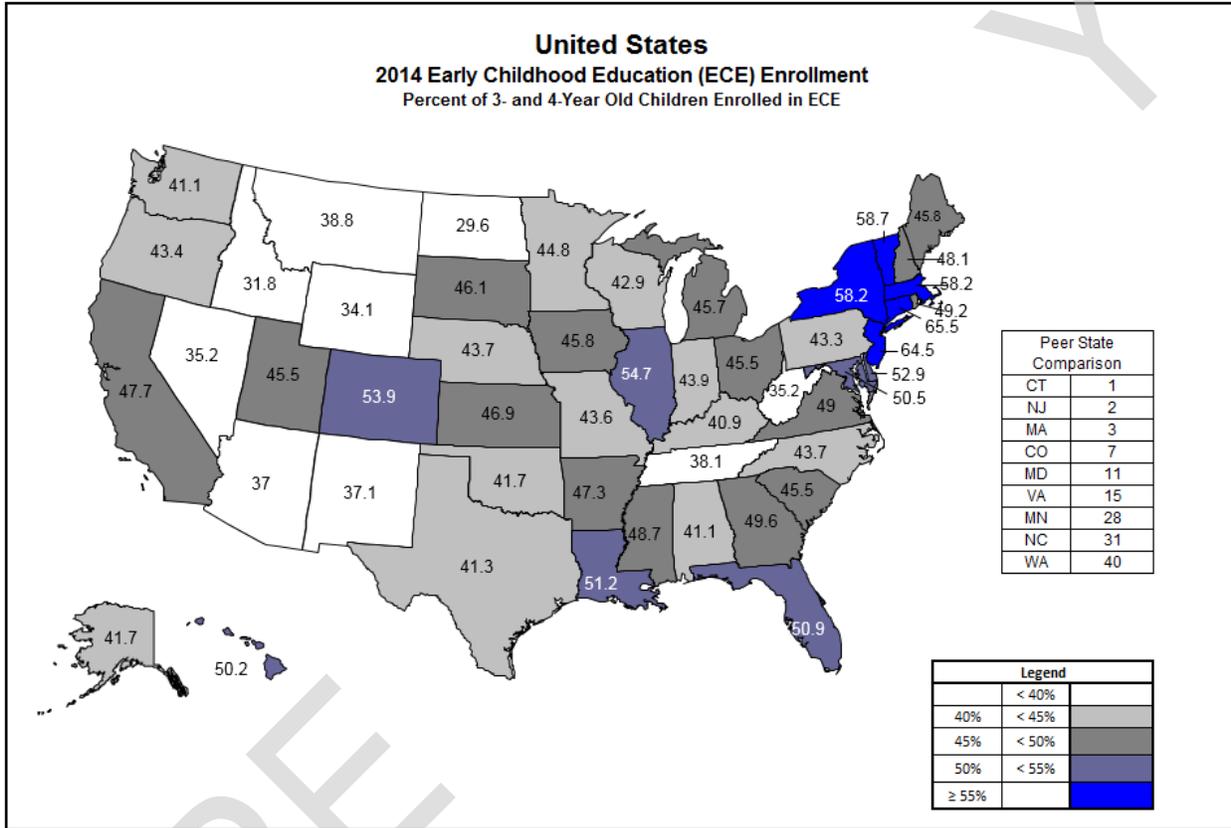
The data in Figure A1 uses a three year rolling average to report on the early childhood enrollment measure to reduce the impact of year-to-year variations, and that is reflected in the chart. The chart shows that Washington families consistently enroll young children in early childhood education (ECE) programs at a rate lower than the national average and lower than the peer state average. Figure A2 provides a one year snapshot of the ECE enrollment for 2014 and shows how the peer states rank nationally and in comparison to one another.

For the Kindergarten Readiness Educational System Health Indicator:

- Table A1 shows that the indicator is not on-track to meet gap reduction goals

- Figure A1 shows that the percentage of three- and four-year old children accessing early childhood educational opportunities is lower than the national average and lower than the peer state average.
- Based on the 2014 data, Washington ranks in the bottom quartile of all 50 states on the measure of early childhood education enrollment and is the lowest performer of the peer states.

Figure A2: Shows the percent of 3- and 4-year old children who were enrolled in early childhood education programs in 2014.



3rd Grade Literacy

The percentage of 3rd grade students meeting or exceeding standards on the 3rd grade MSP Reading Assessment was recommended as an indicator in the December 2013 Initial Report. Beginning in the 2014-15 school year, Washington transitioned to the Smarter Balanced Assessment System (SBA) for statewide summative testing. The new recommended measure for the 3rd Grade Literacy indicator is the percentage of students meeting standard on the 3rd grade English/language arts (ELA) assessment developed by the Smarter Balanced Consortia. Because the computed annual targets are specific to an assessment, annual performance targets need to be reset or recomputed for the new Smarter Balanced assessments.

For the 3rd Grade Literacy indicator (All Students group), the 2014-15 and 2015-16 SBA ELA results were combined to create the two-year average baseline (53.2 percent) and the annual step increase was computed at 3.3 percentage points (Table A2). The target-setting methodology adopted in the initial work requires that student groups performing at lower levels make larger annual gains to meet gap reduction targets. See that the highest performing student group (Asian) is required to increase performance at a rate of 2.2 percentage points annually, while the lowest performing student group (ELL) is required to increase performance at a rate of 5.7 percentage points annually to meet targets.

Table A2: Performance on the 3rd Grade Literacy Indicator by ESEA subgroup.

	2014-15	2015-16	2-Year Baseline	2016-17 Target	Annual Step Increase*
All Students	52.1%	54.3%	53.2%	56.5%	3.3
Black / African American	34.2%	37.0%	35.6%	40.2%	4.6
American Indian / Alaskan Native	25.9%	26.4%	26.2%	31.4%	5.3
Asian	69.6%	72.8%	71.2%	73.3%	2.1
Hispanic / Latino	33.8%	35.1%	34.5%	39.1%	4.7
Pacific Islander / Native Hawaiian	31.6%	32.5%	32.1%	36.9%	4.9
White	59.9%	62.4%	61.2%	63.9%	2.8
Two or More	54.6%	58.9%	56.8%	59.8%	3.1
Students with a Disability	26.7%	26.3%	26.5%	31.8%	5.3
Limited English	19.2%	20.6%	19.9%	25.6%	5.7
Low-Income	36.0%	37.7%	36.9%	41.4%	4.5

*Note: The annual step increase is shown as percentage points.

Because the two most recent years serve as baseline, the performance on the 2016-17 SBA assessments will be the first year to determine whether gap reduction targets are met for this indicator. For the national ranking and peer state comparison analyses, the 4th Grade Reading NAEP (discussed below) was utilized.

4th Grade Reading

The ESSB 5491 specified indicator is the percentage of 4th grade students meeting or exceeding standards on the 4th grade MSP assessment. The 2013 Initial Report recommended that the 4th Grade Reading indicator be replaced with the 3rd Grade Literacy Indicator. Because Washington transitioned to the SBA in the 2014-15 school year, the specified indicator should be referred to as the 4th Grade ELA as measured by the 4th Grade SBA ELA.

The 2014-15 and 2015-16 Smarter Balanced assessment results were used to establish the All Students group reset baseline of 55.8 percent (Table A3). The reset annual step increase for the All Students group is 3.32percentage points. See that the annual step increase differs for each ESEA student group depending on the computed two-year baseline value. The initial goal attainment determination based on the reset targets will be made based on the 2016-17 assessment results are reported in the fall of 2017.

Table A3: Performance on the 4th Grade ELA Indicator by ESEA subgroup.

	2014-15	2015-16	2-Year Baseline	2016-17 Target	Annual Step Increase*
All Students	54.6%	57.0%	55.8%	59.0%	3.2
Black / African American	36.4%	38.7%	37.6%	42.0%	4.5
American Indian / Alaskan Native	26.5%	29.9%	28.2%	33.3%	5.1
Asian	72.8%	75.1%	74.0%	75.8%	1.9
Hispanic / Latino	36.1%	38.8%	37.5%	41.9%	4.5
Native Hawaiian / Pacific Islander	34.7%	36.1%	35.4%	40.0%	4.6
White	62.6%	65.0%	63.8%	66.4%	2.6
Two or More	56.1%	58.5%	57.3%	60.4%	3.1
Students with a Disability	24.3%	24.9%	24.6%	30.0%	5.4
Limited English	17.4%	20.6%	19.0%	24.8%	5.8
Low-Income	37.9%	40.2%	39.1%	43.4%	4.4

*Note: Annual step increase is shown as percentage points.

For the 4th Grade Reading indicator, the 4th Grade NAEP Reading (Figure A3 and A4) results are utilized for national and Peer State comparisons. On the 2015 NAEP, Washington 4th grade students posted an average scaled score of 225.9, which was the 14th highest in the nation placing Washington at the 72nd percentile of all states. The Peer State scaled score average for the 4th Grade NAEP Reading was 227.4, which is 1.5 scaled score points higher than Washington. On the measure, Washington was the 5th best of the nine Peer States

The goal and annual targets for the 4th Grade Reading indicator of the Educational System Health were reset due to the transition to the Smarter Balanced assessments in the 2014-15 school year, so a status determination is not possible. When using the 4th Grade NAEP Reading as the measure for comparison:

- Washington is not ranked in the top ten percent nationally
- Washington’s performance is considered comparable to the peer states.

Figure A3: Shows the average scaled scores for the national and peer state comparisons using the 4th Grade NAEP Reading results.

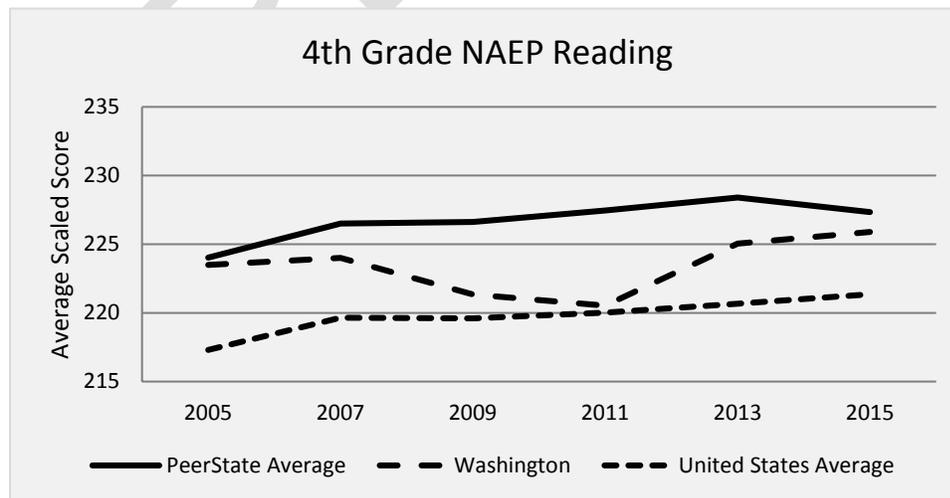
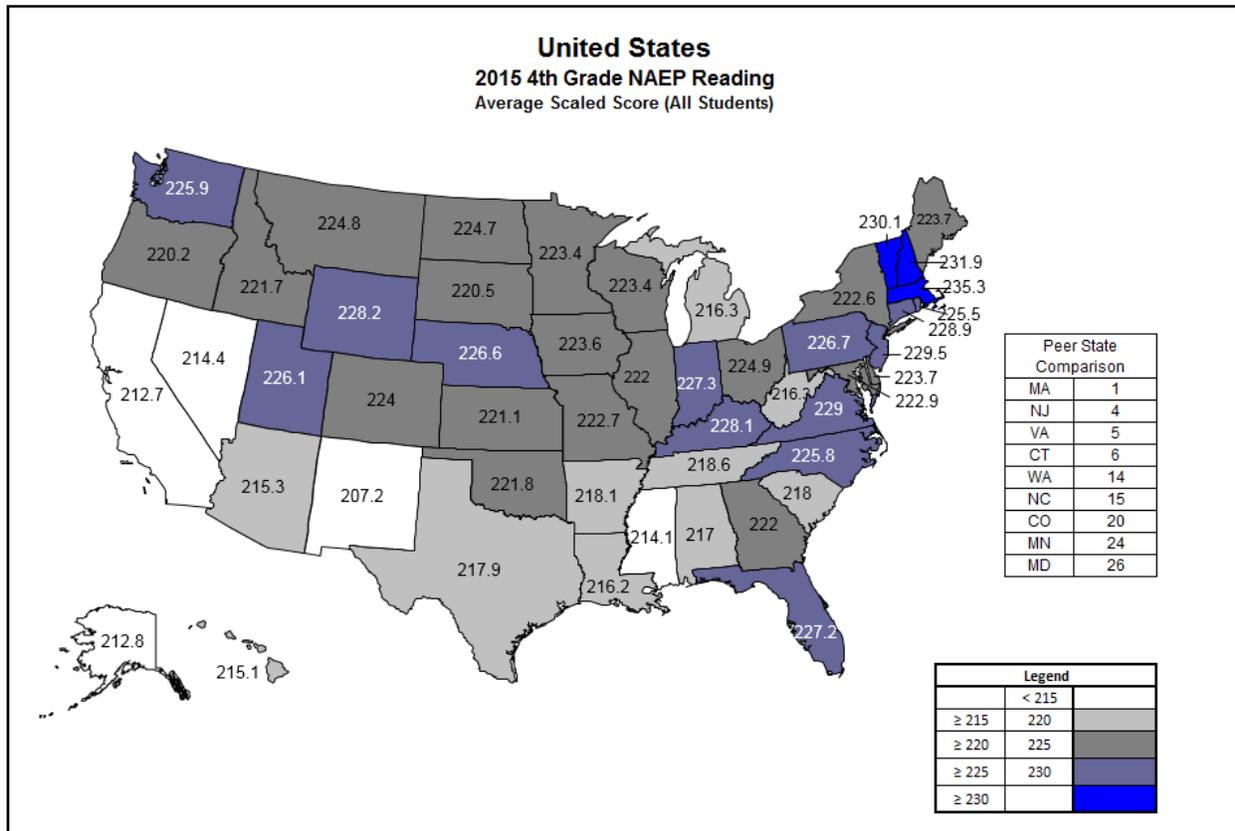


Figure A4: Shows the average scaled score by state for the All Students group on the 2015 4th Grade NAEP in Reading.



8th Grade Math

The indicator is the percentage of 8th grade students meeting or exceeding standards on the 8th grade MSP Math Assessment. The indicator was specifically named and described in the ESSB 5491 legislation but the 2013 Initial Report recommended that the 8th Grade Math Indicator be replaced with the 8th Grade High School Readiness Indicator. Because Washington transitioned to the SBA in the 2014-15 school year, the specified indicator should be referred to as the 8th Grade Math indicator as measured by the 8th Grade SBA in Math.

A reset baseline value for the All Students group of 54.7 percent was computed for the 2014-15 and 2015-16 assessment results which also resulted in a 3.2 percentage point annual step increase. The Asian student group is the highest performing and needs to improve by 1.7 percentage points per year to meet the long-term goal, while three other student groups must improve by more than 5.0

percentage points annually to meet their long-term goals. Student groups that are currently performing at lower levels must make large annual gains to meet the gap reduction targets.

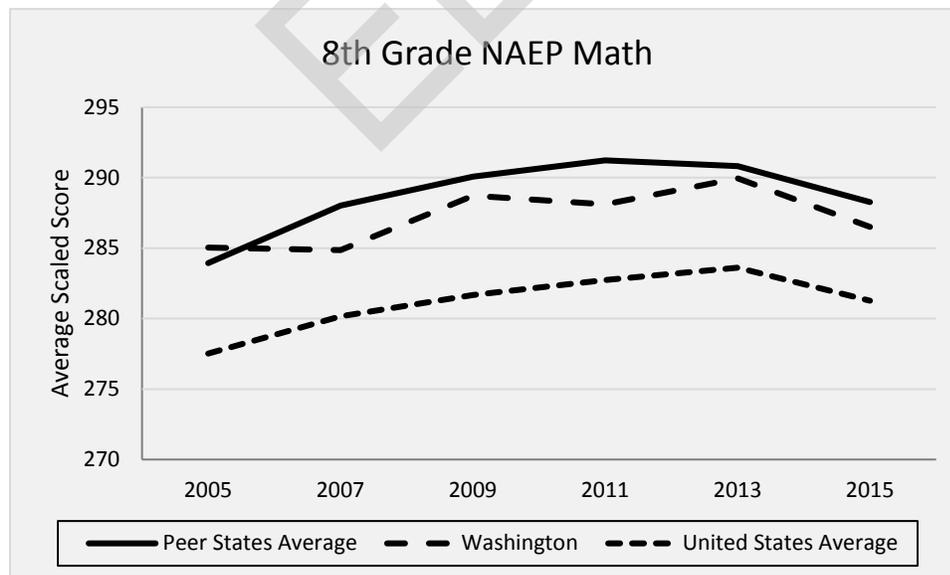
Table A4: Performance on the 8th Grade Math Indicator by ESEA subgroup

	2014-15	2015-16	2-Year Baseline	2016-17 Target	Annual Step Increase*
All Students	54.0%	55.4%	54.7%	57.9%	3.2
Black / African American	34.4%	34.7%	34.6%	39.2%	4.7
American Indian / Alaskan Native	26.9%	28.7%	27.8%	33.0%	5.2
Asian	75.7%	77.5%	76.6%	78.3%	1.7
Hispanic / Latino	35.2%	37.5%	36.4%	40.9%	4.5
Native Hawaiian / Pacific Islander	35.3%	37.1%	36.2%	40.8%	4.6
White	61.4%	63.0%	62.2%	64.9%	2.7
Two or More	55.0%	56.2%	55.6%	58.8%	3.2
Students with a Disability	25.7%	26.0%	25.9%	31.1%	5.3
Limited English	22.6%	24.3%	23.5%	28.9%	5.5
Low-Income	30.2%	38.9%	34.6%	39.2%	4.7

*Note: Annual step increase is shown as percentage points.

The 8th Grade NAEP Math was used for the national and Peer State comparisons. On the 2015 NAEP Math (Figure A5), Washington 8th graders posted an average scaled score of 286.5, which was the 12th best in the nation and placing the state at the 76th percentile nationally. Washington’s scaled score was higher than the U.S. average of 281.3, lower than the Peer State average scaled score of 288.3, and the 5th best of the peer states (Figure A5).

Figure A5: Shows the average scaled scores for the 8th Grade NAEP Math results.



A determination as to whether the annual gap reduction target is met cannot be made until the 2016-17 assessment results are reported by the OSPI. Overall, Table A4 and Figure A5 show that the 8th Grade Math indicator specified in the ESSB 5491 legislation is not ranked in the top ten percent nationally, but is comparable to the Peer States.

8th Grade High School Readiness

The indicator is the percentage of 8th grade students who pass all of the 8th Grade MSP content area assessments in reading, math, and science. The 2013 Initial Report recommended that this 8th Grade High School Readiness Indicator replace the 8th grade math indicator. The indicator is now the measure of the percentage of 8th grade students who meet or exceed standard on the 8th Grade SBA in ELA and math and the MSP in science.

A reset baseline value of 38.3 percent was computed based on the 2014-15 and 2015-16 SBA results and this resulted in an annual step increase of 4.4 percentage points for the All Students group. All of the ESEA student groups, except for the Asian, White, and Two or More Races groups, must make annual gains of 5.6 to 6.9 percentage points to meet their respective gap reduction targets. All of the student groups, except for the Pacific Islander and Native Hawaiian group, posted a modest performance increase in 2015-16 from the previous year.

The 8th Grade NAEP Reading can be utilized for the national and peer state comparisons in combination with the 8th Grade NAEP Math. On the 2015 NAEP Reading (Figure A6), Washington 8th graders posted an average scaled score of 267.3, which was the 21st highest in the country and this scaled score placed Washington at the 58th percentile of all states. The Washington average scaled score was higher than the U.S. average of 264.0 but was lower than the peer state average scaled score of 269.0. The average scaled score posted by Washington 8th grade students was the 7th best of the nine peer states.

Table A5: Shows the annual steps by student group and other data elements for the 8th Grade High School Readiness indicator.

	2014-15	2015-16	2-Year Baseline	2016-17 Target	Annual Step Increase*
All Students	37.5%	39.0%	38.3%	42.7%	4.4
Black / African American	16.6%	19.5%	18.1%	23.9%	5.9
American Indian / Alaskan Native	14.2%	15.7%	15.0%	21.0%	6.1
Asian	60.9%	64.2%	62.6%	65.2%	2.7
Hispanic / Latino	19.9%	21.3%	20.6%	26.3%	5.7
Native Hawaiian / Pacific Islander	20.5%	19.3%	19.9%	25.6%	5.7
White	43.3%	45.0%	44.2%	48.1%	4.0
Two or More	40.0%	40.5%	40.3%	44.5%	4.3
Students with a Disability	3.8%	4.8%	4.3%	11.1%	6.8
Limited English	3.1%	3.4%	3.3%	10.2%	6.9
Low-Income	21.4%	22.1%	21.8%	27.3%	5.6

*Note: Annual step increase is shown as percentage points.

Because the recommended indicator represents the combination of three distinct assessments, the 8th Grade NAEP results in reading and math were combined to determine whether the performance of Washington students was comparable to the peer states and to determine the national ranking. After

averaging the reading and math scaled scores, Washington's average scaled score of 276.9 was the 16th best in the nation, placing Washington at the 68th percentile nationally. Washington's average scaled score was the 6th best of the nine peer states (Figure A7).

Figure A6: Shows the Average Scaled Scores for the 8th Grade NAEP Reading Results.

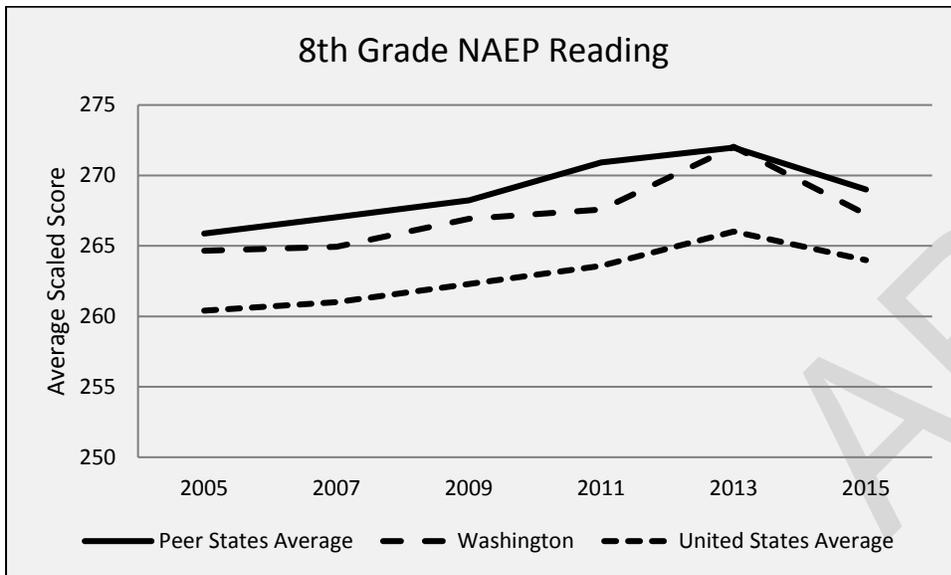
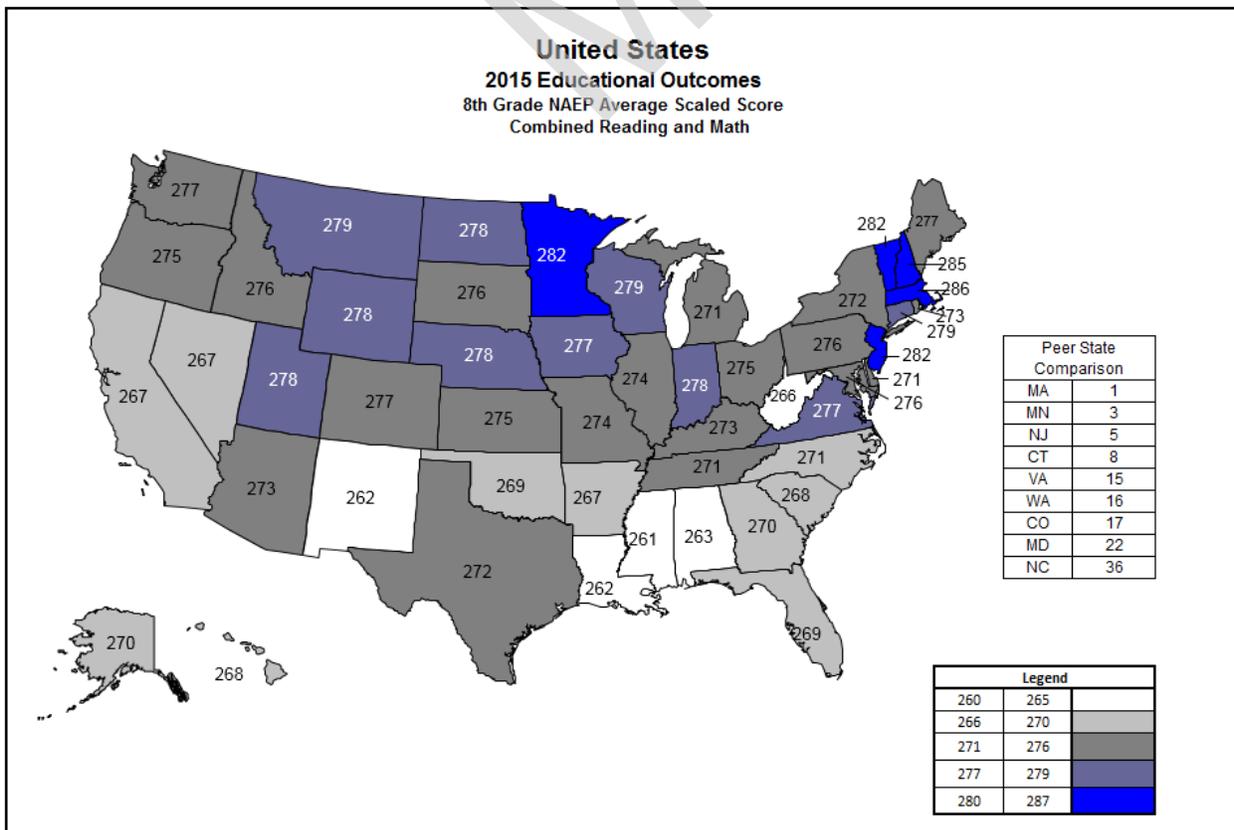


Figure A7: Shows the average scaled score for the 2015 8th Grade NAEP in reading and math combined.



Overall, the Table A5 and Figures A6 and A7 show that the 8th Grade High School Readiness indicator recommended in the 2013 Initial Report is:

- improving but another year of data is required to determine whether the indicator is on-track to meet gap reduction targets,
- not ranked in the top ten percent nationally, and
- partially comparable or slightly lower than the peer states.

4-Year Adjusted Cohort Graduation Rate (ACGR)

The indicator is the official on-time graduation rate following the Adjusted Cohort methodology utilized by all of the United States. The 2010-11 and 2011-12 ACGR results were utilized to compute the baseline value of 76.9 percent and the annual step increase of 1.7 percentage points (Table A6). The On-Time ACGR increased in 2013 to 78.1 percent for the All Students group but the increase was not sufficient to meet the annual gap reduction target. The highlighted cells in the "Difference" column indicate that no subgroup met their individual gap reduction targets and shows by how much the target was missed by each group.

Table A6: Shows the On-Time Adjusted Cohort Graduation Rate by ESEA Subgroup.

High School Graduation	2013-14	2014-15	Target 2014-15	Difference 2014-15	Annual Step Increase*
All Students	77.2%	78.1%	81.9%	-3.8	1.7
Black / African American	67.8%	68.8%	74.8%	-6.0	2.3
American Indian / Alaskan Native	53.7%	56.4%	68.0%	-11.6	2.9
Asian	86.5%	87.8%	87.9%	-0.2	1.1
Hispanic / Latino	67.3%	69.6%	74.1%	-4.5	2.4
Pacific Islander / Native Hawaiian	64.6%	67.0%	73.0%	-6.0	2.5
White	80.5%	80.9%	85.1%	-4.2	1.4
Two or More	75.5%	77.9%	81.0%	-3.1	1.7
Students with a Disability	55.7%	57.9%	67.4%	-9.5	3.0
Limited English	53.7%	55.8%	64.0%	-8.2	3.3
Low-Income	66.4%	68.0%	74.3%	-6.3	2.3

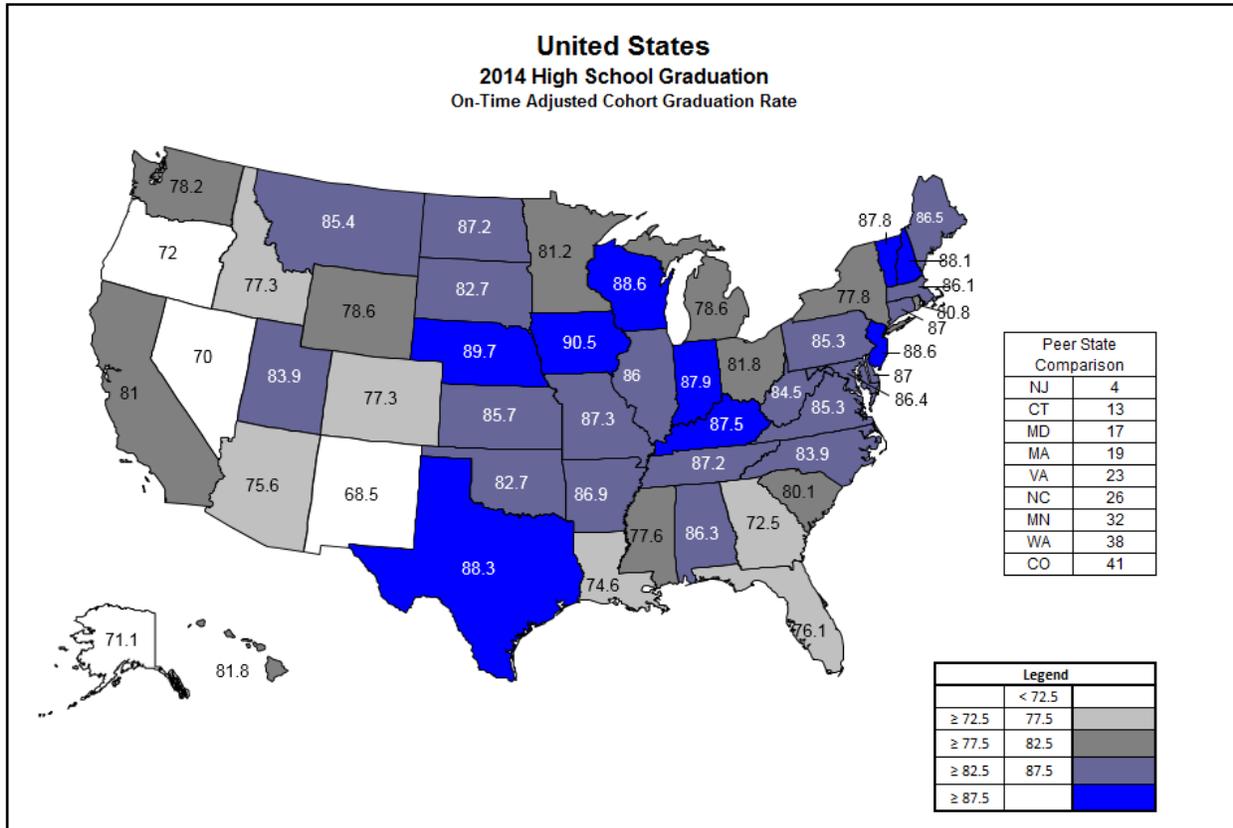
*Note: Annual step increase is shown as percentage points.

The methodology to compute the Adjusted Cohort Graduation Rate is uniform across the country, so it is possible to compare the ACGR for Washington to other states. Because of the different reporting requirements across the states, the national and peer state comparisons are based on the class of 2013-14 ACGR. These comparisons are made using data from the National Center for Education Statistics (NCES) found at https://nces.ed.gov/programs/digest/d15/tables/dt15_219.46.asp?current=yes, which differs a little from the ACGR computed by the OSPI. Nonetheless, Washington's graduation rate for the class of 2014 reported by the NCES was the 38th best in the country placing the state in the bottom quartile nationally (Figure A8).

As for the peer state comparison, Washington's NCES reported 2014 ACGR was the second lowest of the peer states that averaged 80.4 percent. The NCES-reported 2014 ACGR of 78.2 percent for Washington

was approximately 7.3 percentage points lower than the peer state average and was the second lowest of the peer states.

Figure A8: Shows the 2014 ACGR for the 50 states as reported by the NCES.



To summarize these results, Table A6 and Figure A8 show that the 4-Year Graduation Rate indicator specified in the ESSB 5491 legislation is:

- not on-track to meet gap reduction targets,
- not ranked in the top ten percent nationally, and
- not comparable to the peer states.

Access to Quality Schools

This indicator is a measure of the percentage of students attending schools rated as Good, Very Good, or Exemplary as shown on the Washington Achievement Index data file. This indicator was recommended for inclusion in the Educational System Health Indicators in the 2013 Initial Report.

The six tier ratings incorporated as part of the Achievement Index are based primarily on the Composite Index rating, which is the average annual Index rating for the three years included in the Index version. The state now has three complete versions of the Index from which to calculate the percentage of students attending schools rated as Good, Very Good, or Exemplary schools (Table AX).

The Index tier classifications are relative in the sense that the rating cut point for each tier changes from one year to the next depending on the performance of schools. The current methodology requires that, the top five percent of schools (approximately 90) based on Composite Index rating be classified as Exemplary. As a result, the percentage of students in Good or Better schools would not be expected to change systematically. This means that the goal-setting methodology is unsuitable for this indicator.

Table A7: Shows the Percentage of Students Attending Good or Better Rated Schools.

	Index Version		
	2012-13	2013-14	2014-15
Number of Students in Good or Better Schools	533,871	553,659	564,568
Percent of Students in Good or Better Schools*	53.6	55.2	55.3
*Note: the denominator is the total number of students enrolled in schools with an Index tier assignment.			

The Access to Quality Schools indicator is not amenable to the adopted goal-setting methodology, a national comparison, or a peer state comparison. Until the tier classification methodology based on relative performance is changed to a criterion based methodology, the state will be viewed as meeting target if either the number or percent of students enrolled in Good or better schools increases from one Index version to the next.

Quality of High School Diploma

The indicator is the percentage of high school graduates who bypass remedial courses in college during the year immediately following graduation. The December 2014 report to the legislature recommended a change to the Quality of High School Diploma indicator but continued to report on the indicator specified in the original legislation (ESSB 5491 of 2013) until updated data files could be delivered. By reporting on the recommended indicator (Table A8), the legislature and other stakeholders will be provided a clearer picture about the remedial course taking patterns of the recent high school graduates who actually enroll in higher education. The recommended change requires that annual targets be reset.

Table A8: Shows how the recommended indicator differs from the indicator specified in the original bill (ESSB 5491 in 2013) that was signed into law.

Specified Indicator in Bill	Current Reporting	Recommended Indicator
The percentage of high school graduates enrolled in precollege or remedial courses in public post-secondary institutions.	The percentage of recent high school graduates who bypass remedial courses.	The percentage of recent high school graduates who enroll in higher education and bypass remedial courses.

Using 2011-12 and 2012-13 high school graduation data provided by the Washington Educational Data and Research Center (ERDC), a two-year baseline value of 73.3 percent and an annual step increase of 1.9 percentage points for the All Students group was computed (Table A9). This means that approximately 73 percent of recent high school graduates who enroll in higher education enroll directly in credit-bearing coursework in English and math.

Table A9: Shows the annual steps by student group and other data elements for the Quality of High School Diploma indicator.

	2-Year Baseline	Gap to 100% ⁺	50% of Gap ⁺	Yearly Step ⁺	2019-20 Midpoint	2026-27 End Goal
All Students	73.3%	26.7	13.3	1.9	86.9%	100.0%
Black / African American	63.1%	36.9	18.4	2.6	82.2%	100.0%
American Indian / Alaskan Native	63.1%	36.9	18.5	2.6	83.5%	100.0%
Asian	79.4%	20.6	10.3	1.5	90.1%	100.0%
Hispanic / Latino	55.5%	44.5	22.2	3.2	78.4%	100.0%
Native Hawaiian / Pacific Islander	66.3%	33.7	16.8	2.4	80.9%	100.0%
White	76.3%	23.7	11.8	1.7	88.6%	100.0%
Two or More	73.3%	26.7	13.4	1.9	86.0%	100.0%
Students with a Disability	43.4%	56.6	28.3	4.0	72.7%	100.0%
Limited English	36.3%	63.7	31.9	4.6	68.6%	100.0%
Low-Income	59.5%	40.5	20.3	2.9	79.9%	100.0%

⁺Note: Gap values and yearly step values are in percentage points.

As for national and Peer State comparisons, one analysis (*Remediation: Higher Education’s Bridge to Nowhere*, conducted by Complete College America in 2012) provided summary data separately for two- and four-year higher institutional remediation rates. Washington’s two- and four-year institution remediation rates were lower than the Peer State average and substantially lower than the national rates.

In summary, we cannot say one way or another whether Washington met the gap reduction targets, but we can report that Washington ranks high nationally on this indicator and outperforms the Peer States.

Post-Secondary Attainment

The SBE recommended measure for the Post-Secondary Attainment indicator is the percentage of high school graduates attaining a credential, certificate, or completing an apprenticeship prior to age 26. This indicator is prominent in both the Results Washington work on the “World Class Education Goal” (www.results.wa.gov/whatWeDo/measureResults/education.aspx), the Community Center for Education Results Road Map Project (www.roadmapproject.org), and the SBCTC Achievement Index (www.sbctc.ctc.edu/college/e_studentachievement.aspx).

The ERDC conducted the initial analysis of this measure and estimated this percentage at approximately 42 percent (Figure A10). The ERDC report found at <http://www.erd.c.wa.gov/briefs/pdf/201507.pdf> explains more about the analysis and states that this estimate understates the true and real percentage for the following reasons:

- Some degree completions are not reported by the National Student Clearinghouse and some students block their information from being reported
- Some graduates complete Federal apprenticeship programs or those based outside Washington. ERDC does not receive this information
- Private vocational school data are included for the most recent year only, so completions in this sector between 2006-07 and 2011-12 are not incorporated into this analysis, and

- Many credentials earned in medical and dental fields, including massage therapy, are represented in professional license data from the Department of Health. ERDC does not have access to this source.

To make this estimate, the ERDC examined the post-secondary educational outcomes for the class of 2006 because these graduates would be 26 years old (18 years old at graduation plus seven years of time for post-secondary attainment).

Figure A10: shows the percent of students completing a credential, certificate, or apprenticeship before age 26.

Percent of High School Graduates Earning a Credential or Certificate by Age 26	Class of 2006
	Reported in Spring 2015
All Students	42%
Black / African American	29%
American Indian / Alaskan Native	23%
Asian	55%
Hispanic / Latino	24%
Native Hawaiian / Pacific Islander	25%
White	44%
Two or More	39%
Students with a Disability	11%
Limited English	25%
Low-Income	25%

Disproportionality in Discipline and the Composition Index

There are different manners in which one might examine disproportionality in student behavior and discipline. The OSPI discipline equity workgroup considered several measures for representing disproportionality and opted to use the Disproportionality Composition Index (CI). The Composition Index is a measure of whether students assigned to a student group are suspended at a rate proportionate to their representation in the total student population. The Disproportionality Composition Index (CI) is computed as follows.

$$CI = \frac{(\text{number of suspended students from XYZ group} \div \text{total number of suspended students})}{(\text{number of students in XYZ group} \div \text{total number of students})}$$

A Composition Index greater than one indicates the group makes up more of the suspensions and expulsions than their representation in the population generally. A Composition Index equal to less than one indicates the group makes up less of the suspensions and expulsions than their representation in the population generally. On this measure, a Disproportionality Composition Index of 1.00 for all student groups means that no student group is being subjected to suspensions and expulsions at a disproportionately high or low rate. Learn more about the OSPI's Disproportionality Composition Index at <http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.aspx#discipline>.

Based on data from the three most recent years ending with the 2014-15 school year (Table A11), the Black-African American, Native American/Alaskan, Hispanic/Latino, Hawaiian/Pacific Islander, and the

Two or More Races have Disproportionality Composition Index greater than one. This means that the students comprising each group are experiencing disproportionately high suspension and expulsion rates. The students with a disability and students participating in the Free and Reduced Price Lunch program are also experiencing disproportionately high suspension and expulsion rates.

Table A11: Shows the Disproportionality Composition Index for student groups for the three most recent years.

Reduction in Disproportionality Composite Index	2012-13	2013-14	2014-15	2015-16 Target
All Students	1.00	1.00	1.00	
Black / African American	2.46	2.27	2.21	2.15
American Indian / Alaskan Native	1.75	1.78	1.94	1.80
Asian	0.38	0.35	0.30	NA
Hispanic / Latino	1.21	1.19	1.16	1.16
Native Hawaiian / Pacific Islander	1.45	1.42	1.38	1.37
White	0.83	0.84	0.86	NA
Two or More	1.11	1.14	1.29	1.20
Students with a Disability	1.87	1.94	2.03	1.91
Limited English	1.00	0.97	0.98	NA
Low-Income	1.51	1.50	1.53	1.48

Note: NA = Not Analyzed

The Composition Index differs from the other Statewide Indicators of the Education System in a couple of important ways.

- When a student group lowers their Composition Index closer to 1.00 another group's Composition Index must increase, moving closer to 1.00.
- Annual improvement targets are not possible for the All Students group as the Composition Index for the All Students will always equal 1.00.

For these reasons, annual improvement targets are computed only for the student groups experiencing disproportionate suspension and expulsion rates.

Length of Exclusion

The length of time a student is removed from the educational environment represents lost education opportunity. In the future, we will be able to examine the length of time students are excluded by behavior type. We will also be able to assess the cumulative effect that multiple suspensions for an individual student may have. For example, in the current data, if a student is suspended for 5 days three times, it is represented as three 5 day suspensions, but in the future it could be represented as 15 days of lost instructional time.

At this time, this secondary indicator is more descriptive to help understand the scope of the lost educational opportunity, and will be more meaningful as more data becomes available.



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Partner Engagement: Educational System Health Indicators 2016 Report

Organization	Collaborators	Meetings	Other Communication	11/9 Panelist
Educational Opportunity Gap Oversight and Accountability Committee	Full EOGOAC Committee Maria Flores Wanda Billingsly (liaison)	9/20/16 Presentation at Committee meeting (Andrew Parr & Kaaren Heikes); 10/6/26 Kaaren Heikes met with Wanda Billingsly; 10/14/16 Isabel Munoz Colon, Kevin Laverty, MJ Bolt and Kaaren Heikes met EOGOAC at its Yakima meeting.	10/10/16: KH sent PPT, draft report outline, and partner input worksheet, asked for input by 10/25; sent reminder 10/21/16.	Dr. Wanda Billingsly
Washington Student Achievement Council	Rachelle Sharpe Stephanie Gardner Lexi Shankster Maddy Thompson Randy Spaulding	10/10/16 Rachelle Sharpe Stephanie Gardner Lexi Shankster Maddy Thompson Randy Spaulding Andrew Parr Parker Teed Linda Drake Kaaren Heikes	10/10/16: KH sent PPT, draft report outline, and partner input worksheet, asked for input by 10/25; sent reminder 10/21/16.	Yes – person TBD (last minute)
State Board of Community and Technical Colleges	Bill Moore Jan Yoshiwara Darby Kaikkonen Arlen Harris David Prince	10/10/16 Bill Moore Jan Yoshiwara Darby Kaikkonen Arlen Harris David Prince, Linda Drake, Kaaren Heikes	10/10/16: KH sent PPT, draft report outline, and partner input worksheet, asked for input by 10/25; sent reminder 10/21/16.	Marty Brown

Organization	Collaborators	Meetings	Other Communication	11/9 Panelist
Office of Superintendent of Public Instruction	Gil Mendoza Deb Came Maria Flores Katie Weaver-Randall	10/04/16 Gil Mendoza Deb Came Maria Flores Katie Weaver-Randall Parker Teed Linda Drake Kaaren Heikes	10/10/16: KH sent PPT, draft report outline, and partner input worksheet, asked for input by 10/25; sent reminder 10/21/16.	Maria Flores
Workforce Training and Education Coordinating Board	Dave Wallace Nova Gattman	10/12/16 Nova Gattman Dave Wallace Andrew Parr Parker Teed Kaaren Heikes	10/10/16: KH sent PPT, draft report outline, and partner input worksheet, asked for input by 10/25; sent reminder 10/21/16.	Nova Gattman or Eric Wolf
Department of Early Learning	Ross Hunter Heather Moss Maureen Malvahosky	10/21/16 Heather Moss Maureen Malvahosky Andrew Parr Parker Teed Kaaren Heikes	10/10/16: KH sent PPT, draft report outline, and partner input worksheet, asked for input by 10/25; sent reminder 10/21/16.	Heather Moss
Professional Educator Standards Board	Jennifer Wallace	10/11/16 Jennifer Wallace Linda Drake Andrew Parr Kaaren Heikes	10/10/16: KH sent PPT, draft report outline, and partner input worksheet, asked for input by 10/25; sent reminder 10/21/16.	Jennifer Wallace



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Partner Organization Input Worksheet for the 2016 Education System Health Report Outline

The State Board of Education looks forward to talking to you, or a representative from your organization, at the November 9th Board Meeting. In preparation for the meeting, please review the Education System Health Report Outline and respond to the questions below. Your input will be shared with Board members prior to the meeting, will provide a starting point for the discussion and will be considered by the Board for any modifications in the recommendations for system reform. Responses from all partners will be compiled and included in the final report to the Legislature.

Partner Organization: EOGOAC

Contact name and phone: Kathleen Callahan, (360)725-6504

Question	Partner response/input
1) How do the major recommendations in the report outline align with your organization's current priorities for our public education system?	<p>EOGOAC is working to expand the cultural competency of current and future teachers and school staff. This could align with your second recommendation, although the SBE report would have to specifically highlight and require a certain amount of hours or days devoted to cultural competency training.</p> <p>As mentioned below (question 4), EOGOAC has also made recommendations about supportive transitions, which could inform your first and fourth recommendation.</p> <p>To align more closely to EOGOAC, the SBE report should disaggregate data to the furthest extent possible, call out disproportionalities, write recommendations with an equity lens, and advocate for students who have been systemically underserved.</p>

Question	Partner response/input
<p>2) What are your organization's thoughts about how recommended reforms might improve the overall health of our education system?</p>	<p>EOGOAC, charged by RCW 28A.300.136, was established in 2009 to recommend policies and strategies relating to the opportunity gap in Washington.</p> <p>This is the only group in Washington that is authorized by the Legislature to study the opportunity gap with bicameral and bipartisan legislative membership. Additionally, EOGOAC has committee members representing the very communities affected by the opportunity gap. Commissions represented include African-Americans, Hispanic Americans, Asian Americans, and Pacific Islander Americans. For more information regarding membership, please refer to Second Substitute Senate Bill 5973: http://lawfilesexst.leg.wa.gov/biennium/2009-10/Pdf/Bills/Senate%20Passed%20Legislature/5973-S2.PL.pdf</p> <p>The committee produces annual reports with recommendations that highlight the following focus areas: (1) support parent/community engagement; (2) increase cultural competency in school staff and curriculum; (3) expand pathways to recruit diverse teachers/administrators; (4) recommend programs and resources to narrow the opportunity gap; (5) identify data elements and systems needed to monitor progress in closing the gap; (6) make closing the gap part of the improvement process for schools and school districts; (7) explore innovative school models that have success in closing the gap.</p> <p>These annual reports have led to the creation of the Second Substitute House Bill 1680 and the Fourth Substitute House Bill 1541. The recommendations in these bills (see below), along with the recommendations in the annual reports, reflects what reforms EOGOAC has proposed to improve the overall health of our education.</p> <p><u>Second Substitute House Bill 1680 Recommendations:</u></p> <ol style="list-style-type: none"> 1. Decrease the disproportionate representation of students of color in disciplinary actions in schools. 2. Enhance the cultural competence of current and future educators. 3. Provide English Language Learner/Second Language Acquisition endorsement for all educators. 4. Create new English Language Learner Accountability Benchmarks. 5. Provide tools for deeper data analysis and disaggregation of student demographics to inform instructional strategies to close the opportunity gap.

Question	Partner response/input
	<p data-bbox="850 237 1612 259">6. Invest in the recruitment and retention of educators of color.</p> <p data-bbox="850 306 1503 329"><u>Fourth Substitute House Bill 1541 Recommendations:</u></p> <ol data-bbox="850 342 1955 654" style="list-style-type: none"> 1. Reduce the length of time students of color are excluded from school due to suspensions and expulsions and provide student support for reengagement plans 2. Enhance the cultural competence of current and future educators and classified staff. 3. Endorse all educators in English Language Learner/Second Language acquisition. 4. Increase accountability for instructional services provided to English Language Learners 5. Analyze the opportunity gap through deeper disaggregation of student demographic data. 6. Invest in the recruitment, hiring, and retention of educators of color. 7. Incorporate integrated student services and family engagement. 8. Strengthen student transitions. <p data-bbox="850 699 1976 756">For more specific information regarding these recommendations, please refer to the following links:</p> <p data-bbox="850 805 1566 862">EOGOAC home page with access to annual reports: http://www.k12.wa.us/WorkGroups/EOGOAC.aspx</p> <p data-bbox="850 911 1818 967">Second Substitute House Bill 1680: http://lawfilesexternal.wa.gov/biennium/2013-14/Pdf/Bills/House%20Bills/1680-S2.pdf</p> <p data-bbox="850 1016 1812 1073">Fourth Substitute House Bill 1541: http://lawfilesexternal.wa.gov/biennium/2015-16/Pdf/Bills/House%20Passed%20Legislature/1541-S4.PL.pdf</p> <p data-bbox="850 1122 1927 1325">Lastly, the 2017 recommendations have not yet been established. Even so, the committee plans on making recommendations that will clarify the title and role of family engagement coordinators. Additionally, there should be at least 1 family engagement coordinator per school district (this is currently not the case). The committee also plans on making a recommendation that will define 'comparable education' for students who have been suspended or expelled</p>

Question	Partner response/input
<p>3) Are there specific evidence-based strategies that your organization would like to see put-forth in the recommended reforms?</p>	<p>All EOGOAC recommendations are rooted in evidence-based strategies.</p> <p>Additionally, when looking at data pertaining to evidence-based strategies, EOGOAC recommends disaggregating data to the furthest extent possible. A Race and Ethnicity Task Force has been created due to EOGOAC’s disaggregation recommendations in HB1541. For more information: http://www.k12.wa.us/Workgroups/RET.aspx</p>
<p>4) To what extent, if any, would your organization support adding the recommended reform: “provide specific supports to facilitate successful student transitions?” Do you have suggestions for specific evidence-based strategies for supporting this reform?</p>	<p>Strengthening student transitions is one of the recommendations in EOGOAC’s 2016 report that also made it into HB1541.</p> <p>Currently, there is an overall lack of support and resources for transitions. Transitions should be differentiated, as the type of support students need is dependent on a host of factors, including age, developmental level, and gender. EOGOAC has made recommendations for supportive student transitions in early learning, K-12, and High School to College and Career Readiness. See below for details:</p> <p><u>Early Learning</u></p> <ul style="list-style-type: none"> - EOGOAC supports Early Achievers program and recommends that the Department of Early Learning creates a community information and involvement plan to inform home-based, tribal, and family early learning providers of the Early Achievers program. - EOGOAC recommends that WAKIDS is implemented in a culturally responsive manner to support families to engage in school and help identify and connect students and families to support services. <p><u>K-12</u></p> <ul style="list-style-type: none"> - EOGOAC advocates for integrated student services, and encourages counselors to work as a team with other social-emotional and health service providers (e.g. school nurses, psychologists, social workers, etc.) - Guidance counselor allocations should be increased through the prototypical schools’ model to reflect national standards for practice as outlined in the American School

Question	Partner response/input
	<p>Counselors Association. (see EOGOAC 2016 report, recommendation 7- Incorporate Integrated Student Services and Family Engagement, for more information).</p> <ul style="list-style-type: none"> - All counselors must be required to demonstrate their cultural competence and responsiveness, as is currently required for both teachers and principals through Standard V of the Professional Educator Standards Board’s standards for teacher preparation and the Teacher and Principal Evaluation program. - Development of an articulated pathway to recruit, train, and retain school counselors into the profession. The Legislature must invest in more school counselor programs in Washington public universities. <p><u>High School to College and Career Readiness</u></p> <ul style="list-style-type: none"> - Encourages opportunities for dual credits to reduce barriers and help students complete credits while in high school. - Supports Washington Student Achievement Council’s plan to provide dual credits to students in high school and recommends: <ul style="list-style-type: none"> o legislature must remove parent or guardian witness signature o Washington Student Achievement council must: (1) focus on retention and persistence of students of color in obtaining college degrees; (2) refine communication on scholarship requirements for undocumented students and other ineligible students. If a student is not eligible, they should not receive an acceptance certificate producing false promise; (3) focus on community and family training on how to pay for college (e.g. filing the FAFSA and applying for grants, scholarships, and loans); (4) develop and distribute materials about college and financial aid for Middle and High Schools to provide students. <p>For more information please refer to EOGOAC’s 2016 report: http://www.k12.wa.us/WorkGroups/EOGOAC/pubdocs/EOGOAC2016AnnualReport.pdf</p>
<p>5) How might partner agencies and organizations collaborate over the next year to support these education system reforms?</p>	<p>We must systemically review and collaborate on policy issues that overlap both the EOGOAC and SBE statutory authority. EOGOAC meets monthly, and encourages partner agencies to attend, listen, and provide feedback during public comment time.</p>

Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)

OPPORTUNITY GAP FORUM

October 15th, 2016

History of EOGOAC

- Established in 2009 by the Legislature
 - Charged by RCW 28A.300.136
- **Objective: Recommend policy and strategy relating to the opportunity gap in Washington.**
 - Support parent/community engagement
 - Increase cultural competency in school staff and in curriculum
 - Expand pathways to recruit diverse teachers/administrators
 - Recommend programs & resources to narrow the gap
 - Identify data elements and systems needed to monitor progress in closing the gap
 - Make closing the gap part of improvement process for schools and school districts
 - Explore innovative school models that have success in closing gap

2016 Recommendations by EOGOAC

1. Reduce the length of time students of color are excluded from school due to suspensions and expulsions and provide student support for reengagement plans
2. Enhance the cultural competence of current and future educators and classified staff
3. Endorse all educators in English Language Learner/Second Language acquisition
4. Increase accountability for instructional services provided to English Language Learners
5. Analyze the opportunity gap through deeper disaggregation of student demographic data
6. Invest in the recruitment, hiring, and retention of educators of color.
7. Incorporate integrated student services and family engagement
8. Strengthen student transitions

Note: These recommendations are from the previous year, and created the Fourth Substitute House Bill 1541. EOGOAC is currently working on new recommendations for 2017.

Fourth Substitute House Bill 1541

Passed on March 10th, 2016

- Part I: Disproportionality in Student Discipline
- Part II: Educator Cultural Competence
- Part III: Instructing English Language Learners
- Part IV: English Language Learner Accountability
- Part V: Disaggregated Student Data
- Part VI: Recruitment and Retention of Educators
- Part VII: Transitions
- Part VIII: Integrated Student Services and Family Engagement

EOGOAC: Considerations for 2017

- Make recommendation on title and role of ‘family-engagement coordinators’ at schools.
- Define what educational services schools are required to offer suspended or expelled students.

Resources

- EOGOAC webpage
 - <http://www.k12.wa.us/WorkGroups/EOGOAC.aspx>
- EOGOAC's 2016 report
 - <http://www.k12.wa.us/WorkGroups/EOGOAC/pubdocs/EOGOAC2016AnnualReport.pdf>
- Fourth Substitute House Bill 1541:
 - <http://lawfilesexternal.wa.gov/biennium/2015-16/Pdf/Bills/House%20Passed%20Legislature/1541-S4.PL.pdf>

THANK YOU

QUESTIONS? COMMENTS?

Appendix

REVIEW OF HOUSE BILL 1541

Part I: Disproportionality in School Discipline

• School Districts MUST...

- Disseminate discipline policies and procedures to students, families, and communities (annually)
- Use disaggregated data to monitor discipline policies/procedures
- Periodically review and update discipline rules, policies, and procedures in consultation with staff, students, families, and community
- Adopt policies/procedures consistent with WSSDA model by 17/18 school year.
- Convene meeting with student and parental guardians within 20 days of suspension/expulsion to discuss reengagement plan
- Provide comparable educational services to student during period of suspension/expulsion

• School Districts MAY NOT...

- Impose long-term suspension/expulsion as a form of 'discretionary discipline'
- Suspend education services as part of discipline action
- Suspend/expel students for more than one academic term as defined by the school board.

- **Washington State School Director's Association** will create model school district discipline policies/procedures and post them publicly by Dec. 1, 2016
- **OSPI** will develop training modules to support implementation of discipline policies/procedures.

Part II: Educator Cultural Competency

- School Districts:
 - Principals and administrators w/ evaluation responsibilities must do PD on foundational elements of cultural competence with a focus on multicultural education and principles of ELA.
 - Required Action Districts are strongly encouraged to provide cultural competence PD and training to school staff
- Education Service Districts (ESDs):
 - Encouraged to provide all SD staff with cultural competence training developed under this section.
- Washington State School Director's Association will...
 - develop plan for creation and delivery of cultural competency training for school board directors and superintendents.
 - In consultation with OSPI, PESB, EOGOAC, and TPEP Steering Committee.
- OSPI Must:
 - include foundational elements of cultural competence into the TPEP professional development program for principals, administrators, and teachers.
 - In consultation w/ PESB, EOGOAC, & TPEP Steering Committee.
 - Develop content outline for professional development and training in cultural competence for school staff.
 - In collaboration w/ EOGOAC, PESB, Colleges of Education, and reps from diverse communities and community-based organizations

Part III: Instructional English Language Learners

- By the 2019-2020 school year, all classroom teachers **MUST** have a Bilingual Education and/or English Language Learner endorsement.
- Funded by Transitional Bilingual Instructional Program (TBIP)

Part IV: English Language Learner Accountability

- OSPI must
 - Provide school districts with assistance and support with...
 - Research-based program models, including best-practices and innovative programs
 - Instructional materials
 - Professional development to TBIP staff.
 - Identify and notify schools in the top 5% for highest percentage of ELL student enrollment growth during previous 2 school years



School districts identified are strongly encouraged to provide staff with cultural competence professional development and training developed under HB 1541

Part V: Disaggregated Data

- School Districts must..
 - Collect student data for all newly enrolled students and transfer students (at level identified in section 501(1)) by 2017-18 school year.
 - Resurvey students for whom subracial and subethnic categories were not previously collected.
- *may resurvey other students, as well.
- OSPI must..
 - continue to collect student level data, but with further disaggregation
 - K-12 Data Governance Group: develop data protocols and guidance for SDs
 - Develop format, as well as training for school staff on data collection and reporting.
 - Reduce n-size requirement to 10.
 - Convene Race and Ethnicity Student Data Taskforce

Part VI: Recruitment and Retention of Educators

- OSPI must, to the extent data is available, add the following to minimum reports made available online:
 - Percentage of classroom teachers per school district and per school disaggregated as described in RCW 28A.300.042(1) for student-level data
 - Average length of service classroom teachers per school district, and disaggregated as described in changes for student-level data.

Part VII: Transitions

- Department of early Learning will create a community information and involvement plan to inform home-based, tribal, and family early learning providers of the early achievers program.
 - In collaboration with OSPI

Part VIII: Integrated Student Services and Family Engagement

- Changes to LAP:

- Strikes requirement that LAP funds **MUST** be used for reading skills, intensive reading and literacy improvement strategy, calculation of tested students at or below basic on third grade student assessment, and state menu of best practices.
- Changes language so School Boards (rather than OSPI) approve schools and/or community based organizations to use LAP funds for readiness to learn

- OSPI will

- Establish Center for the Improvement of Student Learning (CISL)



CISL must...

- **Work in conjunction w/ parents, ESDs, higher education, families, communities, and business organizations.**
- **Establish Washington Integrated student supports Protocol (WISSP).**
 - **Including: needs assessments, Integration & coordination, and Community partnerships.**
 - **Data driven**

Second Substitute House Bill 1680 & Existing Policy or Programs

Maria Flores

2013 Legislative Recommendations

- 1. Decrease the disproportionate representation of students of color in disciplinary actions in schools.**
- 2. Enhance the cultural competence of current and future educators.**
- 3. Provide English Language Learner/Second Language Acquisition endorsement for all educators.**
- 4. Create new English Language Learner Accountability Benchmarks.**
- 5. Provide tools for deeper data analysis and disaggregation of student demographics to inform instructional strategies to close the opportunity gap.**
- 6. Invest in the recruitment and retention of educators of color.**

1. Decrease the disproportionate representation of students of color in disciplinary actions in schools.

OSPI Tasks

- Convene a discipline taskforce
- Develop standard discipline definitions
- Revise statewide student data system and collect revised data in the 15-16 SY

School and School District Actions

- No indefinite suspension or expulsion
- Must provide educational services during discipline
- Convert emergency expulsion to another corrective action within ten days
- Discretionary discipline cannot result in exclusion from educational services

ESSB 5946-Student Discipline Task Force

Engrossed Substitute Senate Bill 5946 requires that OSPI convene a **Student Discipline Task Force** which is charged by, Part III (Sec. 301) to develop:

- Standard definitions for causes of student disciplinary actions taken at the discretion of the school district.
- Data collection standards for disciplinary actions that are discretionary and for disciplinary actions that result in the exclusion of a student from school.
- The data collection standards must include
 - information about education services provided while a student is subject to a disciplinary action,
 - the status of petitions for readmission to the school district when a student has been excluded from school,
 - credit retrieval during a period of exclusion, and
 - school dropout as a result of disciplinary action.

Discipline Task Force

Contact Name	Contact Title	Organization/Committee
Trevor Greene	Professional Development Specialist	Association of Washington School Principals
Mia Williams	Principal, Aki Kurose MS	Association of Washington School Principals
Edward Prince	Executive Director	Commission on African American Affairs
Matt Vaeena (Pacific Islander American) Za Vang (Asian American)	Community member	Commission on Asian Pacific American Affairs
Lillian Ortiz-Self	Commissioner Chair	Commission on Hispanic American Affairs
Dr. James Smith	Committee member	Educational Opportunity Gap Oversight and Accountability Committee
(no response yet)	(no response yet)	Governor's Office of Indian Affairs
Tracy Sherman	Policy Analyst	League of Education Voters
Jennifer Harris	Ombudsman & Legal Analyst	Office of the Education Ombudsman
Paul Alig	Staff Attorney (Pierce County)	Team Child
Rosemarie Search	Superintendent Royal School District	Washington Association of School Administrators
Myra Johnson	WEA Board Member	Washington Education Association
Edri Geiger	Vancouver School Director	Washington State School Directors' Association

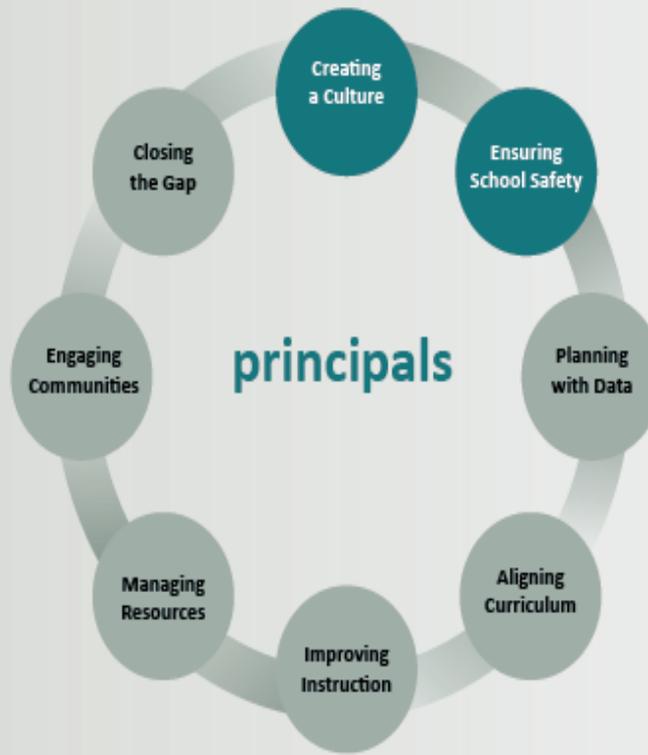
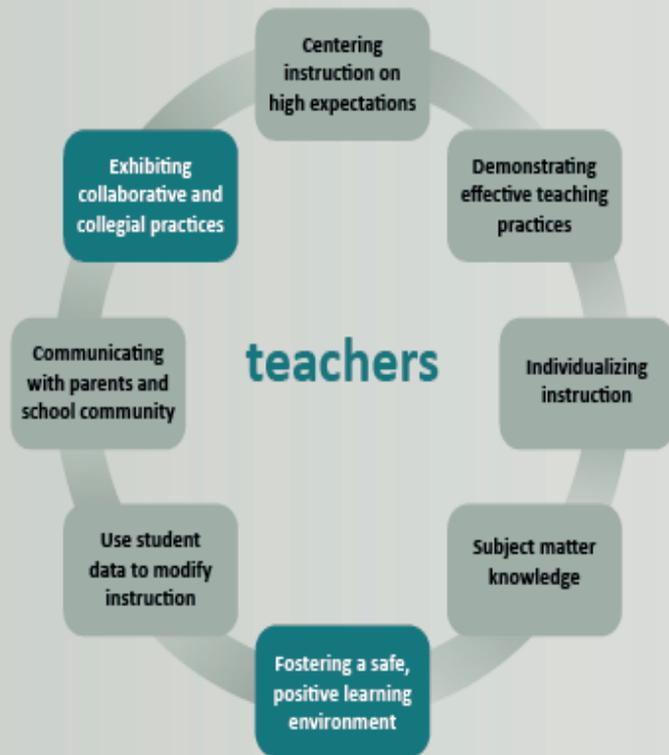
2. Enhance the cultural competence of current and future educators.

OSPI & PESB Tasks

- Include foundational course in elements of cultural competence in the TPEP system
- Content must align to the cultural competence standards established by the PESB
- OSPI, with PESB, in collaboration with EOGOAC must develop content for training

Schools & School Districts

- Require each administrator who evaluates teachers or principals to have evaluation training
- ESD's and school districts encouraged to provide training to all staff



Culture Data Content Instruction Community

Teachers:

“fostering and managing a safe, positive learning environment.”

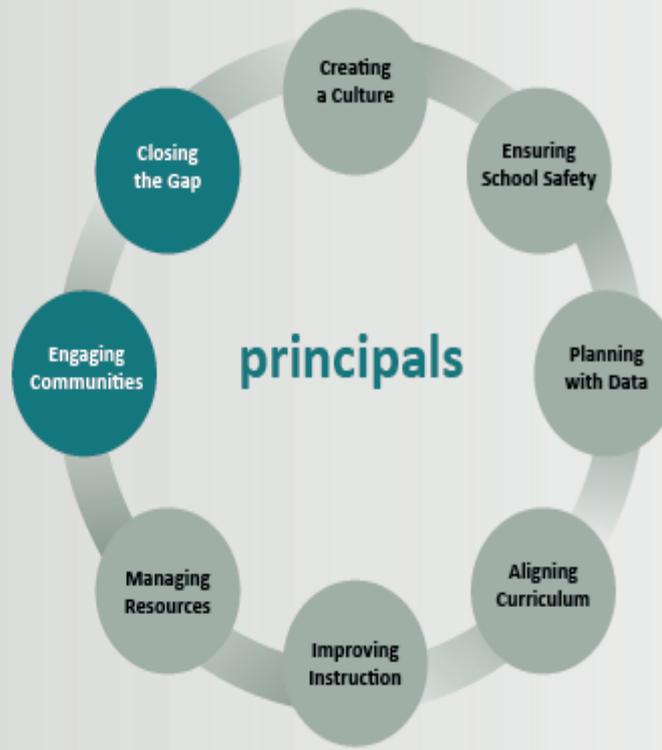
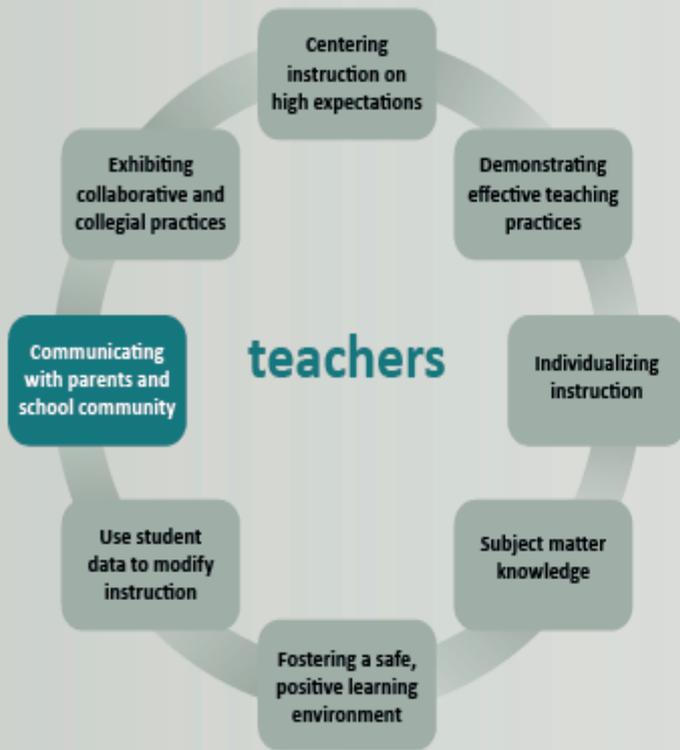
“collaborative and collegial practices focused on improving instructional practice and student learning.”

Principals:

“creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.”

“providing for school safety.”





Culture Data Content Instruction **Community**

Teachers:

“communicating and collaborating with parents and school community.”

Principals:

“partnering with the school community to promote learning.”



3. Provide English Language Learner/Second Language Acquisition endorsement for all educators.

PESB Tasks

- Bilingual or ELL endorsement added to educator retooling conditional scholarship program
- Give preference to teachers seeking ELL endorsements who are in TBIP, school improvement or assigned to schools whose enrollment of ELL students has increased more than 5%

Schools & School Districts

- Beginning in 17-18 SY, all classroom teachers assigned using funds for the transitional bilingual instructional program must hold an endorsement in bilingual or ELL or both

4. Create new English Language Learner Accountability Benchmarks.

OSPI Tasks

- Convene an ELL Accountability Taskforce to design performance based accountability system for the TBIP program
- Review research literature and identify best practices and performance benchmarks
- System includes reporting and monitoring

Schools & School Districts

- Reduction in requirements for schools and districts to submit program applications and plans, to be replaced with a focus on program outcomes

5. Provide tools for deeper data analysis and disaggregation of student demographic data to inform instructional strategies to close the opportunity gap.

- Require school districts to report the minimum federal ethnicity and racial categories, as well as sub-ethnic categories
- Convene a taskforce to revise the racial and ethnic reporting guidance, with representation from the EOGOAC, the ethnic commissions and the tribal nations
- Support OSPI request to create a K-12 Statewide Longitudinal Data System (K-12 SLDS) and provide professional development on data collection for educators
- Disaggregate data:
 - Black: national origin from a country in Africa (indicate country of origin) and African American: national origin in from the United States with African ancestry
 - Asian: Cambodian, Filipino, Hmong, Indian, Indonesian, Japanese, Korean, Laotian, Malaysian, Pakistani, Singaporean, Taiwanese, Thai, Vietnamese, and other Asian
 - White: Eastern European nationalities that have significant populations in WA (to be defined)
 - Multi-racial: report discrete racial/ethnic category combinations

K-12 State Longitudinal Data System (SLDS)

- <http://www.k12.wa.us/Data/default.aspx>
- <http://data.k12.wa.us/PublicDWP/Web/WashingtonWeb/Home.aspx>

5034 (Operating Budget)

- (i) \$1,826,000 of the general fund--state appropriation for fiscal year 2014 and \$1,802,000 of the general fund--state appropriation for fiscal year 2015 are provided solely for implementing a comprehensive data system to include financial, student, and educator data, including development and maintenance of the comprehensive education data and research system (CEDARS).

6. Invest in the recruitment and retention of educators of color.

OSPI & PESB Tasks

- Convene workgroup to revise and update framework and course of study for high school CTE courses related to careers in education
- PESB convene workgroup to design an articulated pathway for teacher preparation and certification

Green = Passed in budget proviso or different legislation Red = Changes, differences, or new items

	1680	1541 Original (2015)	1541 as Passed (2016)
Student Discipline	<ul style="list-style-type: none"> OSPI must convene the Student Discipline Task Force to develop standard definitions for discretionary discipline Required suspensions and expulsions not be for an indefinite period of time Requires emergency expulsions end or be converted to another form of corrective action within 10 school days. Prohibits districts from suspending/expelling students for discretionary disciplinary actions and requires school districts provide opportunity for student to receive educational services All disciplinary actions must be recorded using statewide data system based on data collections standards established by OSPI Requires Education Data Center at OFM to prepare a report on the educational workforce outcomes of youth in the juvenile justice system, using disaggregated data. 	<ul style="list-style-type: none"> (Passed in 5946) 5946 - no longer than one calendar year. (Passed in 5946) Prohibits districts from suspending/expelling students for discretionary disciplinary actions and requires school districts provide opportunity for student to receive educational services (Passed in 5946) Requires Education Data Center at OFM to prepare a report on the educational workforce outcomes of youth in the juvenile justice system, using disaggregated data. 	<ul style="list-style-type: none"> Suspensions and expulsions must have an end date of no more than the length of one academic term. Prohibits districts from imposing long term suspension as a form of discretionary discipline and requires school districts provide opportunity for student to receive educational services Requires Education Data Center at OFM to prepare a report on the educational workforce outcomes of youth in the juvenile justice system, using disaggregated data. Adds a tribal representative to the Student Discipline task Force Requires SDs to annually disseminate discipline policies and procedures to students, families, and the community. Requires SDs to use disaggregated data. Requires SDs to periodically review and update discipline rules, policies, and procedures. Requires WSSDA to create model SD discipline policies and procedures and post them by Dec. 1, 2016 and for SDs to adopt & enforce policies by 2017-18 SY.

Green = Passed in budget proviso or different legislation Red = Changes, differences, or new items

			<ul style="list-style-type: none"> • Requires OSPI to develop a training program to support implementation of discipline policies/procedures • SDs are strongly encouraged to provide trainings to all school and district staff. • Requires alternative setting be comparable, equitable, and appropriate to regular services. • School districts MUST convene a meeting with student and students' parents within 20 days and requires families have access to and provide meaningful input on culturally sensitive and responsive reengagement plans. • Revises data sharing and research agreement provisions for the Administrative Office of the Courts.
<p>Educator Cultural Competence</p>	<ul style="list-style-type: none"> • OSPI must include foundational elements of cultural competence, focusing on multicultural education and principles of English Language Acquisition in Professional development to support implementation of evaluations systems. • Requires principals and administrators who have evaluation responsibilities to engage in PD that includes the foundational elements of Cultural Competence. • Requires OSPI to develop a content outline for professional development and training in cultural competence for school staff, of which ESDs are encouraged to use. 	<ul style="list-style-type: none"> • OSPI must include foundational elements of cultural competence, focusing on multicultural education and principles of English Language Acquisition in Professional development to support implementation of evaluations systems. • Requires principals and administrators who have evaluation responsibilities to engage in PD that includes the foundational elements of Cultural Competence. • Passed in budget proviso: Section 501 (x) of the general fund--state appropriation for fiscal year 2015 	<ul style="list-style-type: none"> • OSPI must include foundational elements of cultural competence, focusing on multicultural education and principles of English Language Acquisition in Professional development to support implementation of evaluations systems. • Requires principals and administrators who have evaluation responsibilities to engage in PD that includes the foundational elements of Cultural Competence. • Requires OSPI to develop a content outline for professional development and training in cultural competence for school staff, of which ESDs are encouraged to use. Adds that the content must be aligned with the PESB standards and include foundational elements of cultural competence focusing on multicultural education and

Green = Passed in budget proviso or different legislation Red = Changes, differences, or new items

	<ul style="list-style-type: none"> Requires SDs who are under improvement status to provide cultural competence PD and training for classified, certificated instructional, and administrative staff. 	<ul style="list-style-type: none"> Requires SDs who are under improvement status to provide cultural competence PD and training for classified, certificated instructional, and administrative staff. 	<p>principles of ELA including best practices to implement tribal history and culture.</p> <ul style="list-style-type: none"> Strongly Encourages SDs who are under improvement status to provide cultural competence PD and training for classified, certificated instructional, and administrative staff. Requires WSSDA to develop a plan for the creation and delivery of cultural competency training for school board directors and superintendents.
<p>Instructing English Language Learners</p>	<ul style="list-style-type: none"> Adds special education, bilingual education, and English Language Learner as requirements for educator retooling scholarship. Gives preference for retooling scholarship to teachers assigned to schools in improvement status and teachers assigned to schools who ELL enrollment has increased an average of more than 5% per year over past 3 years. Requires that beginning in 2017-18 SY, all classroom teachers assigned using TBIP funds must hold an endorsement in bilingual ed. or ELL. 	<ul style="list-style-type: none"> Adds special education, bilingual education, and English Language Learner as requirements for educator retooling scholarship Gives preference for retooling scholarship to teachers assigned to schools in improvement status and teachers assigned to schools who ELL enrollment has increased an average of more than 5% per year over past 3 years. Requires that beginning in 2019-20 SY, all classroom teachers assigned using TBIP funds must hold an endorsement in bilingual ed. or ELL. 	<ul style="list-style-type: none"> Requires that beginning in 2019-20 SY, all classroom teachers assigned using TBIP funds must hold an endorsement in bilingual ed. or ELL.
<p>English Language Learner Accountability</p>	<ul style="list-style-type: none"> OSPI must convene and English Language Learner Accountability Task Force to design a performance-based accountability system for the TBIP. Removes the requirement for OSPI to report to the legislature on the evaluation system for measuring increases in English academic proficiency of eligible pupils. Requires OSPI to provide school districts with technical assistance and support in selecting research-based program 	<ul style="list-style-type: none"> OSPI must convene and English Language Learner Accountability Task Force to design a performance-based accountability system for the TBIP. Removes the requirement for OSPI to report to the legislature on the evaluation system for measuring increases in English academic proficiency of eligible pupils. Requires OSPI to provide school districts with technical assistance and support in selecting research-based program 	<ul style="list-style-type: none"> Removes the requirement for OSPI to report to the legislature on the evaluation system for measuring increases in English academic proficiency of eligible pupils. Requires OSPI to provide school districts with technical assistance and support in selecting research-based program

Green = Passed in budget proviso or different legislation Red = Changes, differences, or new items

	<p>models, materials, and PD for program staff.</p> <ul style="list-style-type: none"> Requires OSPI to identify and notify schools that experiences a significant increase during previous two school year in enrollment of ELL. 	<p>models, materials, and PD for program staff.</p> <ul style="list-style-type: none"> Requires OSPI to identify and notify schools that experiences a significant increase during previous two school year in enrollment of ELL. 	<p>models, materials, and PD for program staff.</p> <ul style="list-style-type: none"> Requires OSPI to identify and notify schools that experiences a significant increase during previous two school year in enrollment of ELL.
Disaggregated Student Data	<ul style="list-style-type: none"> Requires OSPI to collect and SD s to submit all student-level data using U.S. ED 2007 race & ethnicity reporting guidelines, with further modifications as recommended by the EOGOAC. Beginning with the 2015-16 SY, student data-related reports must also display disaggregation of data. Requires OSPI and the K-12 Data Governance workgroup to develop protocols and guidance, modify statewide data systems, and incorporate training for school staff on best practices for data collection. 	<ul style="list-style-type: none"> Requires OSPI to collect and SD s to submit all student-level data using U.S. ED 2007 race & ethnicity reporting guidelines, with further modifications as recommended by the EOGOAC. Beginning with the 2017-18 SY, student data-related reports must also display disaggregation of data. Requires OSPI and the K-12 Data Governance workgroup to develop protocols and guidance, modify statewide data systems, and incorporate training for school staff on best practices for data collection. 	<ul style="list-style-type: none"> Requires OSPI to collect and SD s to submit all student-level data using U.S. using further disaggregated categories for all newly enrolled students, including transfer students. Beginning with the 2017-18 SY, student data-related reports must also display disaggregation of data. Requires OSPI and the K-12 Data Governance workgroup to develop protocols and guidance, modify statewide data systems, and incorporate training for school staff on best practices for data collection. Requires OSPI convene a task force to review the U.S. ED 2007 race and ethnicity reporting guidelines and develop guidance for the state.
Recruitment and Retention of Educators	<ul style="list-style-type: none"> Requires PESB and OSPI to convene a work group to revise and update model framework, curriculum, and program of study for high school career and technical education courses related to careers in education Requires PESB to convene a workgroup to design an articulated pathway for teacher preparation and certification Beginning with 2014-15 academic year, any community or technical college that offers an apprenticeship program or certificate program for paraeducator to 	<ul style="list-style-type: none"> Requires PESB and OSPI to convene a work group to revise and update model framework, curriculum, and program of study for high school career and technical education courses related to careers in education Requires PESB to convene a workgroup to design an articulated pathway for teacher preparation and certification Beginning with 2016-17 academic year, any community or technical college that offers an apprenticeship program or certificate program for paraeducator to 	<ul style="list-style-type: none"> Per current law, to the extent data is available, OSPI SHALL make certain reports available on the internet. Adds the % of classroom teachers per SD disaggregated as described in RCW 28A.300.042(1) for student level data; and the average length of service of classroom teachers per SD and per school disaggregated as described in RCW 28A.300.042(1) for student-level data.

Green = Passed in budget proviso or different legislation Red = Changes, differences, or new items

	transferrable course credits.	provide opportunity to earn transferrable course credits.	
Transitions			<ul style="list-style-type: none"> Requires DEL create a community information and involvement plan to inform home-based, tribal, and family early learning providers of the early achievers program.
Integrated Student Services and Family Engagement			<ul style="list-style-type: none"> Establishes the Washington Integrated Student Supports Protocol and outlines components to be included in the framework. Requires OSPI create a work group to determine how to best implement the WISSP framework. Strikes the requirement that LAP expenditures be consistent with provisions of 28A.655.235 (Reading skills—Intensive reading and literacy improvement strategy—Calculation of tested students at or below basic on third grade student assessment—State menu of best practices.) The bill strikes this requirement. The bill also strikes the requirement that the OSPI must approve any community based organization (CBO) or local agency before LAP funds can be spent for readiness to learn replacing it with a new requirement that school boards must approve in an open meeting any CBO or local agency before LAP funds may be expended for readiness to learn Reestablishes the Center for the Improvement of Student Learning at OSPI.

High School to College Transition

The Washington Student Achievement Council (WSAC) works in partnership with multiple agencies to ensure students are equipped with the necessary skills and knowledge to be successful throughout high school and beyond. Since the adoption of the initial Roadmap in 2013, WSAC has been actively engaged in college readiness initiatives with a focus on access, opportunities, and support for Washington State students. Collaborative efforts have included improving alignment of college admissions standards with high school graduation requirements, supporting implementation of the new Washington Learning Standards, the use of high school assessments in college level placement, and support for expanding access to rigorous high school coursework including dual credit courses.

WSAC has focused on programming, policy, and advocacy in two distinct but related areas of the high school to college transition. These efforts complement the work of SBE. First, through pre-college access programming such as GEAR UP, the 12th Year Campaign and College Bound Scholarship, WSAC administers several statewide initiatives to support postsecondary enrollment. Through state administered federal grant dollars, Washington GEAR UP serves over 8,000 students in 27 districts statewide. The 12th Year Campaign is a WSAC initiative focused on supporting secondary school staff with the resources and tools to assist students in completing admissions and financial aid applications. The goal of the College Bound Scholarship program is to provide state financial aid and hope to low-income students who may not consider college a possibility because of the cost when they sign up in 7th or 8th grade. Finally, WSAC's readyssetgrad.org is a tool for students, families and educators at all stages of preparation for postsecondary enrollment. Access without comprehensive support creates barriers for many students in our state, especially students coming from low SES backgrounds. Therefore, WSAC has taken a strategic position to align programming with policy (primarily focused on financial support). WSAC has recommended in its 2016 Strategic Action Plan to:

- Increase equity in access to dual-credit opportunities by supporting book and transportation expenses for student from low-income families;
- Maintain the state's commitment to the College Bound Scholarship;
- Fully fund the State Need Grant to serve more than 24,000 students who are eligible but unserved;
- Expand State Work Study program to serve an additional 3,000 students.

These recommendations are salient to the high school to post-secondary transition in three ways:

1. With the rising cost of college tuition, the thought of enrolling in college and foregoing immediate income through employment may serve as a barrier to many low income students and their families. One strategy to alleviate and encourage more students to enter into post-secondary education is by providing access to college credit bearing courses while students are still in high school. Through various Dual Credit/Dual Enrollment pathways students are able to obtain college credit at a reduced or no cost rate. Preliminary research shows participation in these programs facilitates high school completion, post-secondary enrollment, retention, and post-secondary graduation rates.

2. Students from low income families may graduate from high school but do not pursue post-secondary education or enroll and stop/drop out because of financial burdens. If state resources can alleviate and provide early assurance to students that there will be a mechanism to help them pay for college they are more apt to graduate from high school and enroll in college knowing there will be financial support. This is evidenced by College Bound Scholarship students, who graduate high school at a rate at least ten percentage points higher than that of their non-CBS low-income peers (OSPI staff analysis of WSAC CBS applicant data, *From Secondary to Postsecondary Initiatives that Work Powerpoint*, 2016). CBS students who met pledge requirements are also pursuing post-secondary education at a rate more than 20 percentage points higher than their low-income peers (WSAC CBS Application data, class of 2012 verified as graduated per OSPI data, met pledge requirements (n=9,160 in 2012-2013 and n=9,348 in 2013) and National Student Clearinghouse (n=6,389 in 2012-2013 and n=6,878 in 2013-2014). EDRC Research Brief 2010 #5. Participation in Postsecondary Education. Washington High School Graduates, 2008-2009. *From Secondary to Postsecondary Initiatives that Work Powerpoint*, 2016).
3. For students who are considering whether to enroll in post-secondary education or go directly into the workforce, the importance of knowing how they will pay for college and support they will receive is critical to their decision making. By expanding the state work study program to serve more students, the intent is to encourage those from the lowest income groups to participate in post-secondary education while also building job skills, and minimizing loan debt as they progress toward their educational and career goals. The 2016 Strategic Action Plan encourages institutions and organizations to leverage work-study funding as a way to enhance or create ambassador-mentor programs by where eligible work-study students would be employed to serve as college ambassadors and or mentors across the state's K12 schools.

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Partner Organization: Washington Student Achievement Council Contact name and phone: Randy Spaulding 360-753-7823 or Stephanie Gardner 360-753-7825

Question	Partner response/input
<p>How do the major recommendations in the report outline align with your organization's current priorities for our public education system?</p>	<p>The recommendations outlined in the 2016 Statewide Indicators report align with WSAC's mission to advance educational opportunities and attainment in Washington. Recommendation #4 is a priority in the WSAC's 2016 Strategic Action Plan.</p> <p>WSAC works in partnership with multiple agencies to ensure students are equipped with the necessary skills and knowledge to be successful post-high school graduation. The work entails providing access, opportunities and support. WSAC has been active in both a programming and policy/advocacy capacity in two distinct but related areas of the high school to college transition. These efforts complement the work of SBE.</p> <p>First, through pre-college access programming such as GEAR UP, the 12th Year Campaign and College Bound Scholarship, WSAC supports several statewide initiatives to support postsecondary enrollment. Through state administered federal grant dollars, Washington GEAR UP serves over 8,000 students in 27 districts statewide. The 12th Year Campaign is focused on supporting secondary school staff with the resources and tools to assist students in completing admissions and financial aid applications. The goal of the College Bound Scholarship program is to provide state financial aid and hope to low-income students who may not consider college a possibility because of the cost when they sign up in 7th or 8th grade. Finally, WSAC's readyssetgrad.org is a tool for students, families and educators at all stages of preparation for postsecondary enrollment.</p>

	<p>Access without comprehensive support creates barriers for many students in our state, especially students coming from low SES backgrounds. Therefore, WSAC has taken a strategic position to align programming with policy (primarily focused on financial support).</p>
<p>What are your organization’s thoughts about how recommended reforms might improve the overall health of our education system?</p>	<p>The recommended reforms should move to improve outcomes related to academic performance and persistence, college enrollment and completion, as well as entry into the workforce.</p> <p>To achieve systems change, targeted and comprehensive efforts that span across multiple sectors of the pipeline will be required to actualize success. Implementing the outlined recommendations that begin early in a students’ academic career, followed by continued systems of support at key transition points have the potential to increase gains in our state attainment metrics. The recommendations put forth clearly reinforce the need for collaboration across sectors.</p>
<p>Are there specific evidence-based strategies that your organization would like to see put-forth in the recommended reforms?</p>	<p>WSAC has recommended in its 2016 Strategic Action Plan to:</p> <ul style="list-style-type: none"> • Increase equity in access to dual-credit opportunities by supporting the recent college in the high school policy, providing funding to cover fees for exam based programs, and assisting with book and transportation expenses for Running Start students from low-income families; • Maintain the state’s commitment to the College Bound Scholarship • Fully fund the State Need Grant to serve nearly 25,000 students who are eligible but unserved; • Expand State Work Study program to serve an additional 3,000 students. <p>These recommendations are salient to the high school to post-secondary transition in three ways:</p> <ol style="list-style-type: none"> 1. With the rising cost of college tuition, the thought of enrolling in college and foregoing immediate income through employment may serve as a barrier to

	<p>many low income students and their families. One strategy to alleviate and encourage more students to enter into post-secondary education is by providing access to college credit bearing courses while students are still in high school. Through various Dual Credit/Dual Enrollment pathways students are able to obtain college credit at a reduced or no cost rate. Research shows participation in these programs not only increases high school completion rates but also facilitates improved enrollment, retention, and college graduation rates.</p> <ol style="list-style-type: none"> 2. Too many students from low income families who graduate from high school do not pursue post-secondary education or enroll and stop/drop out because of financial burdens. The College Bound scholarship provides early assurance to students that there will be a mechanism to help them pay for college. As a result they are more apt to enroll knowing there will be financial support. 3. For students who are considering whether to enroll in post-secondary education or go directly into the workforce, the importance of knowing how they will pay for college and the ability to work while they learn is critical to their decision making. By expanding the State Work Study program to serve more students, the intent is to encourage those from the lowest income groups to participate in post-secondary education, knowing they will be financially supported while developing critical job skills and minimizing debt-resulting in increased enrollment as students transition out of high school.
<p>To what extent, if any, would your organization support adding the recommended reform: “provide specific supports to facilitate successful student transitions?” Do you have suggestions for specific evidence-based strategies for supporting this reform?</p>	<p>Student transitions are key to ensuring a viable talent pool in WA State. Because the WSAC recognizes the importance of successful student transitions, the WSAC has put forth a number of policy recommendations that address the high school to college transition and year to year retention once students enroll in post-secondary</p>

	institutions. The aforementioned WSAC policy recommendations are rooted in evidence and research that are known for having impact on post-secondary enrollment, retention and completion rates.
How might partner agencies and organizations collaborate over the next year to support these education system reforms?	<ul style="list-style-type: none">• Ongoing cross-agency meetings• Collaborative development and revision of metrics• More frequent dissemination of information relative to progress and attainment• Strategy mapping session (who is currently involved in the work, who is not at the table)• Sharing of cross-agency priorities



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Partner Organization: Department of Early Learning Contact name and phone: Heather Moss, 360-725-4932

Question	Partner response/input
1) How do the major recommendations in the report outline align with your organization's current priorities for our public education system?	We support recommendation #1 – expanding access to high quality early childhood education and #2 regarding high quality professional development. We support the newly suggested evidence-based component.
2) What are your organization's thoughts about how recommended reforms might improve the overall health of our education system?	Closing gaps among the state's youngest learners at kindergarten entry should help to decrease gaps at each future point along the educational pipeline.
3) Are there specific evidence-based strategies that your organization would like to see put-forth in the recommended reforms?	DEL's two largest evidence-based strategies are ECEAP and Early Achievers, but we are working to ensure all of our programs (home visiting, early intervention, therapeutic childcare, etc.) have a solid evidence base.

Question	Partner response/input
4) To what extent, if any, would your organization support adding the recommended reform: “provide specific supports to facilitate successful student transitions?” Do you have suggestions for specific evidence-based strategies for supporting this reform?	DEL supports including a fifth evidence-based reform around supporting successful student transitions. In the case of early learners this would reinforce our efforts to address observed drop-off in achievement between Spring of preK year and Fall of K year. Our key mitigation would be expansion of preK opportunities in the summer before kindergarten year (ECEAP is an evidence-based intervention). In partnership with OSPI we’ve identified changes that need to be made in test administration to mitigate the drop-off, particularly for English language learner students.
5) How might partner agencies and organizations collaborate over the next year to support these education system reforms?	The transition recommendation provides an opportunity for partner agencies to work together, as with the example above.



KINDERGARTEN READINESS

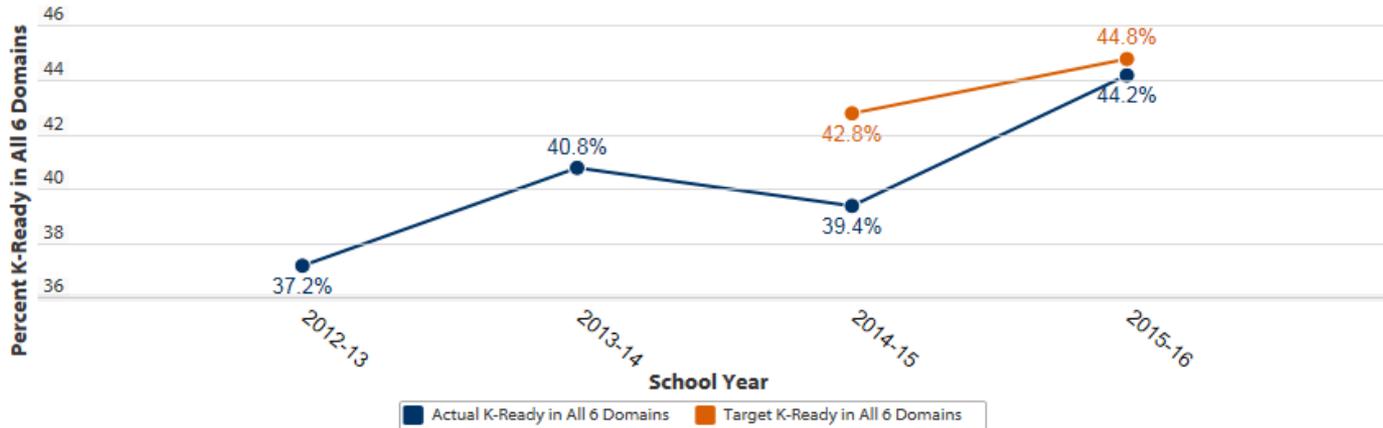
Department of Early Learning

Ross Hunter, Director

June 29, 2016

Kindergarten Readiness on 6 Domains

Percent of Children Kindergarten Ready In All Six Domains By School Year



WA Kindergarteners		
School Yr	Assessed	% of Total
2012-2013	21,811	26%
2013-2014	38,443	46%
2014-2015	43,298	52%
2015-2016	58,656	74%

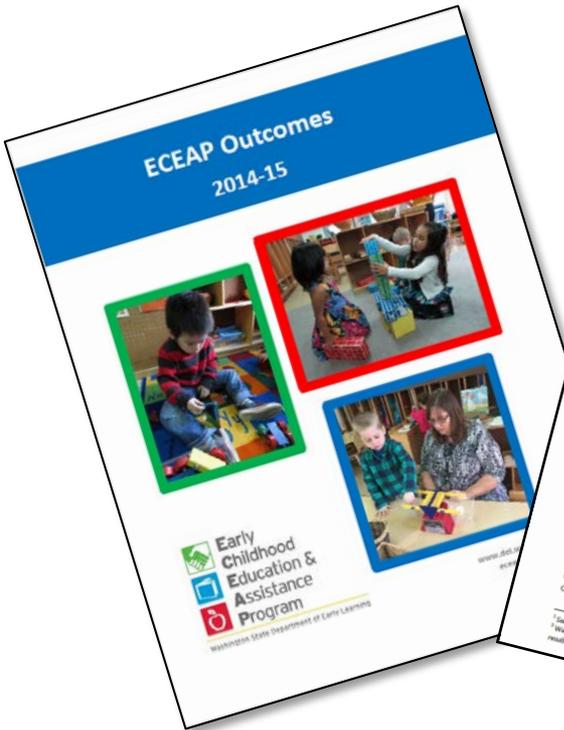
- Number of kindergarteners assessed continues to rise as % of students enrolled in full-day kindergarten increases.
- Kindergarten readiness has increased to 44.2% in 2015-2016 school year.

Current State



Estimated current level of readiness of all students in public kindergarten across the state is closer to 48%

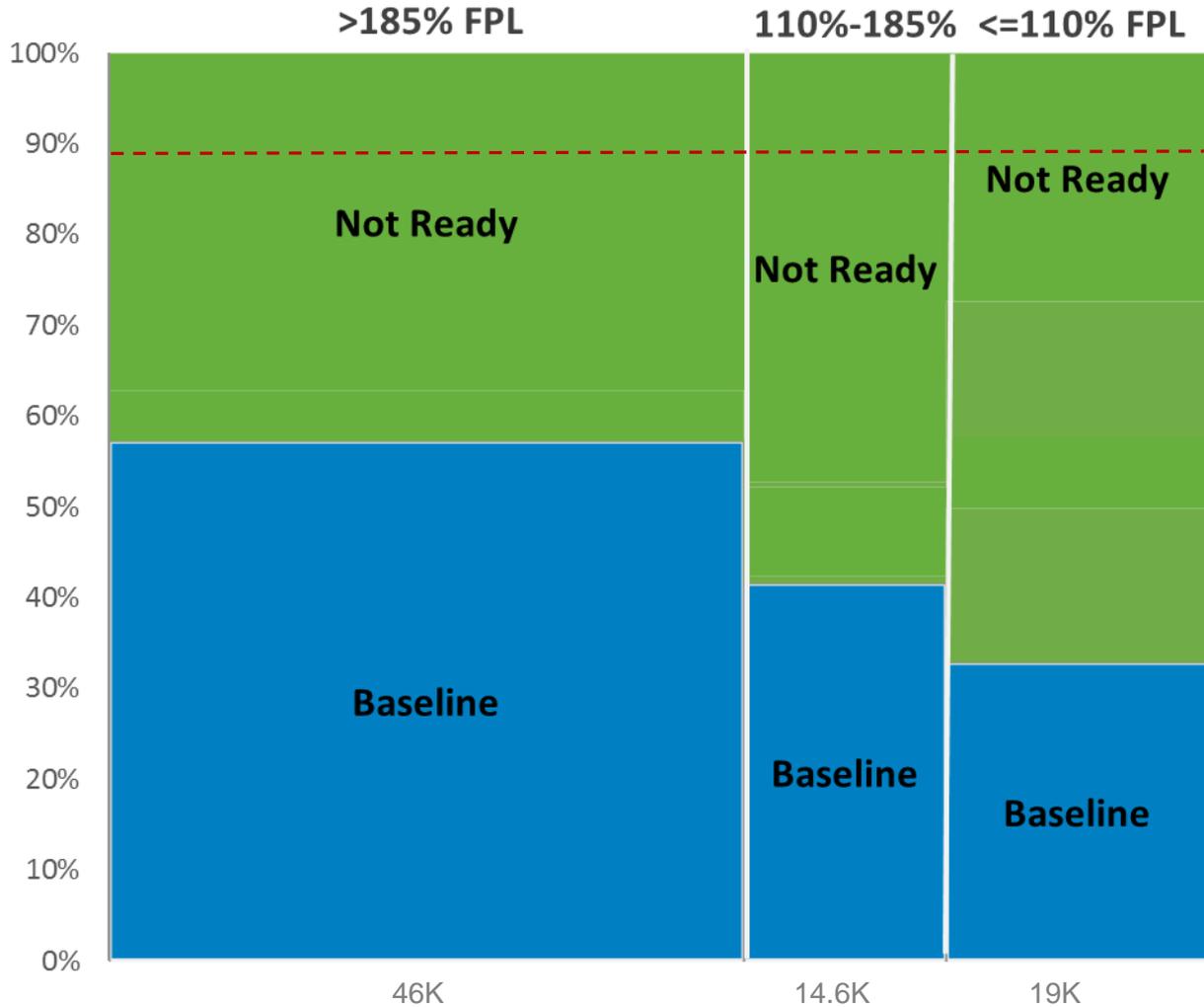
DEL's Big Goal: 90% Readiness by 2020



Good News

- Recent ECEAP reports show promising results for children.
- ECEAP is one important tool to get us closer to 90%

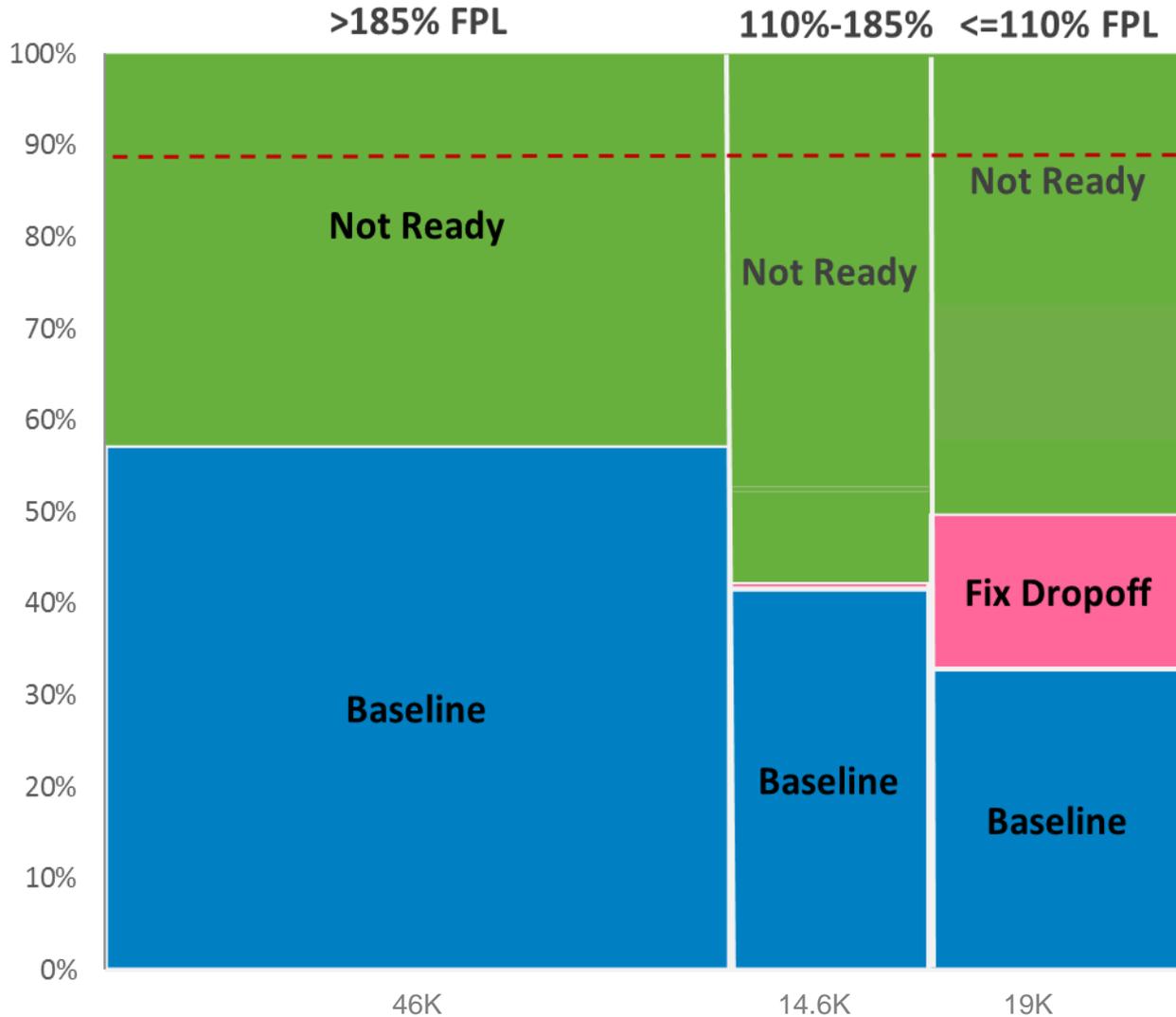
Getting to 90% Ready: Strategies



48% of all kindergarteners ready WaKIDS 6/6

57%	>185% FPL
42%	110%-185% FPL
33%	<110% FPL

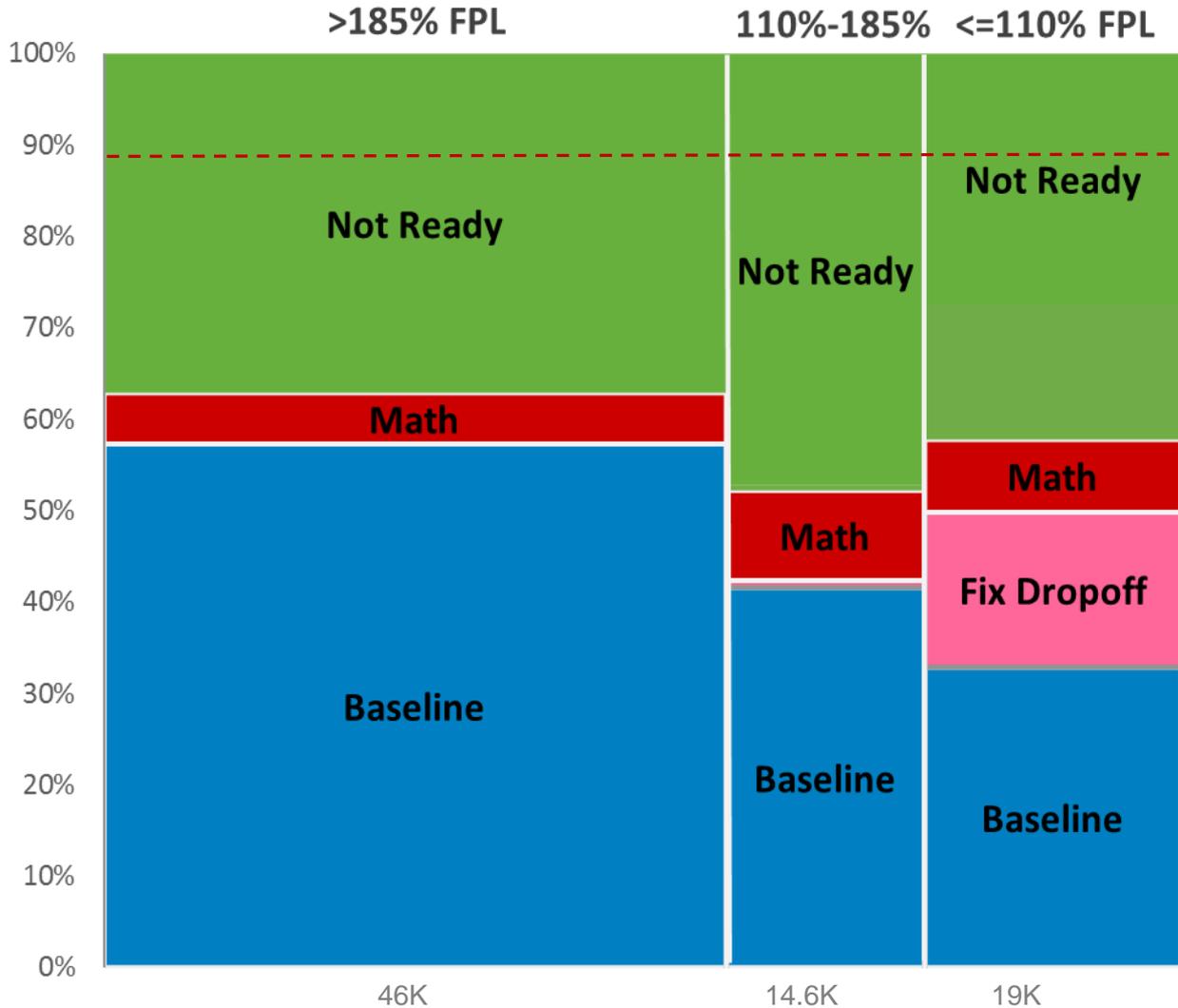
Getting to 90% Ready: Strategies



53% of all kindergarteners ready WaKIDS 6/6

57%	>185% FPL
42%	110%-185% FPL
50%	<110% FPL

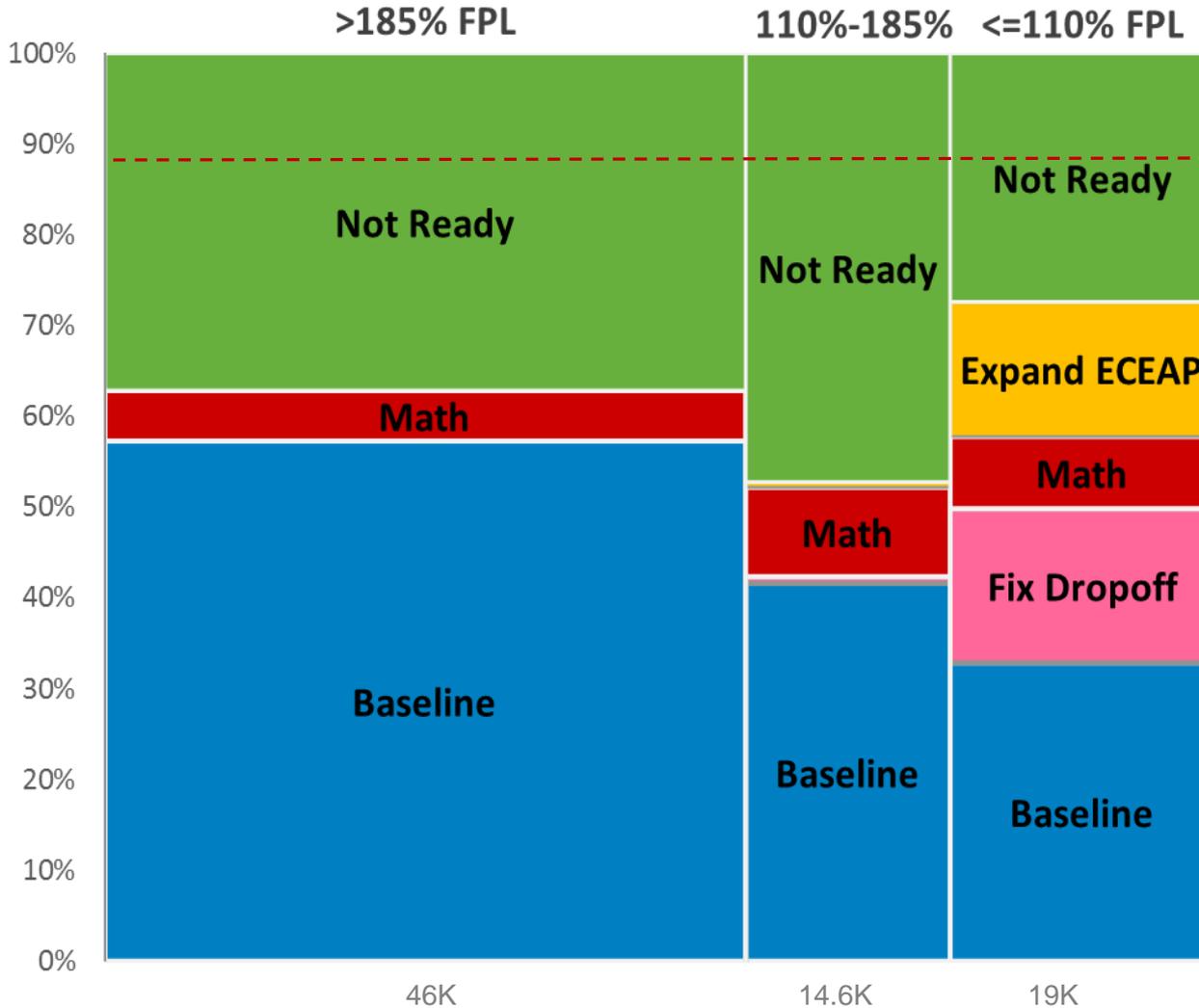
Getting to 90% Ready: Strategies



60% of all kindergarteners ready WaKIDS 6/6

63%	>185% FPL
52%	110%-185% FPL
58%	<110% FPL

Getting to 90% Ready: Strategies



63% of all kindergarteners ready WaKIDS 6/6

63%	>185% FPL
52%	110%-185% FPL
73%	<110% FPL

Additional Strategies

We know there are other strategies in our portfolio that will move the needle on readiness –

-  Early Achievers
-  B-3 interventions
-  Others

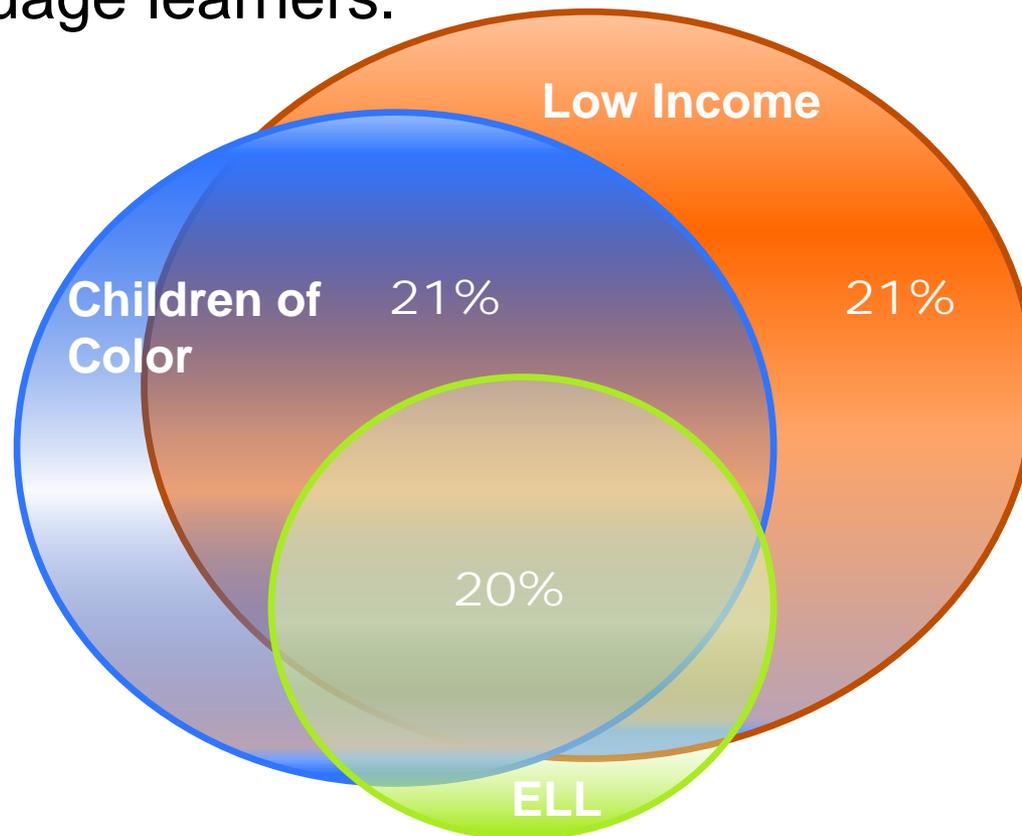
Children Not Yet Ready

In addition to these strategies, we know reaching high-need children and families with programs and interventions will be essential to success.

Children Not Yet Ready	
Low income (FRPL)	65%
Children of color	55%
English language learners	28%
Special education	12%

Overlap among Students Not Yet Ready for Kindergarten

Of the estimated 42,000 children who enter kindergarten not yet ready, 78% are either from low-income families, are children of color, or are English language learners.



Ensuring a Responsive Early Learning System

In development:

- ▣ ECEAP Pathways: Build provider readiness in high-need communities.
- ▣ Use WaKIDS achievement gap in ECEAP expansion decisions.
- ▣ Monitor Early Achiever's implementation for adverse impacts on families/children.
- ▣ DEL'S Racial Equity Initiative:
 - ▣ Strengthening DEL's capacity to advance racial equity.
 - ▣ Use disaggregated data to track results/impacts of DEL's actions.

Assistance Needed:

- ❑ ECEAP investment
- ❑ Target high-value services to highest-risk children with multiple ACEs
- ❑ OSPI and DEL to align assessment methods for Special Education and ELL students
- ❑ Work on math

Customer Focus: ECEAP



Angela Kallas
Teacher and Family Advocate

**West Olympia Head Start/ECEAP
Center**

▣ TS GOLD –

- ▣ Six domains (physical, soc.-emot., language, literacy, math, cognitive)
- ▣ Benefits

▣ Professional Development –

- ▣ TS GOLD Inter-rater reliability certification
- ▣ Individualized coaching
- ▣ Future trainings



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Partner Organization: Professional Educator Standards Board Contact name and phone: Jennifer Wallace, 360-725-6275

Question	Partner response/input
1) How do the major recommendations in the report outline align with your organization's current priorities for our public education system?	<p>Recommendation 2 is "Expand and fully fund high quality professional learning".</p> <p>Within our responsibility for educator preparation, certification, and continuing education, the Board's priorities support this recommendation. Per two of the PESB's strategic plan goals:</p> <p><i>Goal 2 – After completion of an approved teacher preparation programs, educators possess the knowledge, skills and cultural competencies to ensure that P-12 students reach the goal of being college or career ready</i></p> <p><i>Goal 3 – All educators access quality professional growth opportunities through their career</i></p> <p>The PESB is committed to ensuring our state licensure policies support a career-long continuum of professional growth that is rigorous and relevant.</p>

Question	Partner response/input
<p>2) What are your organization’s thoughts about how recommended reforms might improve the overall health of our education system?</p>	<p>In implementing Washington’s education reform mandates via 2261 and 6696, the PESB has achieved on-time implementation of every mandate, greatly raising expectations and outcomes for professionals, but the Legislature has not in turn provided necessary supports, including:</p> <ul style="list-style-type: none"> - No statewide beginning teacher / new-to-state teacher induction and mentoring; - Failure to achieve 2261’s charge of <i>“an enhanced salary allocation model that aligns state expectations for educator development and certification with the compensation system and establishes recommendations for a concurrent implementation schedule”</i>; - Overall inadequate quality, quantity, and access to high quality professional development. <p>There is more than sufficient research to suggest that ensuring education professionals are acquiring / updating their knowledge and skills has a direct link to student outcomes.</p>
<p>3) Are there specific evidence-based strategies that your organization would like to see put-forth in the recommended reforms?</p>	<p>High quality professional learning is most effective in the context of a district’s overall workforce development strategy. Since 2012, the PESB has been reporting to the Legislature and State Board of Education concerns about the need for improvements to and state-level policy and fiscal supports for improved workforce development practices, including recruitment, early hiring, onboarding, and retention-related strategies.</p>
<p>4) To what extent, if any, would your organization support adding the recommended reform: “provide specific supports to facilitate successful student transitions?” Do you have suggestions for specific evidence-based strategies for supporting this reform?</p>	<p>N/A</p>
<p>5) How might partner agencies and organizations collaborate over the next year to support these education system reforms?</p>	<p>Washington lacks a coherent system of educator development with consensus on the roles and responsibilities of the state versus local districts related to certification, job evaluation, and professional growth. The stakes for both evaluation and certification have gotten much higher for educators, but the incentives and supports for them to achieve them have not.</p>



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Partner Organization: Workforce Training and Education Coordinating Board Contact name and phone: Nova Gattman (360) 709-4612

Question	Partner response/input
1) How do the major recommendations in the report outline align with your organization's current priorities for our public education system?	<p>The Workforce Board shapes strategies to create and sustain a high-skill, high-wage economy. To fulfill this Mission, the Board:</p> <ul style="list-style-type: none">• Advises the Governor and Legislature on workforce development policy;• Promotes a system of workforce development that responds to the lifelong learning needs of the current and future workforce;• Advocates for the nonbaccalaureate training and education needs of workers and employers;• Facilitates innovations in workforce development policy and practices;• Ensures system quality and accountability by evaluating results and supporting high standards and continuous improvement. <p>The recently adopted state workforce development plan, <i>Talent and Prosperity for All</i>, outlines the Workforce Board's priorities for the "talent development pipeline" in</p>

Question	Partner response/input
	<p>Washington, including secondary and postsecondary education programs. The plan's goals are available at: http://wtb.wa.gov/Documents/TAPPlanGoalsforAll.pdf</p>
<p>2) What are your organization's thoughts about how recommended reforms might improve the overall health of our education system?</p>	<p>Recent changes in federal education laws, coupled with a Great Recession and recovery where young people have struggled to secure work-based learning opportunities or other on-the-job experiences, sparked a national conversation on defining what it means for Washington high school graduate to be "career ready."</p> <p>Although Washington's high school graduates are expected to be ready for "colleges, careers, and life," indicators of college readiness have been integrated into the curricula of a myriad of courses approved by the SBE and the Office of Superintendent of Public Instruction. Washington has not yet developed a set of indicators to demonstrate a graduate's readiness to begin a career leading to economic self-sufficiency. Developing career readiness indicators can be integrated into future curricula—both in career and technical education and traditional academic education courses—and state education policy. The Board welcomes an conversation about integrating career readiness indicators into the state's education accountability framework, to measure how effectively schools are placing their graduates on a path to economic self-sufficiency.</p>
<p>3) Are there specific evidence-based strategies that your organization would like to see put-forth in the recommended reforms?</p>	<p>The Board will discuss the recommended reform at their November 2 meeting and can provide an update at the State Board of Education's November 9 meeting.</p>
<p>4) To what extent, if any, would your organization support adding the recommended reform: "provide specific supports to facilitate successful student transitions?" Do you have suggestions for specific evidence-based strategies for supporting this reform?</p>	<p>The Board will discuss the recommended reform at their November 2 meeting and can provide an update at the State Board of Education's November 9 meeting.</p>

Question	Partner response/input
5) How might partner agencies and organizations collaborate over the next year to support these education system reforms?	<p>The Workforce Board’s partnership with the State Board of Education (SBE) is an opportunity to share the Workforce Board’s expertise in career-connected learning policy and best practices with the Board responsible for setting policy in Washington’s secondary schools, collaborating to produce a statewide definition and indicators for when graduates are career-ready.</p> <p>The Workforce Board is currently well-positioned to leverage its work on other, related initiatives to inform the development of a statewide career readiness definition, including: the Board’s NGA Policy Academy on Work-Based Learning, the J.P. Morgan Chase “New Skills for Youth” grant initiative, and the implementation of <i>Talent and Prosperity for All</i>.</p>



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Partner Organization: **State Board for Community Technical Colleges** Contact name and phone: Darby Kaikkonen, 360-704-1019

Question	Partner response/input
1) How do the major recommendations in the report outline align with your organization’s current priorities for our public education system?	<p>The priorities align well with SBCTC’s policy priorities for our public education system. Our system contributes to these items in the following ways:</p> <p>The community and technical college system produces high quality educators in Early Childhood Education through our various programs at the certificate and associate degree level, and emerging Applied Baccalaureate degrees at the Teacher Education level. This is particularly relevant to helping fill the need for more math teachers. We have a history of a strong partnership with the Department of Early Learning, and support our colleges and students through Opportunity Grant funding for early learning education opportunities. Our system has the capacity to expand upon this work to support the Board of Education’s goals in this area, and looks forward to the future potential for more collaboration.</p> <p>The CTC system is also a significant participant in dual credit opportunities and high school re-engagement programs. Perhaps the most significant policy priority that is germane to the Board of Education’s recommendations is the Bridge to College</p>

Question	Partner response/input
	<p>Transition Courses project. These are courses that were developed by high school and college faculty together whose sole purpose is to prepare students for college level work before they graduate. Not only does this work directly serve students in the pursuit of advancing to postsecondary education, it is an opportunity for professional learning for teachers, both K12 and CTC.</p> <p>Another project designed to aid transitions from high school to college is transcript based placement. These agreements also come from colleges working directly with their local school districts, which further recognizes the work of high and college faculty both and provides opportunity for professional learning and curricular alignment.</p>
<p>2) What are your organization's thoughts about how recommended reforms might improve the overall health of our education system?</p>	<p>As demonstrated through the examples above, we believe the recommendations have a strong potential for making an impact on student outcomes and quality of educational experiences.</p>
<p>3) Are there specific evidence-based strategies that your organization would like to see put-forth in the recommended reforms?</p>	<p>Preliminary evaluation results from Year 1 site visits and classroom observations conducted by the BERCC Group indicate that the Bridge to College courses are more collaborative and more focused on thinking and application than control group courses. Teachers and students both report that the courses are more engaging and have changed their approaches to math and English. Longitudinal data tracking the first cohort of students into college will be available in winter 2017.</p> <p>Additionally, there are some early signs of improvement in first year college outcomes for students coming from the high schools who are using placement grids. We expect to see more clear signs of improvement in subsequent years as more schools implement the option.</p>

Question	Partner response/input
<p>4) To what extent, if any, would your organization support adding the recommended reform: “provide specific supports to facilitate successful student transitions?” Do you have suggestions for specific evidence-based strategies for supporting this reform?</p>	<p>The Guided Pathways initiative that the community and technical college system is currently engaged in and has requested additional funding to support embodies the concept of supporting students for the purpose of successful transitions. We will focus on completion of credentials by making sure students are put on a path to success early on in their educational career and have a clear understanding of the end goal. This work cannot be done without significant supports to students throughout the entire process, from intake to completion.</p> <p>Some evidence-based practices that the CTC system has discovered and are part of our funding request include enhanced advising, online resources and degree audit tracking, financial support to students through grants and special programs, and intensive instruction through programs such as I-BEST.</p>
<p>5) How might partner agencies and organizations collaborate over the next year to support these education system reforms?</p>	<p>Work to increase the number of high schools who offer the Bridge to College courses. Develop an efficient way to share Smarter Balanced score data with colleges to help make the transition for new high school graduates and enrollment into college-level courses a seamless process.</p>



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Partner Organization Input Worksheet for the 2016 Education System Health Report Outline

The State Board of Education looks forward to talking to you, or a representative from your organization, at the November 9th Board Meeting. In preparation for the meeting, please review the Education System Health Report Outline and respond to the questions below. Your input will be shared with Board members prior to the meeting, will provide a starting point for the discussion and will be considered by the Board for any modifications in the recommendations for system reform. Responses from all partners will be compiled and included in the final report to the Legislature.

Partner Organization: ___ OSPI _____ Contact name and phone: ___ Dr. Gil Mendoza _____

Question	Partner response/input
1) How do the major recommendations in the report outline align with your organization's current priorities for our public education system?	<p>OSPI vision: Every student ready for career, college, and life.</p> <p>For more information on the Randy Dorn's priorities: http://www.k12.wa.us/Communications/EducationPriorities.aspx</p> <p>For more information on OSPI Performance indicators: http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.aspx</p> <p>1. Expand access to high quality early childhood education. This reform is intended to improve student achievement in the Kindergarten Readiness and 4th Grade Reading indicators.</p> <ul style="list-style-type: none"> ○ One of Randy Dorn's top five priorities is to promote early learning opportunities. OSPI has worked to increase the numbers of schools offering full-day kindergarten. Additionally, Washington Kindergarten Inventory of Developing Skills (WaKids) has been implemented to (1) welcome students and their families to kindergarten; (2) assess students' strengths; and (3) discuss the characteristics of children's development and learning that will enable them to be successful in school. The three foundational components of WaKIDS include family connection, Whole-Child assessment, and Early learning collaboration. For more information: http://www.k12.wa.us/WaKIDS/default.aspx ○ OSPI Performance Indicators related to this recommendation include (1) Kindergarten Preparedness. Indicators:

Question	Partner response/input
	<p>2. Expand and fully fund high quality professional learning. This reform is intended to improve student achievement in the Kindergarten Readiness, 4th Grade Reading, 8th Grade Math, and High School Graduation indicators.</p> <p>A. Randy Dorn’s top priority is to increase basic education funding. Washington State K-12 Learning Standards outline what all students should know and be able to do at each grade level. These standards define ‘basic education’, thus by fully funding basic education student achievement should improve, which aligns with the intent of this recommendation (Kindergarten readiness, 4th grade readings, 8th grade math, and high school graduation indicators). For more information:</p> <ul style="list-style-type: none"> ○ Dorn’s complete Plan to Fully Fund Basic Education for All Students: http://www.k12.wa.us/Communications/FullyFundPlan/default.aspx ○ Fully Funding Basic Education (2017-2019 Biennium budget): http://www.k12.wa.us/LegisGov/2017documents/AA_2017-19_FullyFundingBasicEducation.pdf <p>B. Another top priority of Randy Dorn is to improve Washington’s statewide assessment system. Improving the assessment system will more accurately capture the student achievement that will be measured for this recommendations.</p> <ul style="list-style-type: none"> ○ For more information, see Smarter Balanced Assessments and Washington State K-12 Learning Standards in math and English and Language Arts. <p>C. OSPI is also working to address the teacher shortage and enhance diversity of the educator workforce in Washington, which needs to be addressed in tandem with high quality professional learning. OSPI’s 2017-2019 teacher shortage biennium budget allocates money for continued recruitment campaign, hiring technical assistance for districts, expansion of the Beginning Educator Support Tam (BEST) Program; expansion of Conditional Scholarship/Loan Forgiveness Programs; and a “Grow Your Own” Initiative.</p> <ul style="list-style-type: none"> ○ Teacher Shortage (2017-2019 Biennium Budget) <ul style="list-style-type: none"> ▪ http://www.k12.wa.us/LegisGov/2017documents/AB_2017-19_TeacherShortage.pdf ○ Grow Your Own Teacher Strategy (2017-2019 Biennium Budget) <ul style="list-style-type: none"> ▪ http://www.k12.wa.us/LegisGov/2017documents/PA_PESB_2017-19_GrowYourOwn.pdf <p>D. OSPI Performance Indicators related to this recommendation include: (2) English Language Arts, Math, Science Assessment; (3) Student Growth Percentiles; 4) High School credit in Algebra 1/Integrated Math 1 (5) Statewide Assessments Required for Graduation; (11) Graduation Rates; (12) 9th Grade Course Failure;</p> <p>3. Increase access to high quality expanded learning opportunities. This reform is intended to improve the 4th Grade Reading, 8th Grade Math, and High School Graduation indicators.</p>

Question	Partner response/input
	<p>A. A top priority of Randy Dorn’s is to expand career and technical education programs (CTE) and Science, Technology, Engineering, and Math opportunities (STEM). These programs give students a chance to apply classroom learning to daily life and engage students who learn better in a hands-on environment. OSPI has partnered with Microsoft IT Academic, Boeing, and other companies to help create access to high quality learning opportunities.</p> <p>B. OSPI published a report in 2016 about Online Learning, which could be utilized as an expanded learning opportunity for students. For more information: http://www.k12.wa.us/LegisGov/2016documents/2016-01-OnlineLearning.pdf</p> <p>4. SBE- expand supports and services that prepare students for post-secondary opportunities and employment. This reform is intended to improve the High School graduation and Post-Secondary Attainment and Workforce indicators.</p> <p>A. All of Randy Dorn’s priorities support this recommendation. OSPI’s vision is “every student ready for career, college, and life”. Thus, all reports, recommendations, and goals made by OSPI seek to prepare students for post-secondary opportunities and employment.</p> <p>B. In terms of supports and services, expanding CTE and STEM opportunities, a priority of Randy Dorn’s, will help support students for post-secondary opportunities and employment. Additionally, improving academic achievement for all students and reducing dropout rates, another priority of Randy Dorn’s, will also be key to this recommendation.</p> <p>C. OSPI Performance Indicators related to this recommendation include (5) statewide assessments required for graduation rates; (6) dual credit programs; (8) postsecondary enrollment and remediation; (10) postsecondary persistence; (11) graduation rates; (13) discipline.</p> <ul style="list-style-type: none"> • Graduation and dropout Statistics annual report: http://www.k12.wa.us/LegisGov/2016documents/2014-15Graduation%20AndDropoutStatisticsAnnualReport.pdf • UPDATE: Building Bridges (Dropout Prevention, Intervention and Reengagement): http://www.k12.wa.us/LegisGov/2015documents/2015-12-BuildingBridges.pdf • 4. OSPI- expand CTE and STEM opportunities • Resource- Data and Analytics: Postsecondary Preparedness: College Enrollment & Remediation Rates: http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics/PostSecondaryER_Presentation.pdf
<p>2) What are your organization’s thoughts about how recommended reforms might improve the overall health of our education system?</p>	<p>Randy Dorn’s top five priorities for improving the overall health of our education system include the following:</p> <ol style="list-style-type: none"> 1. Increase basic education funding 2. Improve academic achievement for all students and reduce dropout rates. 3. Improve our statewide assessment system. 4. Expand CTE and STEM opportunities. 5. Promote early learning opportunities. <p>http://www.k12.wa.us/Communications/EducationPriorities.aspx</p>

Question	Partner response/input
	<p>Additionally, OSPI has 14 performance indicators to track progress and support data-informed decision making. Indicators include:</p> <ol style="list-style-type: none"> 1. Kindergarten Preparedness 2. English Language Arts, Math, Science Assessment 3. Student Growth Percentiles-4th and 6th grades ELA/Math. 4. High school credit in Algebra 1/Integrated Math 1 5. Statewide assessments required for graduation 6. Dual credit programs 7. SAT and ACT 8. Postsecondary enrollment and remediation 9. Financial aid for college 10. Postsecondary persistence 11. Graduation rates 12. 9th grade course failure 13. Discipline 15. Attendance <p>(http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.aspx)</p> <p>For more detailed information, see OSPI reports to the legislature: http://www.k12.wa.us/LegisGov/Reports.aspx</p>
<p>3) Are there specific evidence-based strategies that your organization would like to see put-forth in the recommended reforms?</p>	<p>OSPI aligns all goals and recommendations with researched-based performance indicators. Additionally, goals are reviewed by the superintendent three times per year to ensure the work of OSPI leads directly to student success.</p> <p>We recommend using previous data and analytics by OSPI to inform the SBE report. Additionally, SBE recommendations should align to OSPI performance indicators to ensure progress can be tracked. For more information: http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.aspx</p>
<p>4) To what extent, if any, would your organization support adding the recommended reform: “provide specific supports to facilitate successful student transitions?” Do you have suggestions for specific</p>	<p>Randy Dorn priority is to improve academic achievement for all students and reduce dropout rates. Thus, OSPI supports this recommendation, as academic achievement is dependent upon successful transitions. All recommendations put forth by OSPI are rooted in research and evidenced based. SBE should use OSPI data (http://www.k12.wa.us/DataAdmin/DataSharing/DataSharing.aspx) to inform this section of the report.</p> <p>In the ESSA Consolidated Plan, OSPI will describe a state plan to support the transitions from early learning to kindergarten, elementary to middle school, middle school to high school and high school to post-secondary college and career readiness.</p>

Question	Partner response/input
evidence-based strategies for supporting this reform?	
5) How might partner agencies and organizations collaborate over the next year to support these education system reforms?	SBE, OSPI, and additional partner agencies and organization will need to collaborate on recommendations and policy priorities for public education in Washington. Additionally, we will need to work together to ensure there is synergy and support for the new ESSA recommendations put forth by Washington.



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Title: Equity and Closing the Opportunity Gap – Delving Deeper

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

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

Policy Considerations / Key Questions: In what ways does the Board wish and need to delve deeper into issues of equity in order to effectively accomplish its goal of closing the opportunity gaps for all Washington children?

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

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

*Synopsis of Yale study included; full study available at http://ziglercenter.yale.edu/publications/Preschool%20Implicit%20Bias%20Policy%20Brief_final_9_26_276766_5379.pdf.

Synopsis: One of the Board’s four Strategic Plan goals is to develop and support policies to close the opportunity and achievement gaps.

At its 2016 annual retreat, the Board again demonstrated the eminence of this issue as it prioritized components of the Strategic Plan, both during the “dot activity” and lengthy strategic direction dialogue. The Board Chair proposed the Board delve into topics of equity and social justice over the course of this year, and the Board agreed to do so.

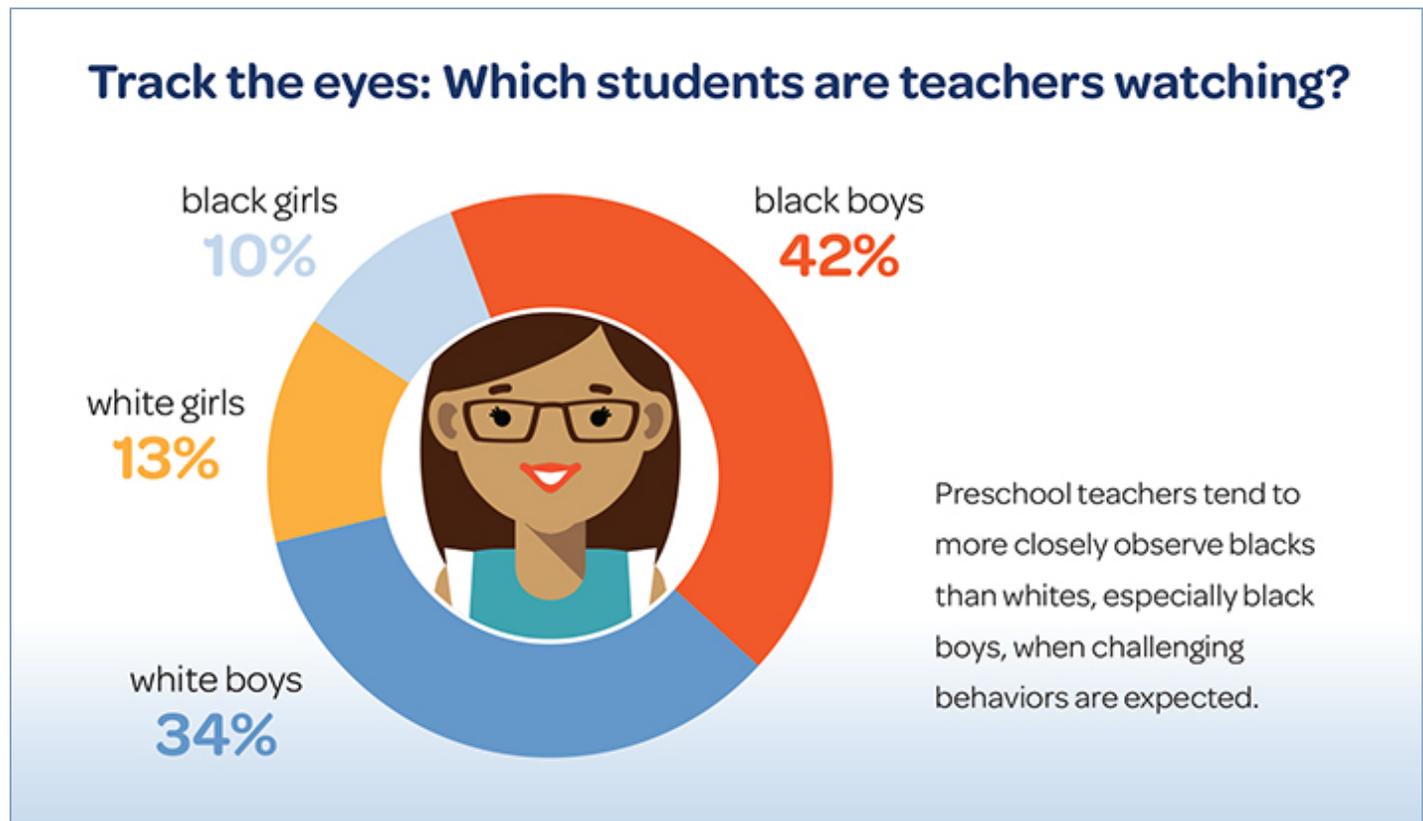
This will be a learning year on this topic. For this meeting the Board will:

- De-brief This American Life’s “Is it Working” Act 1.
- Dialogue about the Board’s renewed commitment to partnering with the EOGOAC
- Brainstorm about desired goals/outcomes for the Board’s equity and social justice work.
- Discuss next steps

Implicit bias may help explain high preschool expulsion rates for black children

By Bill Hathaway

September 27, 2016



Preschool teachers and staff show signs of implicit bias in administering discipline, but the race of the teacher plays a big role in the outcome, according to [research](#) conducted by the Yale Child Study Center. The results help explain why black students tend to be suspended at much higher rates than white students, the authors say.

Release of the findings has been requested by the U.S. Department of Health and Human Services and is scheduled to be presented to federal and state officials on Sept. 28.

Researchers used sophisticated eye-tracking technology and found that preschool teachers “show a tendency to more closely observe black students, and especially boys, when challenging behaviors are expected,” the authors found.

But at the same time, black teachers hold black students to a higher standard of behavior than do their white counterparts, the researchers found. While the study did not explore why this difference in attitude exists, the researchers speculated that black educators may be demonstrating “a belief that black children require harsh assessment and discipline to prepare them for a harsh world.”

White educators, by contrast, may be acting on a stereotype that black preschoolers are more likely to misbehave in the first place, so they judge them against a different, more lenient standard than what they’re applying to white children.

“The tendency to base classroom observation on the gender and race of the child may explain in part why those children are more frequently identified as misbehaving and hence why there is a racial disparity in discipline,” added Walter S. Gilliam, director of The Edward Zigler Center in Child Development and Social Policy and associate professor of child psychiatry and psychology at the Yale Child Study Center. Gilliam is one of five researchers who conducted what is thought to be the first such study of its type.

Findings suggested that when the preschool teacher and child were of the same race, knowing about family stressors led to increased teacher empathy for the preschooler and decreased how severe the behaviors appeared to the teacher. But, when the teacher and child were of a different race, the same family information seemed to overwhelm the teachers and the behaviors were perceived as being more severe.

“These findings suggest that teachers need support in understanding family struggles, as they may related to child behaviors, especially when the teacher and child are of different races,” Gilliam said.

Primary funding for the research came from the WK Kellogg Foundation.



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RCW 28A.300.136**Educational opportunity gap oversight and accountability committee—Policy and strategy recommendations.**

(1) An educational opportunity gap oversight and accountability committee is created to synthesize the findings and recommendations from the 2008 achievement gap studies into an implementation plan, and to recommend policies and strategies to the superintendent of public instruction, the professional educator standards board, and the state board of education to close the achievement gap.

(2) The committee shall recommend specific policies and strategies in at least the following areas:

(a) Supporting and facilitating parent and community involvement and outreach;

(b) Enhancing the cultural competency of current and future educators and the cultural relevance of curriculum and instruction;

(c) Expanding pathways and strategies to prepare and recruit diverse teachers and administrators;

(d) Recommending current programs and resources that should be redirected to narrow the gap;

(e) Identifying data elements and systems needed to monitor progress in closing the gap;

(f) Making closing the achievement gap part of the school and school district improvement process; and

(g) Exploring innovative school models that have shown success in closing the achievement gap.

(3) Taking a multidisciplinary approach, the committee may seek input and advice from other state and local agencies and organizations with expertise in health, social services, gang and violence prevention, substance abuse prevention, and other issues that disproportionately affect student achievement and student success.

(4) The educational opportunity gap oversight and accountability committee shall be composed of the following members:

(a) The chairs and ranking minority members of the house and senate education committees, or their designees;

(b) One additional member of the house of representatives appointed by the speaker of the house and one additional member of the senate appointed by the president of the senate;

(c) A representative of the office of the education ombuds;

(d) A representative of the center for the improvement of student learning in the office of the superintendent of public instruction;

(e) A representative of federally recognized Indian tribes whose traditional lands and territories lie within the borders of Washington state, designated by the federally recognized tribes; and

(f) Four members appointed by the governor in consultation with the state ethnic commissions, who represent the following populations: African-Americans, Hispanic Americans, Asian Americans, and Pacific Islander Americans.

(5) The governor and the tribes are encouraged to designate members who have experience working in and with schools.

(6) The committee may convene ad hoc working groups to obtain additional input and participation from community members. Members of ad hoc working groups shall serve without compensation and shall not be reimbursed for travel or other expenses.

(7) The chair or co-chairs of the committee shall be selected by the members of the committee. Staff support for the committee shall be provided by the center for the improvement of student learning.

Members of the committee shall serve without compensation but must be reimbursed as provided in RCW **43.03.050** and **43.03.060**. Legislative members of the committee shall be reimbursed for travel expenses in accordance with RCW **44.04.120**.

(8) The superintendent of public instruction, the state board of education, and the professional educator standards board shall work collaboratively with the educational opportunity gap oversight and accountability committee to close the achievement gap.

[**2016 c 162 § 3**; **2013 c 23 § 49**; **2011 1st sp.s. c 21 § 33**; **2010 c 235 § 901**; **2009 c 468 § 2.**]

NOTES:

Effective date—2011 1st sp.s. c 21: See note following RCW [72.23.025](#).

Finding—2010 c 235: See note following RCW [28A.405.245](#).

Findings—Intent—2009 c 468: "(1) The legislature finds compelling evidence from five commissioned studies that additional progress must be made to address the achievement gap. Many students are in demographic groups that are overrepresented in measures such as school disciplinary sanctions; failure to meet state academic standards; failure to graduate; enrollment in special education and underperforming schools; enrollment in advanced placement courses, honors programs, and college preparatory classes; and enrollment in and completion of college. The studies contain specific recommendations that are data-driven and drawn from education research, as well as the personal, professional, and cultural experience of those who contributed to the studies. The legislature finds there is no better opportunity to make a strong commitment to closing the achievement gap and to affirm the state's constitutional obligation to provide opportunities to learn for all students without distinction or preference on account of race, ethnicity, socioeconomic status, or gender.

(2) The legislature further finds that access to comprehensive and consistent data that is disaggregated in the smallest units allowable by law is important in closing the achievement gap. Policymakers and educators need as much information as possible not only about students' academic progress, but also about other factors across multiple disciplines that affect student performance.

(3) A consistent and powerful theme throughout the achievement gap studies was the need for cultural competency in instruction, curriculum, assessment, and professional development. Cultural competency forms a foundation for efforts to address the achievement gap, and more work is needed to embed it into the public school system.

(4) Therefore, following the priority recommendations from the achievement gap studies, the legislature intends to:

(a) Provide resources to support parent and community involvement and outreach efforts by public schools, including such items as additional notices and communication to parents, translations, translators, parent and community meetings, and school events within the community. The legislature encourages school districts to consult with the office of the education ombudsman [ombuds] in developing plans for parent and community involvement and outreach;

(b) Require that teachers demonstrate cultural competency in the classroom and with students at each level of state teacher certification, and provide additional opportunities for professional development in cultural competency for current teachers;

(c) Create local alternative routes to teacher certification for paraeducators and individuals in the communities surrounding schools and school districts that are struggling to address the achievement gap;

(d) Reexamine the study recommendations regarding data and accountability and identify ways for the education data system to address these needs; and

(e) Sustain efforts to close the achievement gap over the long term by creating a high profile achievement gap oversight and accountability committee that will provide ongoing advice to education agencies and report annually to the legislature and the governor." [[2009 c 468 § 1](#).]



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Title: 2017 Legislative Priorities

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

- Relevant To Board Roles:**
- | | |
|---|---|
| <input checked="" type="checkbox"/> Policy Leadership | <input checked="" type="checkbox"/> Communication |
| <input checked="" type="checkbox"/> System Oversight | <input type="checkbox"/> Convening and Facilitating |
| <input checked="" type="checkbox"/> Advocacy | |

Policy Considerations / Key Questions: What policy issues will be the Board’s 2017 legislative priorities?

- Possible Board Action:**
- | | |
|--|---|
| <input checked="" type="checkbox"/> Review | <input checked="" type="checkbox"/> Adopt |
| <input type="checkbox"/> Approve | <input type="checkbox"/> Other |

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

Synopsis: At its September meeting, the Board reviewed numerous staff memos and previous Board priorities, and discussed ten potential priorities for the 2017 Legislative session. The Board’s goal for this meeting is to adopt its legislative priorities.

- Potential legislative priorities include:
- Make Ample Provision for Basic Education
 - Strengthen Career Readiness
 - End Biology EOC
 - Provide Professional Learning for Educators
 - Expand Assessment Alternatives
 - Fortify High School and Beyond Plan
 - Align and Enhance Educator Compensation and Credentialing
 - Basic Education Waivers
 - Strengthen Expanded Learning Opportunities



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DRAFT 2017 Legislative Priority Statements

The State Board of Education believes that these priorities are currently the most mission-critical to lead the development of state policy for K-12 education, provide effective oversight of public schools, and advocate for student success.

Make Ample Provision for Basic Education* - to help close opportunity and achievement gaps and support all Washington children. This includes:

- Completing the funding of the basic education allocations specified in SHB 2776;
- Providing state funding for educator compensation sufficient to attract and retain the highest quality educators;
- Eliminating the use of local levies to support the state's program of basic education by the 2018-2019 school year;
- Clarifying a uniform and enforceable definition of "program of basic education," as distinct from "local enhancements."

Strengthen Career Readiness*

Strengthen career readiness in the program of basic education for all students. Ensure that career connected learning, personalized pathway exploration, and post-secondary guidance and planning activities, are robustly supported. Restore funding enhancements to per pupil allocations provided for career and technical education. Support legislation that directs the Office of Superintendent of Public Instruction, the Education Opportunity Gap Oversight and Accountability Committee, State Board of Education, the Workforce Training and Education Coordinating Board,

and the Center for Improvement of Student Learning, with assistance from other state agencies and business associations, to develop career readiness standards as a guide for K-12 curricula and a support for students, parents and counselors in the development of high school and beyond plans.

End Biology End of Course as a Diploma Requirement*

Permanently eliminate the biology end-of-course exam as a high school graduation requirement, effective with the class of 2018, and replace it with a comprehensive science assessment aligned with Next Generation Science Standards beginning with the class of 2018-2019.

Provide Professional Learning for Educators*

Embed ten state-funded days, or 60 hours, for educator professional learning into the state's program of basic education. Require that all professional learning funded by state basic education allocations be designed to meet the standards for high-quality professional learning established in RCW 28A.300.604. Specify that a certain number of state-funded professional development days must address closing the achievement gap, e.g., culturally responsive teaching and learning, social-emotional/trauma-informed educational approaches). Eliminate the use of basic education waivers for purposes of staff professional development.

Expand Assessment Alternatives*

Expand assessment alternatives for high school graduation, including successful completion of state-approved transition courses and dual credit courses.

*Recommended reform strategy in the SBE's 2016 biennial report on the K-12 system's educational health.



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Fortify High School & Beyond Plan*

Fortify the High School and Beyond Plan to support career and college-ready graduation requirements. Define the fundamental elements of the High School and Beyond Plan, in order to ensure that every student is served as intended, while leaving appropriate discretion to districts to tailor plans to student needs.

Strengthen Expanded Learning Opportunities*

Establish, fund, and increase access to high-quality expanded learning opportunities for historically underserved students and students that are credit-deficient and not on track for on-time graduation, that are aligned with the quality indicators designed by the ELO Council per SSB 6163.

Align and Enhance Educator Compensation and Credentialing

Align the new system of professional certification of teachers with a new model of professional compensation, as recommended by the Quality Education Council. Identify and fund additional effective measures to address the multi-faceted problem of teacher shortages, as a follow-up to enactment of ESSB 6455 in the 2016 Legislative Session.

Basic Education Waivers

Harmonize the definitions of “school day” and “instructional hours” or make other legislative changes to bring clarity to basic education requirements and eliminate the need for a 180-day waiver for professional development or parent-teacher conferences.

*Recommended reform strategy in the SBE’s 2016 biennial report on the K-12 system’s educational health.



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Title:	Option One BEA Waiver: Current Request from Boistfort School District	
As related to:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant to Board roles:	<input type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	Should each of the requests presented for waiver of the basic education requirement of a minimum 180-day school year be approved? If not, what are the reasons not to approve, based on the criteria for evaluation in board rule? And, what deficiencies are there in the applications that could be corrected for possible resubmittal of the request at a subsequent board meeting?	
Relevant to business item:	Approval of Option One BEA waiver for Boistfort School District	
Materials included in packet:	In your board packet you will find: <ul style="list-style-type: none"> • A memo summarizing Boistfort School District's waiver request; • Boistfort School Districts' waiver application with school board resolution; • WACs 180-18-040 (Waivers from minimum one hundred eighty-day school year requirement) and 180-18-050 (Procedure to obtain waiver); and • An evaluation worksheet for the application. 	
Synopsis:	The Board has requests before it from one school district for waiver of the basic education requirement of a minimum 180-day school year established in RCW 28A.150.220. The district is Boistfort School District. Boistfort requests waiver of three school days for the 2016-17 school year for professional development of staff and curriculum alignment to the Common Core State Standards. This is a new waiver application.	



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OPTION ONE WAIVER REQUEST FROM BOISTFORT SCHOOL DISTRICT

Policy Considerations

Does the request presented at this meeting for waiver of the minimum 180-school day requirement merit approval by the Board, based on the criteria for evaluation in WAC 180-18-040? If not, what are the reasons, with reference to the criteria in rule, for denial of the request?

If a request is not approved, what deficiencies are there in the application or required documentation that the district might correct for resubmittal at a subsequent board meeting under WAC 180-18-050(2)?

Background: Option One Waivers

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

WACs 180-18-040 and 180-18-050 implement this authority. WAC 180-18-040 provides that “A district desiring to improve student achievement for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty school year requirement . . . while offering the equivalent in annual minimum instructional hours . . . in such grades as are conducted by the school district.” The Board may grant a waiver request for up to three school years. There is no limit on the number of waiver days that may be requested. Rules adopted in November 2012 as WAC 180-18-040(2) and (3) establish criteria to evaluate the need for a new waiver or the continuation of an existing one for additional years.

WAC 180-18-050 specifies the procedures a district must follow in requesting a waiver. In addition to the waiver application, the district must submit:

- A resolution adopted by the school board stating how the waiver will improve student achievement and attesting that the district will meet the minimum instructional hours requirement for basic education under the waiver plan;
- A proposed school calendar under the waiver plan; and
- A summary of the collective bargaining agreement with the local education association providing certain information specified in the rule.

Summary of Current Option One Waiver Request

Boistfort School District requests waiver of three school days for the 2016-17 school year for professional development of staff and curriculum alignment to the Common Core State Standards. The district states that it is one of the only districts to have zero professional development days. “We adopted a new math and reading curriculum in August of 2016 and have NO time to align it and work with trainers in implementation of the curriculum with fidelity.”

Boistfort reports that they recently adopted Houghton-Mifflin curriculum materials in August 2016 and received the materials in September 2016. The waiver request is intended to offer time to align instruction with the curriculum materials and the Common Core State Standards. Boistfort states that it has a coach in math and in reading who works with staff to provide effective instruction and identify areas of strengths and weakness for individual students. The application notes the use of assessment results to monitor progress of students who are testing at a level below grade level.

Boistfort does not have a Collective Bargaining Agreement and is in the process of developing a school improvement plan for the 2016-17 school year. Superintendent Criss did provide a copy of the 2015-16 School Improvement Plan that can be found [here](#). As noted by Superintendent Criss in supplemental material, the district does not have a website.

Boistfort states that they are a small K-8 district that works with the community. The May 2016 student count was 91 students. Parents are concerned with the number of early release days. The school board is aware of the professional development needs of staff and Boistfort suggests three full professional development days with this waiver.

Boistfort will comply with and exceed minimum instructional hour requirements with the waiver. Boistfort currently has thirteen half-days. No half-days will be reduced as a result of the waiver. The district does not have teacher work days over and above the 180 school days.

Boistfort describes three goals that the waiver days support:

- Math goal – 3rd through 8th grade Smarter Balanced scores will improve by 35%.
- Reading goal – Student test scores (DIBELS, STAR, SBAC) will improve.
- Prevention/remediation goal – Students not performing at grade level will be progress monitored and will close the gap between their instructional level and their grade level.

Boistfort provided the following specific detail about the activities that it has planned for the waiver days:

- The morning of each waiver day will consist of four hours of English Language Arts training, curriculum alignment, and ongoing evaluation of the newly adopted Houghton Mifflin Curriculum Journeys and Collections. “Non-negotiable” lessons aligned with the Common Core will be identified, pacing guides will be developed, and student assessments will be examined as

a group. Staff will also discuss the effectiveness of the program, the alignment to Common Core, and interim assessments. The reading coach will work with the staff during this ELA training.

- The afternoon of each waiver day will consist of three hours of math professional development for implementation and ongoing evaluation of the new JUMP MATH curriculum. Pacing guides will be developed and student assessments will be examined as a group. Staff will also discuss the effectiveness of the program, the alignment to Common Core, and interim assessments. The volunteer math coach will work with the staff during this math training.
- The waiver days will take place during each of the first three quarters of the year. The ELA and math pacing guides will be created for each quarter and the prior quarter's pacing guide will be revisited. The pacing guide for the fourth quarter will be developed in June.

The application did not include a calendar, only an instructional hour calculation, so staff have requested a copy of the calendar. Also, staff had follow-up questions about the district's description of its improvement goals in the waiver application.

Summary Table

School District	Number of Waiver Days Requested	Number of School Years Requested	Purpose of Waiver Request	School Days	Additional Work Days Without Students	New or Renewal Request
Boistfort	3	1	Professional development and curriculum alignment	177	0	N

Action

The Board will consider whether to approve the request for an Option One waiver as presented in the district application and summarized in this memo.

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



THE WASHINGTON STATE BOARD OF EDUCATION

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

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

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

Instructions:

Form and Schedule

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

Application Contents:

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

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

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

Submission Process:

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

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

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

Boistfort School District No. 234

Board Resolution

Resolution No. 16/17-01

(180-Day School Year Waiver)

A RESOLUTION of the Board of Directors of Boistfort School District No. 234, Lewis County, Curtis, Washington to request a waiver for the 2016-17 academic years from the 180-day school year requirement (RCW 28A.150.220) from the State Board of Education pursuant to RCW 28A.305.140, as provided for in WAC 180-18-030, WAC 180-18-040, and WAC 180-40-050:

WHEREAS the Boistfort Public School seeks a three (3) day waiver for the 180-day calendar for our K-8 school within the District for the purpose of implementing a Common Core aligned curriculum in Reading (English/Language Arts) and Mathematics;

WHEREAS the total impact on program hours is a total of 18 hours. All students in the Boistfort School District will still receive 1,029.5 total hours of instruction; 29.5 hours over the required minimum of 1,000 instructional hours;

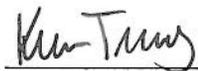
WHEREAS the staff, administrators and School Board have determined that there are no designated days for staff to work on curriculum alignment;

WHEREAS the Boistfort School District believe that the three days for professional development and Common Core alignment will create a more productive teaching and learning environment;

WHEREAS the State Board of Education has recognized the importance of and has established waivers for restructuring purposes to permit schools to have schedules and programs that provide an effective educational system for all students.

NOW THEREFORE BE IT RESOLVED that the Boistfort School District Board of Directors requests that 3-days from the 180-day school year requirement be waived for the 2016-17 school year to permit staff to have three full-day professional development days for Common Core alignment and that students are not required to attend school on those days; and that the District will comply with the 1,000 hour annual average requirement for instructional hours; and

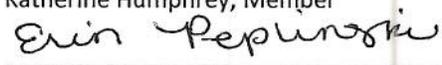
Adopted this 19th day of September, 2016.



Kristy Tracy, Chair



Katherine Humphrey, Member



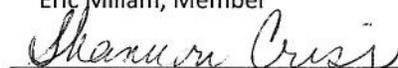
Erin Peplinski, Member



Ruth Peterson, Member



Eric Millam, Member

ATTEST: 

Shannon Criss, Superintendent

Secretary, Board of Directors

Boistfort School District No. 234

Part A: For all new and renewal applications:

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

School District Information	
District	Boistfort School District #234
Superintendent	Shannon Criss
County	Lewis
Phone	360-245-3343
Mailing Address	983 Boistfort Road Curtis, WA 98533
Contact Person Information	
Name	Shannon Criss
Title	Superintendent
Phone	360-245-3343
Email	scriss@boistfort.k12..wa.us
Application type:	
New Application or Renewal Application	New
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	3
School Years	2016-2017
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days reduced or avoided through the proposed waiver plan	No
Remaining number of half days in calendar	13
Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?	
Yes or No	Yes

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

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

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

Boistfort School District is one of the only districts to have ZERO professional development days. We do not have a collective bargaining agreement and do not have the time, nor the funds, to support optional days for our staff. We adopted a new math and reading curriculum in August of 2016 and have NO time for teachers to align it and work with trainers in implementation of the curriculum with fidelity.

The purpose of the three release days is to allow staff to work collaboratively with a math and reading professional development trainer in the effective implementation of our reading and math curriculum; our goal continues to be increased student achievement.

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

The waiver is directly in line with school improvement plans. As is evidenced by the school improvement plan – reading and mathematics student improvement are our primary goals. Student achievement is attainable when there is strong professional development and training in the use of data for instructional purposes. Boistfort School District does NOT have a website or and electronic link to our school/district improvement plans.

MATH GOAL – 3rd through 8th grade SBAC scores will improve by 35%

READING GOAL – Student test scores (DIBELS, STAR, SBAC) will improve.

PREVENTION/REMEDIATION GOAL – Students NOT performing at grade level will be progress monitored and will close the gap between their instructional level and their grade level.

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

MATH – By the end of the 2016-17 school year 90% of the students in kindergarten through eighth grade will have improved their mathematics instructional level by at least one year as measured through STAR Mathematics assessments. Baseline data will be collected during Fall STAR testing (September 2016) and progress monitoring will occur a minimum of three times throughout the year. Students who are one or more grade levels below their grade level will be progress monitored on a monthly basis. Students in grades 3 through 8 will increase their SBAC scores from the baseline score established during the 2015-16 school year to at least one grade level higher in Mathematics.

To accomplish this goals: During each “Learning Improvement Day” teachers will work with the district mathematics coach, Debbie Lane, to align curriculum to the Common Core, identify areas of strength and weakness in individual students, and plan for remediation using the purchased instructional materials as well as on-line resources.

READING – By the end of the 2016-17 school year 90% of the students in kindergarten through eighth grade will have improved their reading instructional level by at least one year as measured through STAR Reading assessment, DIBELS assessments. Baseline data will be collected during Fall STAR testing (September 2016) and progress monitoring will occur a

minimum of three times throughout the year. Students who are one or more grade levels below their grade level will be progress monitored on a monthly basis. Students in grades 3 through 8 will increase their SBAC scores from the baseline score established during the 2015-16 school year to at least one grade level higher in English/Language Arts.

To accomplish this goals: During each “Learning Improvement Day” teachers will work with the a reading coach to align curriculum to the Common Core, identify areas of strength and weakness in individual students, and plan for remediation using the purchased instructional materials as well as on-line resources.

4. Describe in detail the specific activities that will be undertaken on the proposed waiver days. Please provide explanation (and evidence if available) on how these activities are likely to result in attainment of the stated goals for student achievement.
WAIVER DAY 1 (12/2/2016)– 8:00 – 12:00 - English/Language Arts training and curriculum alignment with all staff grades K-8 in implementation and ongoing evaluation of newly adopted Houghton Mifflin Curriculum Journey’s and Collections. Pacing guides for first quarter established and “non-negotiable” lessons aligned with the Common Core will be identified. We received the ELA curriculum materials on September 12, 2016 and staff have had little to no time (other than after school staff meeting time) to receive the critical professional development needed to implement the program with fidelity.
WAIVER DAY 1 – 12:30 – 3:30 – Math professional development for the implementation and ongoing evaluation of new JUMP MATH curriculum. We have had a math coach volunteering in our building on Fridays. This math expert has been working with staff on effective mathematics instruction and implementation of strategies. Staff will use this time to discuss the effectiveness of the program, alignment to the Common Core, first quarter pacing and interim assessments.

WAIVER DAY 2 (02/17/2017)– 8:00 – 12:00 - English/Language Arts continued ongoing evaluation of newly adopted Houghton Mifflin Curriculum Journey’s and Collections. Pacing guides revisited for fidelity for first quarter and second quarter guides created along with “non-negotiable” lessons aligned with the Common Core. Student assessments will be evaluated as a group and areas of focus determined.
WAIVER DAY 2 – 12:30 – 3:30 – Math professional development for the implementation and ongoing evaluation of new JUMP MATH curriculum. We have had a math coach volunteering in our building on Fridays. This math expert has been working with staff on effective mathematics instruction and implementation of strategies. Staff will use this time to discuss the effectiveness of the program, alignment to the Common Core and interim assessments. Pacing guides revisited for fidelity for first quarter and second quarter guides created along with “non-negotiable” lessons aligned with the Common Core. Student assessments will be evaluated as a group and areas of focus determined.

WAIVER DAY 3 – 8:00 – 12:00 (04/21/2017) - English/Language Arts continued ongoing evaluation of newly adopted Houghton Mifflin Curriculum Journey’s and Collections. Pacing guides revisited for fidelity for second quarter and third quarter guides created along with “non-negotiable” lessons aligned with the Common Core. Student assessments will be evaluated as a group and areas of focus determined. Fourth quarter guides will be created in June.
WAIVER DAY 3 – 12:30 – 3:30 – Math professional development for the implementation and ongoing evaluation of new JUMP MATH curriculum. We have had a math coach volunteering in our building on Fridays. This math expert has been working with staff on effective mathematics instruction and implementation of strategies. Staff will use this time to discuss the effectiveness of the program, alignment to the Common Core and interim assessments. Pacing guides revisited for fidelity for second quarter and third quarter guides created along with “non-negotiable” lessons aligned with the Common Core. Student assessments will be evaluated as a group and areas of focus determined. Fourth quarter guides will be created in June.

5. What state or local assessments or metrics will be used to collect evidence of the degree to which the goals of the waiver are attained?
 State Assessments – Smarter Balanced Assessments, interim assessments.
 Local Assessments – DIBELS Assessments, STAR Reading and Math Assessments, Curriculum Assessments (HMCO and Jump First) and classroom based assessments.
6. Waiver requests may be for up to three school years. If the request is for multiple years, how will activities conducted under the waiver in the subsequent years be connected to those in the first year? We are requesting a waiver for this school year only and will evaluate the effectiveness of the implementation and plan for future professional development work.
7. Describe in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the waiver.
 Boistfort is a very small school district and we work together to determine what is in the best interest of the students. Parents are concerned with the number of early release days, not fully understanding the professional development needs of our teachers. Our school board is aware of this and understands the needs of staff. To balance this we are suggesting three full-day professional development opportunities.
8. Provide information about the collective bargaining agreement (CBA) with the local education association, stating the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction days. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.
9. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	177
Waiver days (as requested in application)	3
Additional teacher work days without students	0
Total	180

10. If the district has teacher work days over and above the 180 school days (as identified in row three of the table), please provide the following information about the days: In columns 3 – 5, describe the specific activities being directed by checking those that apply. NOT APPLICABLE

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities

1				
2				
3				
4				
5				
6				
7				
Check those that apply				

11. If the district has teacher work days over and above the 180 school days (row three of table in item 9 above), please also explain the rationale for the additional need of waiver days.
NOT APPLICABLE

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



BOISTFORT SCHOOL DISTRICT #234

"Learn, Perform, Excel for a Better Tomorrow"

983 BOISTFORT ROAD, CURTIS, WA 98538

360-245-3343 FAX: 360-245-3451



REVISED Instructional Hours

with waiver days

Boistfort School District #234

2016-17 School Year

Total number of instructional school days	177
Number of FULL school days (8:00 – 2:30) 164 x 6	984 hours
Number of EARLY RELEASE school days(8:00–11:55)13x3.5	<u>45.5 hours</u>
TOTAL INSTRUCTIONAL HOURS	1,029.5 hours

BOISTFORT SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER

Boistfort School District #234 complies with all federal rules and regulations and does not discriminate in any programs or activities on the basis of race, color, national origin, gender, sexual orientation, gender expression or identity, creed, religion, age, veteran or military status, disability, or the use of a trained guide dog or service animal and provides equal access to the Boy Scouts and other designated youth groups. This holds true for all district employment and opportunities. People of disability that may need to request reasonable accommodation in the hiring process and for inquiries regarding compliance procedures regarding employees should contact Superintendent Shannon Criss at 983 Boistfort Road, Curtis, WA 98538 (360) 245-3343.

November 2016



BOISTFORT SCHOOL DISTRICT #234

"Learn, Perform, Excel for a Better Tomorrow"

983 BOISTFORT ROAD, CURTIS, WA 98538

360-245-3343 FAX: 360-245-3451



September 23, 2016

Jack Archer
Washington State Board of Education
PO Box 47206
Olympia, WA 98504-7206

Mr. Archer,

Attached is our 180-day Waiver Request. I have included all of the required documents; with clarification. Boistfort School District is a very small, rural school district. We do not have a collective bargaining agreement and we do not have a website. Question #2 asks for electronic links to our school and/or district improvement plans. It further states to NOT mail or send hard copies. Since we do not have a website this is not possible to do. I did reference the school improvement plan in the context of my response.

We appreciate your time and consideration of our application.

Respectfully submitted,

Shannon Criss
Superintendent

BOISTFORT SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER

Boistfort School District #234 complies with all federal rules and regulations and does not discriminate in any programs or activities on the basis of race, color, national origin, gender, sexual orientation, gender expression or identity, creed, religion, age, veteran or military status, disability, or the use of a trained guide dog or service animal and provides equal access to the Boy Scouts and other designated youth groups. This holds true for all district employment and opportunities. People of disability that may need to request reasonable accommodation in the hiring process and for inquiries regarding compliance procedures regarding employees should contact Superintendent Shannon Criss at 983 Boistfort Road, Curtis, WA 98538 (360) 245-3343.

Option One Waiver Application Worksheet

District: Boistfort
Date: 11/10/2016

Days requested: 3
Years requested: 1
New or Renewal: N

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

WAC 180-18-040

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

WAC 180-18-050

Procedure to obtain waiver.

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

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

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

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

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

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

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

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

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

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

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



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



World Language in Early Education

By Baxter Hershman



Student Update

Senior year

College applications

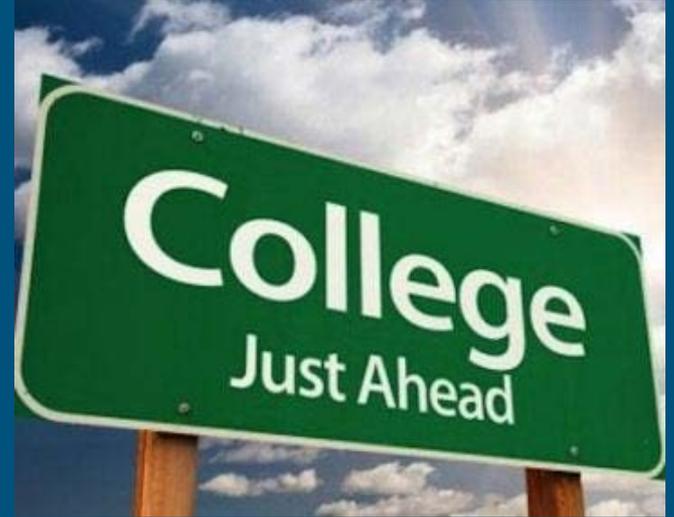
Closing out my last season of football

Planning senior trip

I will be applying for a job this coming winter

Numb to the “Plans for next year?” questions

Realizing how little time is left



World Language in Washington

Common Practices in our state

Little exposure to world language prior to high school

New requirements create room for these classes to be taken

Gives students understanding but not mastery of the language

[The Best Age to Learn a Second Language](#)

World Language Around The World

Majority of European countries require foreign language studies

Starting as early as age three

Sometimes requiring more than one language

Students have mastery of the language and gain awareness of other cultures

[Learning a Foreign Language a 'Must' in Europe, Not So In America](#)

Foreign Language Study Requirements in Europe

Students required to study ___ foreign language(s)

- 1
- 2
- No foreign language requirement



The Problem With Our System

We teach kids at
too old of an age

Students have a harder time
learning a second language later
in life

Why It Is Easier the Younger You Are

Learning languages is part of a young child's brain chemistry

Foreign language education is simplified

Similar to any subject, you learn the basics first which are easier to master

Children are less self-conscious

[Learning a Second Language Is Easier for Children, But Why?](#)

The Science Behind It

There is a critical time for language learning

This period begins to diminish as early as 11 months of age but lasts until age 7

As you learn your first language it becomes harder to learn another

Your brain recognizes patterns of one and disregards another

[Unraveling How Kids Become Bilingual So Easily](#)

Personal Experience Timeline

Age 3 through 6

Enrolled in a private school that required Spanish class everyday

Age 7 through 9

Private tutoring with a variety of teachers

Age 10 through 13

No foreign language education

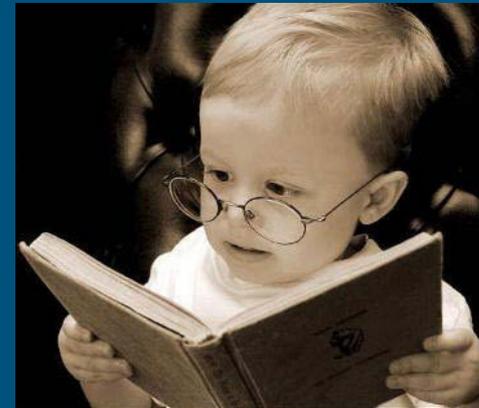
Age 14 through present day

I have been enrolled in Spanish classes ever since

Personal Benefits of Early World Language Education

Why It Is Necessary

Students who learn second languages at an early age are less likely to be distracted by outside stimuli



[Learning a Second Language Is Good Childhood Mind Medicine, Studies Find](#)

Why It Is Necessary Cont.

Provides a widened perspective of the world

Instills empathy for other cultures



differences o



Why It Is Necessary Cont.

Culture is taught along with the language

Shows how people around the world live

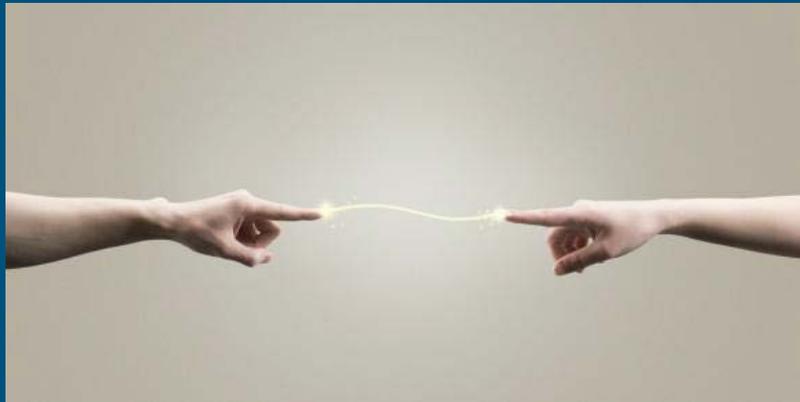
Some of the most profound learning experiences come from studying cultures



Why It Is Necessary Cont.

Students are able to create personal connections through the use of a second language

Able to have experiences that otherwise would not have existed



Why It Is Necessary Cont.

Economic advantages to knowing a second language

Employees that can speak more than one language are seen as valuable to many employers

Speaking more than one language increases the likelihood of earning more money

[Do Multilingual Individuals Earn More Money?](#)



138 Million

The number of Spanish speakers estimated to live in the U.S. by the year 2050

Nearly one third of the U.S. population

[US Now Has More Spanish Speakers Than Spain - Only Mexico Has More](#)

Practical Board Applications

Advocate for early world language education

Show best practices

Conclusion

Students should be taught world language at early ages

Gives students opportunities

Sets them up for success

Our current system does not allow for true mastery of foreign languages

We are behind the rest of the world

Thank You



Questions?





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Title:	Executive Director Update	
As related to:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.
	<input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system.
		<input type="checkbox"/> Other
Relevant to Board roles:	<input type="checkbox"/> Policy leadership	<input type="checkbox"/> Communication
	<input checked="" type="checkbox"/> System oversight	<input type="checkbox"/> Convening and facilitating
	<input type="checkbox"/> Advocacy	
Policy considerations / Key questions:	Strategic Plan and Theory of Action Does the revised Strategic Plan represent the strategic direction that the Board intends? Do the changes reflect what board members want to work on? What preparatory materials would board members want for developing theories of action at the January 2017 board meeting?	
	Rule-Writing – Alternative High School Graduation Requirements Should the draft amendment to WAC 180-18-055 be approved for publication in the State Register with a CR-103? What changes, if any, should be made to the proposed amendment for approval for filing a CR-103?	
	Rule Writing – Special Education Should the draft amendment to WAC 180-51-115 be approved for publication in the State Register with a CR-103? What changes, if any, should be made to the proposed amendment for approval for filing a CR-103?	
	Rule Writing – 180-Day Waivers Does the Board have input on draft amendments to WAC 180-18-040, 180-18-050, and 180-18-060? What changes, if any, should be made to the proposed amendment? Does the Board have input on the process for further developing the amendments or receiving comment on the amendments?	
Relevant to business item:	Basic Education Compliance The Board will consider approval of the 2016-17 minimum basic education requirements compliance report on November 10, 2016 during business items.	
	Rule-Writing – Alternative High School Graduation Requirements The Board will consider adoption of amendments to WAC 180-18-055 during business item for filing of a CR-103. Draft amendments to WAC 180-18-055 specify authorized waiver requestor for alternative high school graduation requirements, criteria and timelines for waiver and waiver renewal requests, as well as criteria SBE must use to evaluate waivers and waiver renewals.	
	Rule Writing – Special Education At the last board meeting, there was a public hearing on amendments to WAC 180-51-115 (procedures for granting high school graduation credits for students with special educational needs). No public comment has been received on this proposed	



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amendment. The Board is asked to approve filing a CR-103 on this WAC. The purpose of amending the existing rule is to clarify that students in a program for special education services are not exempted from participating in the state assessment system.

Rule Writing – 180-Day Waivers

Draft amendments to WAC 180-18-40, 180-18-050 and 180-18-060 (requirements for waivers of the 180-day school year requirement) and are included here for the Board's review. This is not an action item for November. At its January, 2017 meeting, the Board may consider approving filing a CR 102 for these WACs.

Strategic Plan

The revised 2015-18 Strategic Plan may be considered for approval at the January 2017 board meeting. It is not under consideration for approval at this November 2016 board meeting.

Materials included in packet:

The following documents are included in this section of the board packet:

- Original copy of the 2015-18 Strategic Plan
- Overview of Revisions to the 2015-2018 Strategic Plan
- Revised 2015-18 Strategic Plan
- Theory of Action Primer
- WAC 180-18-055 Proposed Amendments and Summary of Proposed Amendments
- WAC 180-51-115 Proposed Amendments
- WAC 180-18-040 and WAC 180-18-050 Draft Amendments and Summary of Draft Amendments

Synopsis:

Strategic Plan

Staff have revised the Strategic Plan to reflect the Board's guidance at the September 2016 board retreat and staff ideas on how to move forward with the Board's expressed interests. The Strategic Plan documents include the current Strategic Plan, a high-level overview of the suggested changes, and the revised Strategic Plan for approval at the January 2017 board meeting. The Board will have time to provide feedback on this version between the November 2016 and January 2017 board meeting but will not have time allocated for that during this November 2016 meeting. Staff have provided the Board with a primer on developing Theories of Action on topics of policy work so that the Board may have a high-level discussion on the intended effects on the agency's policy actions and how the work must be done in order to achieve those intended effects.

Rule-Writing

Amendments to WAC 180-51-115 and 180-18-055 are being considered for filing of a CR-103. Draft amendments to WAC 180-18-040, 180-18-050, and 180-18-060 are included for the Board's review but are not being acted on during business items.

**Original Version
of the
2015-2018 Strategic Plan**

Goal 1: Gap Closure

Develop and support policies to close the achievement and opportunity gaps.



1.A: Achievement and Opportunity Gap Research and Promising Practices

Research and communicate information and tools on promising practices for closing achievement and opportunity gaps.

1.A.1 Analyze achievement and opportunity gaps through deeper disaggregation of student demographic data.

Annual - March
Achievement Index Results

1.A.2 Research and promote policies to close opportunity gaps in advanced course-taking.

Annual - September
Spotlight Report on Advanced Course-Taking Data

1.A.3 Research and promote policy to reduce the loss of instructional time resulting from disciplinary actions, absenteeism, disengagement and promote interventions grounded in an understanding of diverse cultures.

Annual - September
5491 Additional Indicators

1.A.4 Advocate increased access to early learning opportunities.

Annual - December

1.A.5 Advocate expanded learning opportunities.

Annual – Legislative Session
Final ELO Council Report

1.A.6 Study English Language Learner student performance data to inform policymaking for ELL accountability and goals-setting regulations.

January 2016
Commissioned Research, Revised AMAOs

1.A.7 Identify strategies and develop a plan for effective outreach to diverse communities in order to gather input, build partnerships and develop policies around specific issues related to closing the opportunity and achievement gaps.

Ongoing
Have a Plan, Track Plan Completion

1.B: Postsecondary Readiness and Access

1.B.1 Advocate expanded programs that provide career and college experiences for underrepresented students.

Annual, March 2015
Achievement Index Dual Credit and

1.B.2 Work with partner agencies and stakeholders to expand access for all students to postsecondary transitions.

Annual - December

1.B.3 Partner with other education agencies to use the high school Smarter Balanced assessment to improve college placement, admissions, and course-taking outcomes.

September 2015
Legislative Priority

1.B.4 Collect and analyze data on waivers of career- and college-ready graduation requirements and student course-taking.

March through July 2015
Briefing

1.C: P-13 Transition Points

Promote strategies to strengthen key transition points in a student's education.

1.C.1 With OSPI, analyze data on graduation rates and students who drop out to understand trends and underlying causes in students successfully completing a high school diploma.

Annual - January starting in 2016
Data Analysis Report

1.C.2 Research data capacity to inform student transitions at key points in the P-13 pipeline.

July 2015
Briefing on P-13 Pipeline and 5491 Report

Goal 2: Accountability

Develop comprehensive accountability, recognition, and supports for students, schools, and districts.



2.A: K-12 System Goals

Establish, monitor, and report on ambitious student achievement goals for the K-12 system.

2.A.1 Establish Indicators of Educational System Health including measures of student outcomes and measures of equity and access in the system.

Annual – December
Biennial Report to Legislature, 5491 Report

2.A.2 Publicly report on the Indicators of Educational System Health through an enhanced website.

Annual – December
Enhanced Website

2.A.3 Publicly report the Achievement Index results through a website that enables summary and disaggregated profiles.

Annual – On or before March
Enhanced Website

2.A.4 Update the school improvement goal rules established in WAC 180-105-020 to ensure consistency with Washington’s federal ESEA flexibility application and other goals established in state law.

July 2016

2.A.5 Establish Adequate Growth targets in the accountability system as an enhancement to year-to-year proficiency level targets.

March 2017
Inclusion of Adequate Growth in Achievement Index

2.B: Aligned Accountability System

Develop and implement an aligned statewide system of school recognition and accountability.

2.B.1 Expand performance indicators in the Achievement Index to include Dual Credit, Industry Certification, and the high school Smarter Balanced assessment results.

March 2017
Inclusion in the Achievement Index

2.B.2 Partner with the Office of Superintendent of Public Instruction to ensure alignment of the Achievement Index for the identification of Challenged Schools in Need of Improvement in the state’s aligned accountability framework.

Annual – On or before March
Identification of Challenged Schools in Need of Improvement

2.B.3 Monitor and evaluate Required Action District schools for entry to or exit from Required Action status, assignment to Required Action level II status, and consider approval of Required Action Plans.

Annual - Spring
Adherence to Rule

2.B.4 Seek necessary flexibility from federal No Child Left Behind requirements to align state and federal goals-setting and accountability systems.

2015 Legislative Session
ESEA Flexibility Waiver

2.B.5 Explore the inclusion of additional indicators into the state’s accountability framework that reflect student social and emotional well-being and readiness for academic success.

Annual – December 5491
5491 Report

2.B.6 Partner with OSPI to advocate the provision of adequate supports for Challenged Schools in Need of Improvement.

Ongoing
Budget

2.B.7 Publicly report school recognition through the Washington Achievement Awards as required by RCW 28A.657.110.

Annual - May
Washington Achievement Awards

Goal 3: Career- and College-Readiness

Ensure that every student has the opportunity to meet career and college ready standards.



3.A: 24-Credit Diploma

Support district implementation of the 24-credit high school diploma framework.

3.A.1 Partner with stakeholders to examine and address implementation issues of the 24 credit career- and college-ready graduation requirements.

Ongoing
Guidance for Counselors on Website

3.A.2 Develop a variety of communication tools to provide guidance on implementation of the 24 credit requirements.

July 2015
Video and Summary Materials

3.C: Academic Planning

Strengthen student academic planning processes and enhance access to planning experiences.

3.C.1 In partnership with OSPI, develop tools and resources for use by students, families, schools, and districts to engage in the High School and Beyond Plan process.

Summer 2015
HSBP Web Page

3.C.2 Promote research-based practices in student personalized learning plans to encourage expanded student planning experiences.

September 2015

3.C.3 Create guidance for and provide examples around Washington state of successful student planning processes to encourage meaningful, high-quality High School and Beyond Plan processes for every student.

Summer 2015
Video, Sample Plans, and District Highlights on Website

3.C.4 Utilize the perspective and experiences of our high school student representatives to inform board policymaking and guidance on High School and Beyond plan Implementation.

January to September 2015
Interview with Student Board Members

3.B: Flexible Crediting and Course-Taking

Promote expansion and use of flexible crediting and course-taking options.

3.B.1 Partner with the Office of Superintendent of Public Instruction to develop criteria for approval of math and science equivalency courses.

May 2015
Approved State Equivalencies

3.B.2 Provide guidance to districts on implementing equivalency credit and meeting two graduation requirements with one credit.

July 2015
Guidance on Web Page

3.B.3 Provide guidance to districts on implementing personalized pathway requirements as part of the 24-credit high school diploma framework.

July 2015
Guidance on Web Page

3.D: Aligned Assessment System

Support the implementation of career and college ready standards and an aligned assessment system.

3.D.1 Develop the high school graduation proficiency standard for the high school Smarter Balanced assessment and transition assessments.

August 2015
Scores Established; NGSS as Required

3.D.2 Collaborate with the Office of Superintendent of Public Instruction on streamlining and refining the assessment system, including alternative assessments, to support an effective system of accountability.

Annual - December
Annual Report, Legislative Priority

3.D.3 Support the full implementation of Common Core State Standards and assessments for English language arts and math and Next Generation Science Standards and assessment for science.

Ongoing

3.D.4 Establish the scores needed for students to demonstrate proficiency on state assessments.

January 2015
Scores Established

Goal 4: Strategic Oversight

Provide effective oversight of the K-12 system.



4.A: Basic Education Compliance	4.B: BEA Waivers	4.C: Charter Authorizer Application Review	4.D: Oversight of Charter District Authorizer	4.E: Charter Annual Reports	4.F: Statewide System Health Reports
<p>Ensure compliance with all requirements for the instructional program of basic education.</p>	<p>Conduct thorough evaluations of requests for waivers of BEA requirements.</p>	<p>Implement a high-quality process for review and approval of charter authorizer applications and execution of authorizing contracts with approved districts.</p>	<p>Perform ongoing oversight of the performance of school districts approved by SBE as authorizers of public charter schools.</p>	<p>Issue high-quality annual reports on the state's charter schools.</p>	<p>Recommend evidence-based reforms in the report to improve performance on the Indicators of Educational System Health.</p>
<p>4.A.1 Implement timely and full reporting of compliance by school districts with basic education requirements.</p>	<p>4.B.1 Review board rules and procedures for evaluation of 180-day waiver requests, and revise as found needed.</p>	<p>4.C.1 Disseminate information through SBE website and make public presentations on the authorizer application process.</p>	<p>4.D.1 Ensure access to school performance data and other documentation necessary for effective oversight of district authorizers.</p>	<p>4.E.1 Collaborate with the Washington State Charter School Commission, district authorizers, and OSPI to ensure timely and accurate data collection and reporting.</p>	<p>4.F.1 Research practices and reforms that address indicators where the state is not meeting targets.</p>
<p>Annual – July to November 100% Compliance</p>	<p>Spring 2016 Revised Board Procedures and Review of Rules</p>	<p>Annual - Summer Materials on Website, Public Presentations</p>	<p>Summer 2015 Working Agreement with Spokane Public Schools</p>	<p>Ongoing Data Quality and Presentation in Annual Reports</p>	<p>Annual, December 5491 Report</p>
<p>4.A.2 Provide updated guidance to districts on compliance with instructional hour requirements.</p>		<p>4.C.2 Serve as a primary resource for school districts and the public for information on charter authorizing and the state's charter school law.</p>	<p>4.D.2 Establish board procedures for special reviews of the performance of district authorizers and their portfolios of charter schools.</p>	<p>4.E.2 Collaborate with the Washington Charter Schools Commission to develop annual reports on the state's charter schools for the preceding school year.</p>	<p>4.F.2 Collaborate with stakeholders and peer agencies in identifying potential reforms for Washington's unique context.</p>
<p>September 2015 Rule Adoption, Revised FAQ</p>		<p>Ongoing Website Resources</p>	<p>Fall 2015 Plan for Board Review</p>	<p>Annual – December 1 Submission of Report to the Governor, Legislature and Public</p>	<p>Summer of 2015 Convene Achievement and Accountability Workgroup</p>
<p>4.A.3 Compile and disseminate data on district high school graduation requirements in a form that is useful to school districts, policy-makers, and the public.</p>		<p>4.C.3 Review and refine authorizer application and rubrics for evaluation of applications against criteria for approval.</p>	<p>4.D.3 Establish procedures for ongoing communication with district authorizers that ensure the effective discharge of the Board's oversight duties while respecting the lead role of the authorizer and the autonomy of the charter school board.</p>	<p>4.E.3 Analyze authorizer annual reports and research best practices to identify areas for improvement in meeting the purposes of the state's charter school laws.</p>	<p>4.F.3 Review and revise Indicators of Educational System Health to provide a richer understanding of the performance outcomes of the educational system and the challenges it faces.</p>
<p>Annual – January Summary Documents and Data File</p>		<p>Annual - May Revised Application and Rubrics as Needed</p>	<p>Fall 2015 Procedures</p>	<p>Ongoing Findings and Recommendations in Annual Reports</p>	<p>Annual - December 5491 Report, Convene Achievement and Accountability Workgroup</p>
<p>4.A.4 Review and revise rules for private schools on the private school approval process.</p>		<p>4.C.4 Make decisions on authorizer applications that ensure fidelity to the law, transparency for applicants, and high but attainable standards for approval.</p>			
<p>January 2016 Feedback from Private School Advisory Council</p>		<p>Annual – February Reviewed Applications</p>			



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SUGGESTED REVISIONS TO THE 2015-2018 STRATEGIC PLAN

Staff used the guidance provided by the Board to revise the Strategic Plan. This document is a high-level walk-through of the changes that staff propose for the plan. Following this document, the packet includes the revised Strategic Plan. Staff collaborated as a team to make the Strategic Plan a shorter, less dense document and respond to members' interests in the Board's strategy for 2017 and beyond.

Staff reviewed and focused on the internal document of guiding principles for the Strategic Plan that board members developed at the September 2016 retreat. The guiding principles focused on stakeholder engagement, accountability system improvements, ESSA and community outreach for ESSA, and student transitions. Staff also reflected on the Strategic Plan submissions from five members, discussions in the "bucket" groups (student transitions, system transitions, and ESSA) during the September retreat, guidance from the Chair and Executive Committee, and board discussion.

Summary of High-Level Changes

- Same four goals, reduced number of strategies from 16 to 13, reduced number of action steps from 56 to 36, thereby reducing the size of the plan by approximately 36 percent
- Summary of the top five key changes to the Strategic Plan
 - Added an action step for the board member engagement portfolio
 - Added an action step on developing an equity toolkit and participating in cultural competence training; strengthened outreach and engagement action steps
 - Revised goal one to include a postsecondary transitions strategy to address suggestions by Member Maier and a separate transitions within K-12 strategy
 - Created a strategy on career readiness; included reference to the NASBE stipend and the Workforce Training Board
 - Added a strategy to goal four on ample provision of state funding

For greater detail, please read the following itemization of changes.

Changes to Goal One (Develop and support policies to close the achievement and opportunity gaps)

- Split strategy 1.A into a strategy focused on analysis and a separate strategy focused on outreach and engagement
- Consolidated action items focused on data analysis
- Added action items to raise the prominence of engagement and outreach, including an item focused on the engagement portfolio
- Added action item to focus on an equity tool and cultural competency training
- Added action item focusing on the leadership of student board members
- Revised a "postsecondary transitions" strategy to focus on the policy framework for postsecondary transitions as proposed by Peter Maier

- Revised a “transitions within K-12” strategy to focus on graduation rates and dropouts and to address non-normative school transitions as proposed by Janis Avery

Changes to Goal Two (Develop comprehensive accountability, recognition, and supports for students, schools, and districts)

- Revised the following strategies to clearly delineate the action steps among:
 - Index and School Improvement
 - Identification of Schools for Accountability
 - Indicators of Educational System Health
- Moved action steps to make the goal more clear by placing them among the strategies listed above
- Moved the Indicators of Educational System Health strategy from goal four to goal two
- Consolidated the Indicators of Educational System Health action steps
- Revised action steps to align with the current ESSA work

Changes to Goal Three (Ensure that every student has the opportunity to meet career and college ready standards)

- Revised Strategy 3.B to focus on career readiness and the High School and Beyond Plan
- Removed completed, obsolete action steps
- Replaced obsolete action steps with current work on career readiness
 - Included an action step focused on the NASBE Deeper Learning Grant
 - Included an action step focused on the collaboration with the Workforce Training Board
 - Included an action step focused on partnering with OSPI to develop a model High School and Beyond course

Changes to Goal Four (Provide effective oversight of the K-12 system)

- Added a Strategy focused on ample provision of state funding
 - Listed it as the first strategy in the goal of “effective oversight of the K-12 system”
- Consolidated three charter school strategies into one
 - The new charter school strategy includes fewer details in the action steps but retains all of the important information for the Strategic Plan
 - Consolidated action steps
- Consolidated the BEA waivers and Basic Education Compliance into one strategy

Action

There is no action on the Strategic Plan for consideration at the November board meeting. The Board will consider revising the 2015-2018 Strategic Plan at the January 2017 board meeting. The Board may also engage in discussion of theories of action at the January 2017 board meeting.

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

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

Outreach and Engagement

Strategy 1.A: Engage diverse stakeholders in a culturally competent way.

Action Step	Timeline	Measure	Notes
1.A.1 Engage in person and through working relationships with racially, ethnically, and economically diverse communities in order to gather input, build relationships and develop policies related to closing the opportunity and achievement gaps.	Ongoing	Track Plan Completion	•
1.A.2 Engage members with stakeholder groups, other education agencies and the public through systematic planning and communication.	Ongoing	Track Plan Completion	•
1.A.3 Create a policy decision-making framework rooted in equity in opportunity for all students; participate in training and other experiences to deepen cultural competence.	2017	Equity Toolkit Personal Growth of Board and Staff	•

Analysis and Promotion of Practices

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

1.B.1 Utilize the perspective and experiences of our high school student representatives to shape board policymaking, providing leadership and engagement opportunities to student board members.	Ongoing	Presentations and/or Engagement Outside SBE	•
1.B.2 Analyze achievement and opportunity gaps through deeper disaggregation of student demographic data with intentional connection to policy opportunities.	Annual - March	Achievement Index Results	•
1.B.3 Research and promote policy to reduce the loss of instructional time resulting from exclusionary discipline, absenteeism, and disengagement; promote practices grounded in an understanding of diverse cultures.	Annual - September	5491 Additional Indicators	•
1.B.4 Analyze Special Education performance data to inform policymaking.	2017	Commissioned Research	•

Postsecondary Transitions

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

1.C.1 Work with partner agencies and stakeholders to strengthen the transition from high school to college and career with a set of overarching, coherent state-wide policies.	Annual - December	5491 Report	•
1.C.2 Partner with other education agencies to use the high school Smarter Balanced assessment to improve college placement, admissions, and course-taking outcomes.	Ongoing	Legislative Priority	•

Transitions within K-12

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

1.D.1 With OSPI, analyze data on graduation rates and students who drop out to understand trends and underlying causes in students successfully completing a high school diploma.	Annual - January	Data Analysis Report	•
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Draft Revisions to the 2015-2018 Strategic Plan

<p>1.D.2 Address non-normative school transitions through analysis of data and identification of policy leverage.</p>	<p>2017</p>	<p>Completion of Analysis</p>	<ul style="list-style-type: none"> •
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Goal 2: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

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

Action Step	Timeline	Measure	Notes
<p>2.A.1 Publicly report the Achievement Index results through a website that enables summary and disaggregated data.</p>	<p>Annual – On or before March</p>	<p>Enhanced Website</p>	<ul style="list-style-type: none"> •
<p>2.A.2 Revise and implement school improvement goal rules established in WAC 180-105-020 to ensure consistency with Washington’s federal ESSA consolidated plan and other goals established in state law.</p>	<p>July 2017</p>	<p>Rule Adoption</p>	<ul style="list-style-type: none"> •
<p>2.A.3 Establish Adequate Growth targets in the accountability system as an enhancement to year-to-year proficiency level targets.</p>	<p>March 2018</p>	<p>Inclusion of Adequate Growth in Achievement Index</p>	<ul style="list-style-type: none"> •
<p>2.A.4 In partnership with OSPI, include additional measures and indicators in a new school Index in order to meet the ESSA requirements of a school quality and student success indicator.</p>	<p>2017</p>	<p>ESSA Consolidated Plan Approval</p>	<ul style="list-style-type: none"> •

Identification of Schools for Accountability

<p>2.B.1 Partner with the Office of Superintendent of Public Instruction to ensure alignment of the Achievement Index for the identification of Challenged Schools in Need of Improvement in the state’s aligned accountability framework.</p>	<p>Annual – On or before March</p>	<p>Identification of Challenged Schools in Need of Improvement</p>	<ul style="list-style-type: none"> •
<p>2.B.2 Monitor and evaluate Required Action District schools for entry to or exit from Required Action status, assignment to Required Action level II status, and considerable approval of Required Action Plans.</p>	<p>Annual - Spring</p>	<p>Adherence to Rule</p>	<ul style="list-style-type: none"> •
<p>2.B.3 Publicly report school recognition through the Washington Achievement Awards as required by RCW 28A.657.110.</p>	<p>Annual - May</p>	<p>Washington Achievement Awards</p>	<ul style="list-style-type: none"> •

Indicators of Educational System Health

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

<p>2.C.1 Collaborate with stakeholders and peer agencies in identifying potential reforms for Washington’s unique context.</p>	<p>Biennial - October</p>	<p>Convene Achievement and Accountability Workgroup</p>	<ul style="list-style-type: none"> •
<p>2.C.2 Review and revise Indicators of Educational System Health to include measures of student outcomes and measures of equity and access in the system.</p>	<p>Annual – December, Biennial Report to Legislature</p>	<p>5491 Report</p>	<ul style="list-style-type: none"> •

Goal 3: Ensure that every student has the opportunity to meet career and college ready standards.**Graduation Requirements****Strategy 3.A: Support district implementation of the 24-credit high school diploma framework.**

Action Step	Timeline	Measure	Notes
3.A.1 Partner with stakeholders to examine and address implementation issues of the 24 credit career- and college-ready graduation requirements.	Ongoing	Guidance for Counselors on Website	•
3.A.2 Update guidance on competency-based crediting in communication with counselors and administrators.	2017	Guidance on Website	•

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

3.B.1 In partnership with OSPI, promote research-based practices in student personalized planning experiences.	Ongoing	Guidance on Web Page, 5491 Report	•
3.B.2 Conduct NASBE Deeper Learning grant activities in support of career readiness.	2017	Completion of Activities in NASBE Grant	•
3.B.3 In partnership with OSPI and the Workforce Training Board, explore definitions of career readiness and adopting and implementing career readiness learning standards.	2017	Definition of Career Readiness, Career readiness Learning Standards	•
3.B.4 In partnership with OSPI, explore the development of a model High School and Beyond course.	2017	Model High School and Beyond Course	•

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

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

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

Action Step	Timeline	Measure	Notes
4.A.1 Work closely with the Legislature, agencies, and other partners to ensure ample provision of resources for the program of basic education	2017 session	Ample Provision	•
4.B.1 Implement timely and full reporting of compliance by school districts with basic education requirements.	Annual – July to November	100% Compliance	•
4.B.2 Approve private schools as recommended by the Superintendent of Public Instruction.	Annual – Spring	Private Schools Approval List	•
4.B.3 Conduct thorough evaluations of requests for waivers of Basic Education Act requirements.	As needed	Waiver Request Summaries	•
4.C.1 Serve as a primary resource for school districts and the public for information on charter authorizing and the state’s charter school law.	Ongoing	Materials on Website, Public Presentations	•
4.C.2 Evaluate authorizer applications to determine whether to approve to ensure fidelity to the law, transparency for applicants, and high but attainable standards for approval.	Annual – February	Reviewed Applications	•
4.C.3 Perform ongoing oversight, including annual authorizer reports and special reviews of the performance of SBE-approved authorizer districts and their charter public schools ..	Ongoing and as needed	Special Reviews of Performance if Necessary	•
4.C.4 Develop annual reports on the state’s charter schools for the preceding school year, with assistance from the Washington Charter Schools Commission	Annual/December 1	Submission of Report to the Governor, Legislature and Public	•



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THEORY OF ACTION PRIMER

Over the last year, board members have discussed developing a theory of action for the Strategic Plan. The benefit of developing a theory of action or multiple theories of action is that it would allow the Board to engage in high-level, strategic thinking about what the Board's vision is and how to get there.

What is a theory of action?

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

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

If we do X...

Then Y will happen...

Then Y will be evident in Z result.

The Board will be focusing on theory of action as it relates to strategic planning, leadership studies, and managerial studies. However, its origin is in sociology. In the early 1900s, German sociologist Max Weber studied how human behaviors and assumptions relate to cause and effect in social action. More specifically, he observed the assumptions that people develop around that causal relationship. Since then, social action theory concepts have been used by for-profit, non-profit, and governmental organizations to challenge the assumptions about how their actions create change. In the case of SBE's policy work, the Board's actions have far-reaching effects on students throughout the state. Thoughtful consideration of the assumptions and beliefs about how those actions create change is a meaningful and strategic endeavor that can improve the Board's planning processes and decision-making.

In advance of the January 2017 board meeting, staff will provide more material about theory of action to prepare the Board to develop its own theories of action about its major areas of policy work.

What happens next?

Staff propose that the Board discuss and develop theories of action around each major area of its policy work (i.e. the strategies or the sub-goals in the Strategic Plan, not the detailed action steps) in the Strategic Plan during the January 2017 board meeting.

This document serves as an introduction to the planning for that discussion. Staff will follow up with additional resources that provide board members with more information on what a theory of action is, what are the characteristics of a well-developed theory of action, and how to prepare for the January meeting.

The 2015-18 Strategic Plan provides detail on what activities the Board and staff will do. Staff envision the theories of action as a document that is integrated with the Strategic Plan. Theories of action will build on the existing Strategic Plan by challenging the Board to consider how specific policy work results in change to the system. The underlying values and assumptions behind the Board's vision will become clearer to staff through the theory of action process. The guidance provided by theories of action will be helpful as staff consider how to best act upon the Board's strategic direction.

If you have any questions about this document, please contact Parker Teed at parker.teed@k12.wa.us

AMENDATORY SECTION (Amending WSR 04-23-006, filed 11/04/04, effective 12/05/04)

WAC 180-18-055 Alternative high school graduation requirements.

~~(1) The shift from a time and credit based system of education to a standards and performance based education system will be a multiyear transition. In order to facilitate the transition and encourage local innovation, 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 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.)~~

~~(2)(1) A school district ((, or high school with permission of the district board of directors,)) or approved private high school desiring to implement~~

~~(a) a local restructuring plan, pursuant to RCW 28A.305.140, to provide an effective educational system to enhance the educational program for high school students,~~

~~(b) or an innovation school or zone designated under RCW.28A.630.081, or~~

(c) an approved collaborative school for innovation and success pilot project;
may apply to the state board of education for a waiver for a high school from one or more of the requirements of (~~chapter 180-51~~) WAC 180-51-067 or WAC 180-51-068.

~~(3)~~(2) The state board of education may grant the waiver for a period up to four school years.

~~(4)~~(3) ~~The waiver application shall be in the form of a resolution adopted by the district or private school board of directors which includes a request for the waiver and a plan for restructuring the educational program of one or more high schools which consists of at least the following information:~~

~~(a) Identification of the requirements of chapter 180-51 WAC to be waived;~~

~~(b) Specific standards for increased student learning that the district or school expects to achieve;~~

~~(c) How the district or school plans to achieve the higher standards, including timelines for implementation;~~

~~(d) How the district or school plans to determine if the higher standards are met;~~

~~(e) Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan;~~

~~(f) Evidence that students, families, parents, and citizens were involved in developing the plan; and~~

~~(g) Identification of the school years subject to the waiver.~~ request for a waiver under this section must include a completed application, a resolution adopted by the district board of directors and signed by the board chair or president and the district superintendent, and any supplemental information and documentation as may be required by the state board of education. The resolution must identify the provisions of WAC 180-51-067 or WAC 189-51-068 requested to be waived, identify the high school and the school years for which the provisions would be waived, and state the educational purposes for requesting that they be waived.

~~(5) (4) The plan for restructuring the educational program of one or more high schools may consist of the school improvement plans required under WAC 180-16-220, along with the requirements of subsection (4)(a) through (d) of this section.)~~ state board of education will develop and post on its public web site an application form for use in requesting a waiver or renewal of a waiver under this section. A completed application must provide at a minimum the following information:

(a) Identification of the specific provisions of WAC 180-51-067 or WAC 180-51-068 proposed to be waived;

(b) Identification of the high school and the school years for which the provisions would be waived;

(c) Identification of the indicators of student performance at the high school that motivate the request for the waiver;

(d) Identification and discussion of the educational purposes to be pursued under the waiver plan;

(e) Identification of the measurable goals for improved student achievement proposed to be attained under the waiver plan, disaggregated by major student subgroup;

(f) An explanation of why waiver of the provisions named in (a) would increase the likelihood of reaching or making significant progress toward the goals over the term of the waiver plan;

(g) A description of the instructional plan to be used to reach the goals for improved student achievement;

(h) An explanation of why successful implementation of the proposed instructional plan requires waiver of the provisions named in subsection (a).

(i) Identification of the measures and metrics that will be used to determine the degree to which the goals of the waiver for student achievement are being met and identify needs for any changes in the waiver plan;

(j) Evidence of support for the waiver plan by families and the community;

(k) A description of how the district will keep families and the community informed of any changes in implementation of the waiver plan and of progress toward meeting the goals of the waiver for student achievement.

(5) The board resolution, completed application, and any supplemental materials must be submitted to the state board of education in electronic form no later than forty (40) days prior to the meeting of the state board of education at which the request for the waiver will be considered and no later than ninety days before the start of the school year for which the waiver would apply.

~~((6) The application also shall include documentation that the school is successful as demonstrated by indicators such as, but not limited to, the following:~~

~~(a) The school has clear expectations for student learning;~~

~~(b) The graduation rate of the high school for the last three school years;~~

~~(c) Any follow-up employment data for the high school's graduate for the last three years;~~

~~(d) The college admission rate of the school's graduates the last three school years;~~

~~(e) Use of student portfolios to document student learning;~~

~~(f) Student scores on the high school Washington assessments of student learning;~~

~~(g) The level and types of family and parent involvement at the school;~~

~~(h) The school's annual performance report the last three school years; and~~

~~(i) The level of student, family, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school the last three school years.)~~

(6) A waiver granted under this section may be renewed on a request of the school district board of directors to the state board of education, using the application form on the state board of education's website. Before submitting the renewal request, the school district must conduct at least one public meeting to evaluate and provide opportunity for public comment on the educational program that was implemented as a result of the original waiver. The renewal request to the state board shall include a description of the programs and activities implemented under the waiver plan, a description of any changes made in or proposed to the original waiver plan and the reasons for such changes, evidence that students in advanced placement or other postsecondary options programs have not been disadvantaged by the waiver, and a summary of the comments received at the public meeting or meetings. In addition to the requirements set forth in subsections (3) and (4) of this section, an application for renewal of a waiver shall include

documentation that the school is making significant progress toward the goals for student achievement enumerated in the prior application, as demonstrated by indicators, disaggregated by major student subgroup, such as:

(a) Student performance on statewide assessments and any district- or school-based assessments of student learning;

(b) Adjusted five-year cohort graduation rate for the last three school years;

(c) Follow-up employment data for the students in the school's last three graduating classes as may be collected by the school or district;

(d) Participation in postsecondary education and training by students in the school's graduates last three graduating classes; and

(e) Any other documentation or data that indicates significant progress in student achievement, especially if data described in (a) through (d) of this section are not available at the time of application.

(7) A waiver from one or more of the requirements of WAC(~~180-51-060~~) 180-51-067 or WAC 180-51-068 may be granted only if the district (~~or school~~) provides documentation (~~and rationale~~) that any ~~noncredit-based~~ graduation requirements developed under the waiver that will replace the requirements of WAC 180-51-067 or WAC 180-51-068 in whole or in part (~~180-51-060~~) will

support the state's (~~performance-based education system being implemented pursuant to RCW 28A.630.885~~) essential academic learning requirements as developed and periodically revised by the superintendent of public instruction and (~~the noncredit based requirements~~) meet the (~~minimum college core admissions standards~~) college academic distribution requirements as (~~accepted~~) approved by the (~~higher education coordinating board~~) Washington student achievement council for students planning to attend a baccalaureate institution.

~~(7) (()) In the event that the superintendent of public instruction shall determine that the required action plan developed and submitted to the state board of education under RCW 28A.657.050 for a school identified as a persistently lowest achieving school requires compliance with WAC 180-51-067 or WAC 180-51-068, any waiver granted under this section to a district for such a school shall be terminated by the state board of education upon notification of the state board and the district by the superintendent.~~

~~((8) A waiver granted under this section may be renewed upon the state board of education receiving a renewal request from the school district board of directors. Before filing the request, the school district shall conduct at least one public meeting to evaluate the educational requirements that were implemented as a result of the waiver. The request to the state~~

~~board shall include information regarding the activities and programs implemented as a result of the waiver, whether higher standards for students are being achieved, assurances that students in advanced placement or other postsecondary options programs, such as but not limited to: College in the high school, running start, and tech-prep, shall not be disadvantaged, and a summary of the comments received at the public meeting or meetings.))~~

(7 8) The state board of education shall evaluate a request for a waiver under this section based on whether:

(a) The district has clearly set specific, quantifiable goals for improved student achievement to be attained through implementation of the waiver plan;

(b) The district has described in detail the instructional plan to be implemented to reach the goals for student achievement;

(c) The district has detailed the measures and metrics through which it will determine the extent to which the goals of the waiver are being attained;

(d) The district has provided a clear explanation, supported by research evidence or best practice, of why the proposed instructional plan is likely to be effective in achieving the specified goals for student achievement;

(e) The district has clearly explained why waiver of the specific provisions of WAC 180-51-067 and WAC 180-51-068 named in subsection 5(a) of this section is necessary for the successful implementation of the instructional plan;

(f) The district has submitted evidence to show that the instruction to be provided to students under the waiver plan is aligned with Washington state learning standards under RCW 28A.655.070; and

(g) The district has presented evidence of support for the waiver plan by families and the community; and

(h) The district has submitted any other documentation or data that indicates progress in student achievement, especially if data described in (a) through (d) of this subsection are not available at the time of the application.

(§ 9) In addition to the requirements of subsection (8) of this section, the state board of education shall evaluate a request for a renewal of a waiver under this section for additional years based on the following:

(a) The progress of the school to which the waiver applies in reaching the goals for student achievement set forth in the prior application, as measured by the indicators identified in subsection 4(i) of this section;

(b) The five-year adjusted cohort graduation rate of the school for the last three years;

(c) Any available data on postsecondary employment and participation in postsecondary education by students who graduated or will graduate during the term of the current waiver;

(d) Performance by the school during the term of the current waiver on indicators in the Washington achievement index developed by the state board of education under RCW 28A.657.110; and

(e) The level and types of family and parent involvement at the school; and

~~(e)~~(f) Evidence of support from families, teachers, district and school administrators, and the community for continuation of the waiver of the specified provisions of WAC 180-51-067 or WAC 180-51-068 for the additional years requested.

~~(9~~ 10) The state board of education shall notify the state board for community and technical colleges, the ~~((higher education coordinating board))~~ Washington state achievement council and the council of presidents of any waiver granted under this section.

~~((10) Any waiver requested under this section will be granted with the understanding that the state board of education will affirm that students who graduate under alternative graduation requirements have in fact completed state requirements for high school graduation in a nontraditional program.))~~

~~(10~~ 11) (~~((Any))~~) A (~~(school or)~~) district granted a waiver under this chapter shall report (~~(annually)~~) to the state board of education, in a form and manner to be determined by the board, no later than July 31 of each year, on the progress and effects of implementing the waiver.

~~(11~~ 12) Students who graduate under alternative graduation requirements pursuant to a waiver granted under this section have in fact completed state requirements for a high school diploma.



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Proposed Amendment to WAC 180-18-055

Summary of Changes

- Strikes section (1); findings and intent of the WAC.
- Subsection (1) -- Authorizes a school district only, for a high school, to apply for a waiver under this section. Strikes "or high school with permission of the district board of directors" and strikes "or approved private high school." Specifies the three reasons outlined in RCW 28A.305.140(1) for which a district may request a waiver.
- (3) Amends to authorize waiver of WACs 180-51-067 and 180-51-068, which specify the graduation requirements applicable to currently enrolled students, rather than of all of Chapter 180-51 WAC (High school graduation requirements). Excludes, therefore, from eligibility for waiver sections of this chapter concerning, for example:
 - The authority for additional local standards for a high school diploma
 - The application of this chapter to private schools
 - Local district application of state standards
 - Standards for graduation for students age 21 or older
 - Notice to students, parents and guardians of graduation requirements
 - The definition of a high school credit
 - High school diploma programs in community colleges
- (3) Strikes and replaces language on the requirements for a waiver application. Requires the applicant district to submit an adopted resolution by the school board, signed by the chair or president and the superintendent, requesting the waiver. Specifies required content of the resolution.
- (4) Requires the SBE to post an application form for the waiver on its public web site. Strikes and replaces provisions on the required content of the waiver application.
- (5) Requires the board resolution, completed application, and any supplemental materials to be submitted to the SBE at least 40 days before the board meeting at which the request will be considered, and at least 90 days before the start of the school year for which the waiver would apply.
- (6) Strikes and replaces provisions on requirements for renewal of a waiver granted under this section. Lists the additional required content of an application for renewal of an existing waiver:
 - District board must hold at least one public hearing to evaluate – and provide the opportunity for public comment on – the educational program implemented due to original waiver
 - Summary of comments received at public meeting(s)
 - Description of programs and activities implemented under the waiver
 - Explanation of, and rationale for, any proposed changes to the original waiver plan
 - Evidence that the waiver has not disadvantaged students in AP or other post-secondary options programs

- Documentation that the school is making significant progress toward the goals for student achievement enumerated in the prior application, as demonstrated by indicators, disaggregated by major student subgroup, such as:
 - Student performance on statewide and local assessments of student learning;
 - Graduation rate;
 - Post-secondary education and employment data
 - Achievement per RCW 28A.305.130(4)a.
- (7) Amends current language to provide that a waiver may be granted only if any graduation requirements that will replace current credit-based requirements support the state's essential academic learning requirements as developed by the superintendent of public instruction under current law, rather than "the state's performance-based education system being implemented" under a statute repealed in 2003.
- (7) Strikes and replaces obsolete references to the Higher Education Coordinating Board and minimum college core admissions standards.
- Strikes language providing that a district that has been designated for Required Action by the SBE under RCW 28A.657.030 may not apply for a waiver under this section for a school that has been identified as a persistently lowest-achieving school.
- (8) Establishes criteria for board evaluation of waiver request under this section.
- (9) Establishes criteria for board evaluation of a request for renewal of a waiver.
- (11) Sets a July 31 date for the report that must be made annually by the district on the progress and effects of the waiver.
- (12) Explicitly assures students who graduate under alternative graduation requirements pursuant to a waiver granted under this WAC have in fact fulfilled state requirements for a high school diploma.

WSR 16-16-126
PROPOSED RULES
STATE BOARD OF EDUCATION
[Filed August 3, 2016, 11:48 a.m.]

Original Notice.

Preproposal statement of inquiry was filed as WSR 13-17-077.

Title of Rule and Other Identifying Information: WAC 180-51-115 Procedures for granting high school graduation credits for students with special educational needs.

Hearing Location(s): Brouillet Room, Old Capitol Building, 600 Washington Street S.E., Olympia, WA 98504, on September 7, 2016, at 4:20 p.m.; and at the Skamania Lodge, Jefferson Room, 1131 S.W. Skamania Lodge Way, Stevenson, WA 98648, on September 15, 2016, at 9:00 a.m.

Date of Intended Adoption: November 10, 2016.

Submit Written Comments to: Linda Drake, P.O. Box 47206, Olympia, WA 98504-7206, e-mail linda.drake@k12.wa.us, fax (360) 664-3631, by September 8, 2016.

Assistance for Persons with Disabilities: Contact Denise Ross by September 8, 2016, TTY (360) 644-3631 or (360) 725-6025.

Purpose of the Proposal and Its Anticipated Effects, Including Any Changes in Existing Rules: The purpose of amending the existing rule is to clarify that students in a program for special education services are not exempted from participating in the state assessment system.

Reasons Supporting Proposal: The state board of education (SBE) office receives multiple telephone inquiries per year regarding this rule suggesting that educators around the state are confused by the current language of the rule.

Statutory Authority for Adoption: RCW [28A.230.090](#).

Statute Being Implemented: RCW [28A.230.090](#).

Rule is not necessitated by federal law, federal or state court decision.

Name of Proponent: SBE, governmental.

Name of Agency Personnel Responsible for Drafting, Implementation, and Enforcement: Ben Rarick, Old Capitol Building, 600 Washington Street S.E., Olympia, WA, (360) 725-6025.

A school district fiscal impact statement has been prepared under section 1, chapter 210, Laws of 2012.

SCHOOL DISTRICT FISCAL IMPACT STATEMENT

WSR:	Title of Rule: Procedures for granting high school credits for special education students.	Agency: SDF - School District Fiscal Impact - SPI.
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Part I: Estimates: No fiscal impact, WAC 180-51-115 changes a reference from the phrase "from the certificate of academic

achievement graduation requirement under RCW [28A.655.060](#)(3)" to "from a student's participation in the statewide academic system." This change of reference does not create additional costs for school districts.

Estimated Cash Receipts to: No estimated cash receipts.

Estimated Expenditures From: No estimated expenditures.

Estimated Capital Impact: No estimated capital impact.

A copy of the statement may be obtained by contacting Thomas J. Kelly, Old Capitol Building, 600 Washington Street S.E., Olympia, WA, phone (360) 725-6031, e-mail Thomas.kelly@k12.wa.us.

A cost-benefit analysis is not required under RCW [34.05.328](#).

August 3, 2016

Ben Rarick

Executive Director

AMENDATORY SECTION (Amending WSR 07-07-051, filed 3/14/07, effective 4/14/07)

WAC 180-51-115 Procedures for granting high school graduation credits for students with special educational needs.

(1) No student shall be denied the opportunity to earn a high school diploma solely because of limitations on the student's ability. The board of directors of districts granting high school diplomas shall adopt written policies, including procedures, for meeting the unique limitations of each student. Such procedures may provide for:

(a) The extension of time the student remains in school up to and including the school year in which such student reaches twenty-one years of age;

(b) A special education program in accordance with chapter [28A.155](#) RCW if the student is eligible; and

(c) Special accommodations for individual students, or in lieu thereof, exemption from any requirement in this chapter, if such requirement impedes the student's progress toward graduation and there is a direct relationship between the failure to meet the requirement and the student's limitation.

(2) (~~Unless otherwise prohibited by federal or state special education laws, such procedures may not provide for exemption from the certificate of academic achievement graduation requirement under RCW [28A.655.060](#) (3)(c).~~) Such procedures may not provide an exemption from a student's participation in the statewide assessment system.

DRAFT AMENDMENTS (PRE-CR 102 FILING): WAC 180-18-040

WAC 180-18-040 Waivers from minimum one hundred eighty-day school year requirement. (1) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW 28A.305.140 and WAC 180-16-215 while offering the equivalent in annual minimum instructional hours as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district. The state board of education may grant said waiver requests for up to three school years.

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

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

(b) The purpose and goals of the district's waiver plan are closely aligned with school improvement plans under WAC 180-16-220 and any district improvement plan, as well as state and federal accountability frameworks;

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

(d) The plan states clear and specific activities to be undertaken that are ~~based in~~ supported by research evidence cited by the district ~~and as~~ likely to lead to attainment of the stated goals for student achievement;

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

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

(g) All proposed professional development activities outlined in

(d) above align with RCW 28A.300.604.

(3) In addition to the requirements of subsection (2) of this section, the state board of education shall ~~evaluate~~ grant a requests by a district for a waiver that would ~~represent the continuation of~~ renew an existing waiver of the same number of school days from the minimum one hundred-eighty day school year requirement for additional years based on ~~the following~~ whether the request meets each of the following criteria:

(a) ~~The degree to which the~~ Demonstration that the district has made significant progress in meeting the prior (existing) waiver plan's goals were met for student achievement, based on the assessments or metrics specified in the prior plan;

(b) ~~The effectiveness of the implemented activities in achieving the goals of the plan for student achievement~~ Clear and detailed articulation of ~~(c) A~~ any proposed changes in the plan, supported by research evidence, to achieve the stated goals for student achievement;

(c) Presentation of evidence ~~(d) The likelihood~~ that approval of the request ~~would~~ is likely to result in advancement of the goals;

~~(e)~~ (d) § Demonstrated support by administrators, teachers, other district staff, parents, and the community for continuation of the waiver.

(4) In the event that the board denies a request for a waiver under subsections (3) or (4) of this section, it shall provide written

notice to the applicant district of the reasons for the denial of the request, with specific reference to the criteria for approval set forth in this section. In the event that a request is denied, the district shall have the opportunity to correct any deficiencies in the application identified by the board under this subsection and seek approval of the request at a subsequent board meeting.

DRAFT AMENDMENTS (PRE-CR 102 FILING): WAC 180-18-050

WAC 180-18-050 Procedure to obtain waiver. (1) State board of education approval of district waiver requests pursuant to WAC ~~180-18-030~~ ~~and 180-18-040~~ shall occur at a state board meeting prior to implementation. A district's waiver application shall include, at a minimum, a resolution adopted by the district board of directors, an application form, and a proposed school calendar, ~~and a summary of the collective bargaining agreement with the local education association stating the number of professional development days, full instruction days, late-start and early-release days, and the amount of other noninstruction time.~~ The resolution shall identify the basic education requirement for which the waiver is requested and include information on how the waiver will support improving student achievement. The resolution must include a statement attesting that the district will meet the minimum instructional hours requirement of RCW 28A.150.220(2) under the waiver plan. The resolution ~~shall~~ must be accompanied by information detailed in the guidelines and application form available on the state board of education's web site.

(2) The application for a waiver and all supporting documentation must be received by the state board of education at least forty days

prior to the state board of education meeting where consideration of the waiver shall occur. The state board of education shall review all applications and supporting documentation to insure ~~the accuracy of~~ the that all required information has been submitted. ~~In the event that deficiencies are noted in the application or documentation, districts will have the opportunity to make corrections and to seek state board approval at a subsequent meeting.~~

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

~~(a) An adopted resolution by the school district board of directors which shall state, at a minimum, the number of school days and school years for which the waiver is requested, and attest that the district~~

~~will meet the minimum instructional hours requirement of RCW 28A.150.220(2) under the waiver plan.~~

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

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

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

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

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

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

CREATE NEW WAC 180-18-060: Waivers from minimum one hundred eight-day school year requirement for the purpose of parent-teacher conferences.



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Title: Career Ready Transitions and Collaboration with the Workforce Training and Education Coordinating Board	
As related to:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant to Board roles:	<input checked="" type="checkbox"/> Policy leadership <input type="checkbox"/> System oversight <input type="checkbox"/> Advocacy <input type="checkbox"/> Communication <input type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	<p>How should the State Board of Education (SBE) support career readiness for all students?</p> <p>How should the Board collaborate with the Workforce Training and Education Coordinating Board (WFB) to support career readiness?</p>
Relevant to business item:	The Board may consider approving a legislative priority related to supporting career readiness.
Materials included in packet:	Memo and materials on CTE funding from Lorrell Noahr, OSPI
Synopsis:	<p>The Board will be discussing support for career readiness, and planning for a joint meeting between the SBE and the WFB. The Board may consider developing and approving a joint legislative priority with the Washington Workforce Training and Education Coordinating Board (WFB) that addresses career readiness, support for Career and Technical Education (CTE), and high school and beyond planning. To inform this discussion, the Board will hear a presentation from Lorrell Noahr, the Interim Director for School Facilities and Organization for the Office of the Superintendent of Public Instruction (OSPI) about CTE funding.</p>



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CAREER-READY TRANSITIONS AND COLLABORATION WITH THE WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD

Policy Considerations

At the November 2016 meeting the State Board of Education (SBE) will be:

- Discussing how the SBE will support career readiness through initiatives and legislative priorities. The Board may consider developing a joint legislative priority with the Washington Workforce Training and Education Coordinating Board (WFB) that addresses career readiness, support for Career and Technical Education (CTE), and high school and beyond planning.
 - To inform this discussion, the Board will hear a presentation from Lorrell Noahr, the Interim Director for School Facilities and Organization for the Office of the Superintendent of Public Instruction (OSPI) about CTE funding.
- The Board will also be discussing planning for a joint meeting between the SBE and the WFB at the January 2017 meeting.

To provide information that may be useful to the Board in their discussion and considerations, this memo includes sections on:

1. Background—provided for context and reference, this section includes links and a brief description of work the Board has done during the past two to three years involving career readiness.
2. An overview of Career and Technical Education (CTE) and career readiness. This section includes an examination of the general secondary student population access to CTE programs.
3. An update on the Personalized Pathway Exploration course. High school and beyond planning is an important part of career readiness. Staff have been working with partners to explore the possibility of developing a course that teaches students career readiness skills while providing them an option to earn high school credits and meet a core graduation requirement.

Background

Since the SBE started work on a meaningful high school diploma a decade ago the Board has engaged in an ongoing discussion about career readiness and the relationship between career readiness and college readiness. Career readiness has been explicit or implicit in much of the work of the Board concerning standards, graduation requirements, and assessments. Over the past two years, efforts of the Board that focus on career readiness include:

- Graduation requirements (including personalized pathway requirements and one credit of Career and Technical Education)
- Career and Technical Education (CTE) course equivalencies
- High School and Beyond Plans (HSBP)
- Competency-based crediting
- Defining career readiness in collaboration with partners to identify and develop policies and initiatives that support career readiness

Recent work by the Board has focused these efforts through collaboration with partners and discussions concerning identifying policy levers to further career readiness for all students. Table 1 summarizes activities of the Board related to career readiness over the past three years.

Table 1: Activities of the Board Related to Career Readiness Since 2014

Date	Description of Board Activities and Actions, Links to Further Information
July 2014	<p>The SBE adopted rules to implement E2SSB 6552, including approval of rules requiring one credit of CTE and regarding the waiver of districts with fewer than 2,000 students from the responsibility to provide access to at least one math or one science equivalent course from the list of CTE course equivalencies developed by OSPI and approved by the SBE. http://www.sbe.wa.gov/documents/BoardMeetings/2014/July/02PublicHearing6552.pdf</p> <p>The SBE received an update from OSPI on development of the list of statewide math and science course equivalencies. http://www.sbe.wa.gov/documents/BoardMeetings/2014/July/07CTEEquivalency.pdf</p> <p>The discussed competency-based crediting and career readiness as part of its strategic planning discussion. Briefs on these topics start on page 74 of the strategic planning section of the Board packet. http://www.sbe.wa.gov/documents/BoardMeetings/2015/July/04StrategicPlanning.pdf</p>
Sept 2014	<p>The SBE reviewed and discussed the development and implementation of high-quality High School and Beyond Plan. http://www.sbe.wa.gov/documents/BoardMeetings/2014/Sept/06HighSchoolAndBeyondPlan.pdf</p>
Jan 2015	<p>The SBE reviewed and discussed assessments required for high school graduation, including a discussion of career readiness assessment. http://www.sbe.wa.gov/documents/BoardMeetings/2015/Jan/03%20Assessment%20Requirements.pdf</p>
March 2015	<p>The Board received an update on the process for developing CTE course equivalencies http://www.sbe.wa.gov/documents/BoardMeetings/2015/Mar/02CTECourseEquivalencies.pdf</p> <p>The Board also discussed alternative assessments for high school graduation. Dr. Doug Kernutt prepared a memo that discussed alternative assessments including career readiness assessments and career programs of study as possible alternatives. http://www.sbe.wa.gov/documents/BoardMeetings/2015/Mar/03AssessmentAlternatives.pdf</p>
May 2015	<p>The Board approved the first set of statewide CTE course equivalencies. http://www.sbe.wa.gov/documents/BoardMeetings/2015/May/04CTE_CoursesMay2015.pdf</p>
Sep 2015	<p>Discussion of competency-based crediting. http://www.sbe.wa.gov/documents/BoardMeetings/2015/Sept/05Competency-BasedCreditRetrieval.pdf</p>
Nov 2015	<p>The Board heard from Tim Probst, Director of Workforce Development Initiatives at the WA State Employment Security Department, on outcomes from the first phase of the Career Readiness for a Working Washington program. http://www.sbe.wa.gov/documents/BoardMeetings/2015/Nov/06_CareerReadinessC.pdf</p>
Jan 2016	<p>Career readiness discussion with the National Association of State Board of Education and with members of the Workforce Training and Education Coordinating Board (WFB). http://www.sbe.wa.gov/documents/BoardMeetings/2016/Jan/04_CareerReadiness.pdf</p>
Mar 2016	<p>Discussion on Competency-based Learning for Career and College Readiness with Alissa Peltzman of Achieve. http://www.sbe.wa.gov/documents/BoardMeetings/2016/Mar/04CBL.pdf</p>

	<p>Prior to the March meeting, members had to opportunity to visit the Hazen High School manufacturing program, have lunch with Boeing representatives, and tour the Renton Boeing facility.</p> <p>March 2016—The Board approved the Deeper Learning grant from NASBE to support work on developing, with the WFB, a statewide understanding of career readiness. The application starts on page 191 of the packet: http://www.sbe.wa.gov/documents/BoardMeetings/2016/Mar/14_BusinessItems.pdf</p> <p>The two-year grant supports facilitation of the development of a statewide understanding of career readiness, a self-audit of the state’s strengths and weakness regarding career-readiness, including an examination of equity for traditionally underserved student groups, and recommendations for policies or law-making that support career-readiness.</p>
May 2016	<p>The Board conducted small group discussions on career readiness, reviewed a draft white paper on career readiness, and approved a letter to the WFB to continue the discussion with the WFB. http://www.sbe.wa.gov/documents/BoardMeetings/2016/May/030_CareerReadiness.pdf</p> <p>The Board also approved the second set of statewide CTE course equivalencies for math and science, including the Core Plus equivalencies for manufacturing, developed in collaboration with the Boeing Corporation. http://www.sbe.wa.gov/documents/BoardMeetings/2016/May/020_CTEframeworks.pdf</p>
Jul 2016	<p>SBE staff attended the WFB Special Meeting to discuss career readiness, and share information on the NASBE Deeper Learning work.</p>
Jul 2016	<p>The Board continued discussing career readiness with representatives of the WFB. The Board approved a Career and College Planning Equivalency Course of Study concept brief, and the Competency-Based Crediting Handbook. http://www.sbe.wa.gov/documents/BoardMeetings/2016/July/09_CareerReadiness.pdf</p>
Jul 2016	<p>SBE Executive Director attended the WFB Retreat to discuss cross-agency support for career readiness and career learning standards.</p>

An Overview of Career and Technical Education and Career Readiness

Career and Technical Education has long helped students become career ready. CTE includes both programs in Washington high schools and the state’s Skill Centers’ main, branch, and satellite campuses. CTE is funded through a combination of federal Perkins legislation (administered by the Workforce Training and Education Coordinating Board) and state CTE funds. CTE funding per student is enhanced over the Basic Education per student allocation because vocational education, including specialized equipment and materials, smaller class sizes, and more staff time to support the CTE student leadership component, is understood to be more expensive than Basic Education. However, both state and federal funding for CTE has diminished over time.

At the November 2016 meeting, the Board will hear from Lorrell Noahr, the Interim Director for School Facilities and Organization for the Office of the Superintendent of Public Instruction (OSPI) about CTE funding. A copy of the presentation on funding is provided in this section of the meeting packet.

CTE encompasses both the teaching of specific knowledge and skills for particular careers, and the intentional teaching of career readiness skills such as leadership, teamwork and problem solving. CTE instruction tends to be hands-on and often competency- and project-based. CTE courses must include a leadership component that is often fulfilled through student involvement in CTE student organizations such as DECA (Distributive Education Clubs of America), FBLA (Future Business Leaders of America), Skills USA, and FFA (Future Farmers of America), which provide activities designed to help students prepare for the world of work.

Key components of CTE programs in Washington include:

- Enhanced funding through Perkins and state CTE funds.
- CTE certificated instructors who must have significant work experience in their field.
 - A conditional and limited certification option is available for districts that cannot find a regularly certificated teacher in a specific CTE area.
- An industry advisory panel for each program composed of industry representatives.
- State approval of CTE course frameworks. Course frameworks must show:
 - Connection to specific careers or career areas and postsecondary training programs through identification of a CIP (Classification of Instructional Program) code.
 - Alignment with applicable industrial skill standards, academic learning standards, and 21st Century Skills.
 - A workforce need in the state of Washington.

SBE policy has recognized and promoted the importance of CTE for all students through several areas of Board policy including 1) CTE/Occupational Education graduation requirement, and 2) CTE Equivalency Credit in science and math.

The 24-Credit Graduation Requirements for the Class of 2019 and beyond requires one credit of CTE or at minimum one credit of ‘occupational education’ for a course whose competencies align with an exploratory CTE course. Prior to the Class of 2019, CTE was not specifically mentioned in the graduation requirements, although the requirement of occupational education was met primarily with CTE courses. Occupational education was defined so small districts without a CTE program or a CTE credentialed teacher could still provide a means for students to meet the graduation requirement.

Course equivalencies are CTE courses identified as meeting academic core subject graduation requirements. Statute directs OSPI to develop course frameworks from a list of CTE courses equivalent to core math and science subject graduation requirements ([RCW 28A.700.070](#)). The SBE is directed to review the frameworks that OSPI recommends, provide an opportunity for public comment, and approve frameworks.

Access to CTE by the General Secondary Student Population

To what extent do students in our state have access to CTE programs? Figure 1 is a histogram of students in the 2014-2015 school year enrolled in CTE as a percent of total secondary students. This figure illustrates that most districts have 50 percent to 75 percent of their secondary students enrolled in CTE courses. Fourteen districts out of 249 districts reported no CTE enrollments. Figure 2 is a state map showing the geographic distribution of district CTE enrollment.

In Figure 2, districts with no shading are elementary district that have no secondary students. Districts with lighter shading (yellow or light green) have fewer than 50 percent CTE enrollments, and districts with darker shading (green and dark green) have over 50 percent CTE enrollments. Stars indicated the approximate location of the main campus of Skill Centers. More information about Skill Centers may be found here: <http://washingtonscenters.org/>. Satellite and branch campuses extend the geographic reach of Skill Centers, and a map may be found on the OSPI website <http://www.k12.wa.us/SchFacilities/Programs/SkillCenters.aspx>.

Districts with lowest percentage of CTE enrollments tend to be smaller, remote districts. However, other small remote districts have high enrollments.

Figure 1: Histogram of the 2014-2015 CTE Enrollments as a Percent of Total Secondary Enrollments in Districts

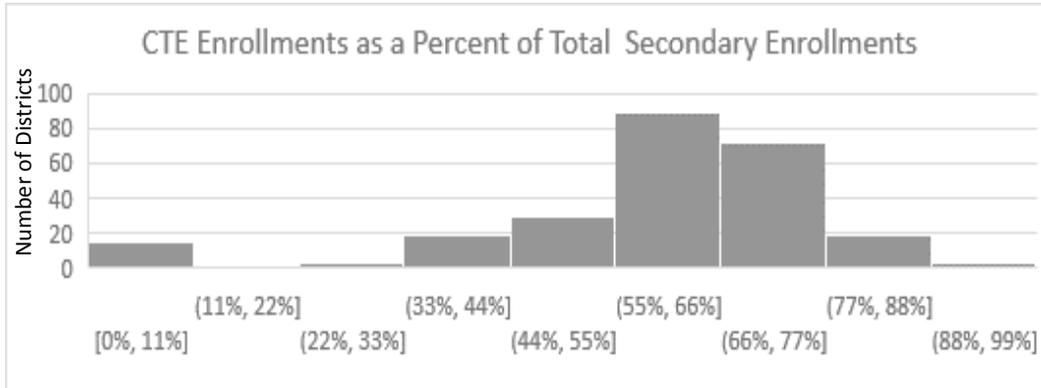
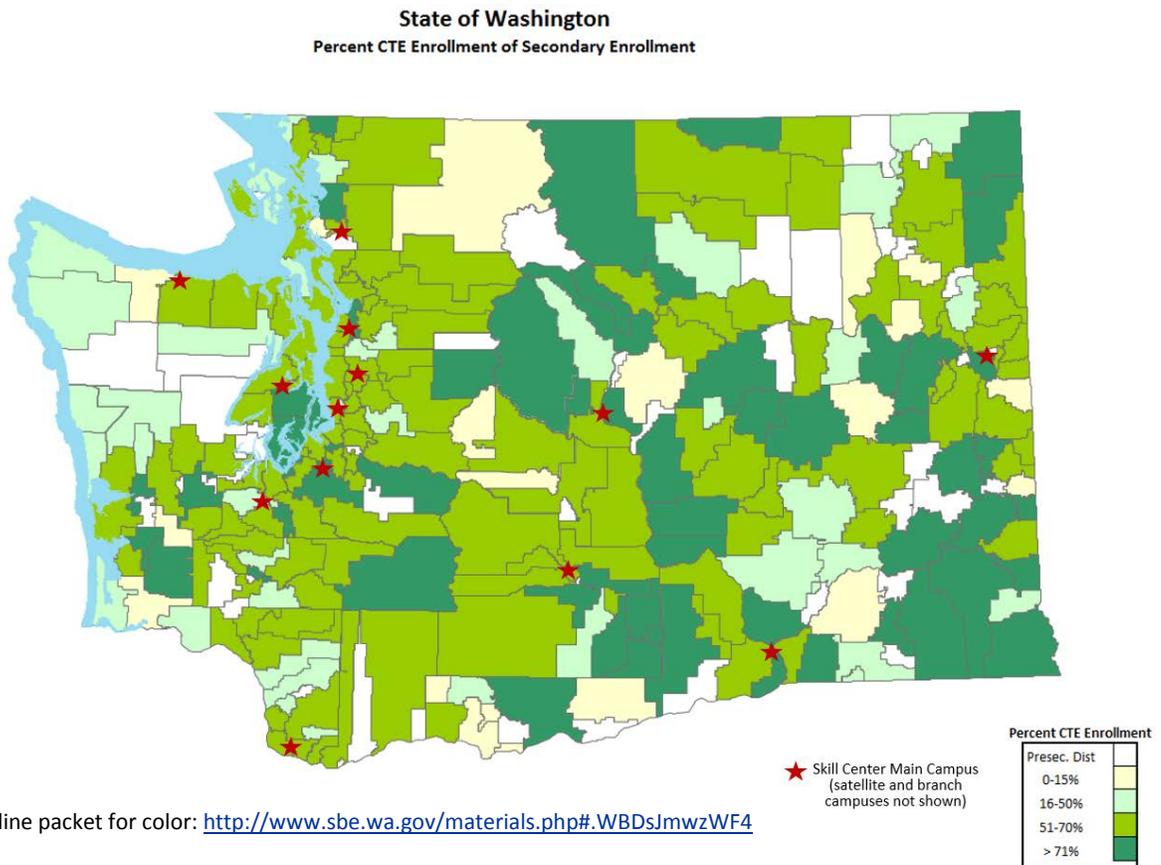


Figure 2: Map of 2014-2015 CTE Enrollments as a Percent of Total Secondary Enrollments in Districts



View online packet for color: <http://www.sbe.wa.gov/materials.php#.WBDSJmwzWF4>

It is interesting to note that almost all the districts with the lowest CTE enrollment have a neighboring district with a very high CTE enrollment, suggesting that geographically similar district make different choices or experience different circumstances that affect the size of CTE programs. The greatest variation

in percent enrollment is in districts with fewer than 1,000 secondary students. Some of these districts report no enrollments, while other report over 90 percent enrollments. There are a number of possible reasons for high CTE enrollments in relatively small districts including:

- A rich CTE program that offers a number of attractive options for students.
- A small CTE program with a dynamic teaching staff that attracts students.
- Limited course offerings that includes a small CTE program, with most students taking a similar schedule that includes CTE.

Table 2 shows the number of secondary CTE concentrators, students who took two or more CTE classes in the same pathway, by career cluster in 2014-2015 (From the [2014-2015 Perkins Consolidated Annual Report](#) for Washington State). This shows the general career areas of the classes that male and female CTE students are taking.

Table 2: Numbers of CTE Concentrators by Career Clusters

Career Cluster	Males	Females
Agriculture, Food & Natural Resources	2,773	4,109
Architecture & Construction	2,882	451
Arts, A/V Technology, & Communications	16,723	16,920
Business Management, & Administration	108	132
Education & Training	5,115	10,060
Finance	1,270	1,233
Government & Public Administration	3,309	1,382
Health Science	3,922	7,130
Hospitality & Tourism	2,864	3,458
Human Services	342	2,216
Information Technology	13,650	6,607
Law, Public Safety & Security	1,438	1,048
Manufacturing	6,252	932
Marketing, Sales & Services	2,726	2,760
Science, Technology, Engineering & Math	1,946	670
Transportation, Distribution & Logistics	5,044	452

CTE programs exist in all but a handful of small, remote districts. The law allows for districts with fewer than 2,000 students to apply for a waiver of the requirement to recognize at least one CTE course equivalency from the list of statewide course equivalencies in science and math approved by the SBE. As of this date, no district has applied for such a waiver, suggesting that even small districts do not find this requirement to be an intractable challenge.

As the SBE moves forward with exploring the development of a Personalized Pathway Exploration course, CTE will be an important partner. One CTE class that may provide a basis for the Personalized Pathway Exploration is the Career Choices class. The OSPI CTE office pulled preliminary information on Career Choices for 2015 and found 88 Career Choices Classes offered, serving 11,108 total students. The number of students served by grade level in Career Choices classes were:

- 6th – 38
- 7th – 208
- 8th – 176
- 9th – 3,739

- 10th- 1,929
- 11th – 2,915
- 12th – 2,103

Update on The Personal Pathway Exploration Course

At the July 2016 meeting the Board approved a Career and College Planning Equivalency Course of Study Concept Paper to develop a course, The Personalized Pathway Exploration. Since July, SBE staff as met with OSPI Counseling and Guidance, OSPI Career and Technical Education, OSPI Learning and Teaching, Washington STEM, the Workforce Education and Coordinating Board, and the Governor’s Office. There is general agreement among partners that such a course would be useful to students and helpful to districts in providing flexibility to students in meeting the 24 credit graduation requirements.

New aspects of the course that are being explored include:

- Offer a version of the course in middle school for high school credit. This would allow middle school students who took the course to enter high school with a High School and Beyond Plan, as well as some high school credit.
- Equivalency crediting in CTE and social studies, so that students could meet core academic graduation requirements while earning a CTE credit. CTE Career Choices, civics and personal finance are possible subjects that could be addressed in the course. The course would directly address Goal 4 of Basic Education: “Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.” (RCW 28A.150.210.)
- The course should include career connected learning—there may be ways of tying the course into Washington STEM’s Career Connected Learning Initiative. Washington STEM Networks are developing on-site business learning experiences, teacher and business collaborations, job shadows, virtual internships, and other career connected learning opportunities.

Action

At the November Board meeting, the Board will discuss planning the joint January 2017 meeting with the with the WFB. Members may consider:

- What should the format of the joint meeting be?
- The NASBE Deeper Learning stipend will support a few SBE members, and perhaps some WFT members, on a site visit to another state. Which states are implementing career readiness supports that members might like to visit first-hand?
- What external presenters or guests should be invited to the January meeting?

The Board will also be considering approval of legislative priorities, one of which may be a joint legislative priority with the WFB that addresses career readiness, support for Career and Technical Education (CTE), and high school and beyond planning.

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

Vocational Education Funding Formulas

LORRELL NOAHR, OSPI



RCW 28A.700.030 - Preparatory secondary career and technical education programs

All approved preparatory secondary career and technical education programs must meet the following minimum criteria:

(1) Either:

- (a) Lead to a certificate or credential that is state or nationally recognized by trades, industries, or other professional associations as necessary for employment or advancement in that field; or
- (b) Allow students to earn dual credit for high school and college through tech prep, advanced placement, or other agreements or programs;

(2) Be comprised of a sequenced progression of multiple courses that are technically intensive and rigorous; and

(3) Lead to workforce entry, state or nationally approved apprenticeships, or postsecondary education in a related field.



Skill Center Statutes

28A.245.010 - Skill centers—Purpose—Operation

A skill center is a regional career and technical education partnership established to provide access to comprehensive industry-defined career and technical programs of study that prepare students for careers, employment, apprenticeships, and postsecondary education. A skill center is operated by a host school district and governed by an administrative council in accordance with a cooperative agreement.

28A.245.020 - Funding—Equivalency and apportionment

Beginning in the 2007-08 school year and thereafter, students attending skill centers shall be funded for all classes at the skill center and the sending districts, **up to one and six-tenths full-time equivalents** or as determined in the omnibus appropriations act. . .



Overview of the Issue

Vocational enhancements to the general education funding has decreased since the implementation of ESHB 2261 (2009), SHB 2776 (2010), and E2SSB 6552 (2014).

Causes

- Materials, Supplies, and Operating Costs (MSOC) enhancement only provided to general education funding formula. – Previously, vocational MSOC was increased as a ratio to general education.
- Funding formula changes for increased instructional hours directed toward general education allocation



2016-17 Vocational Funding Formulas

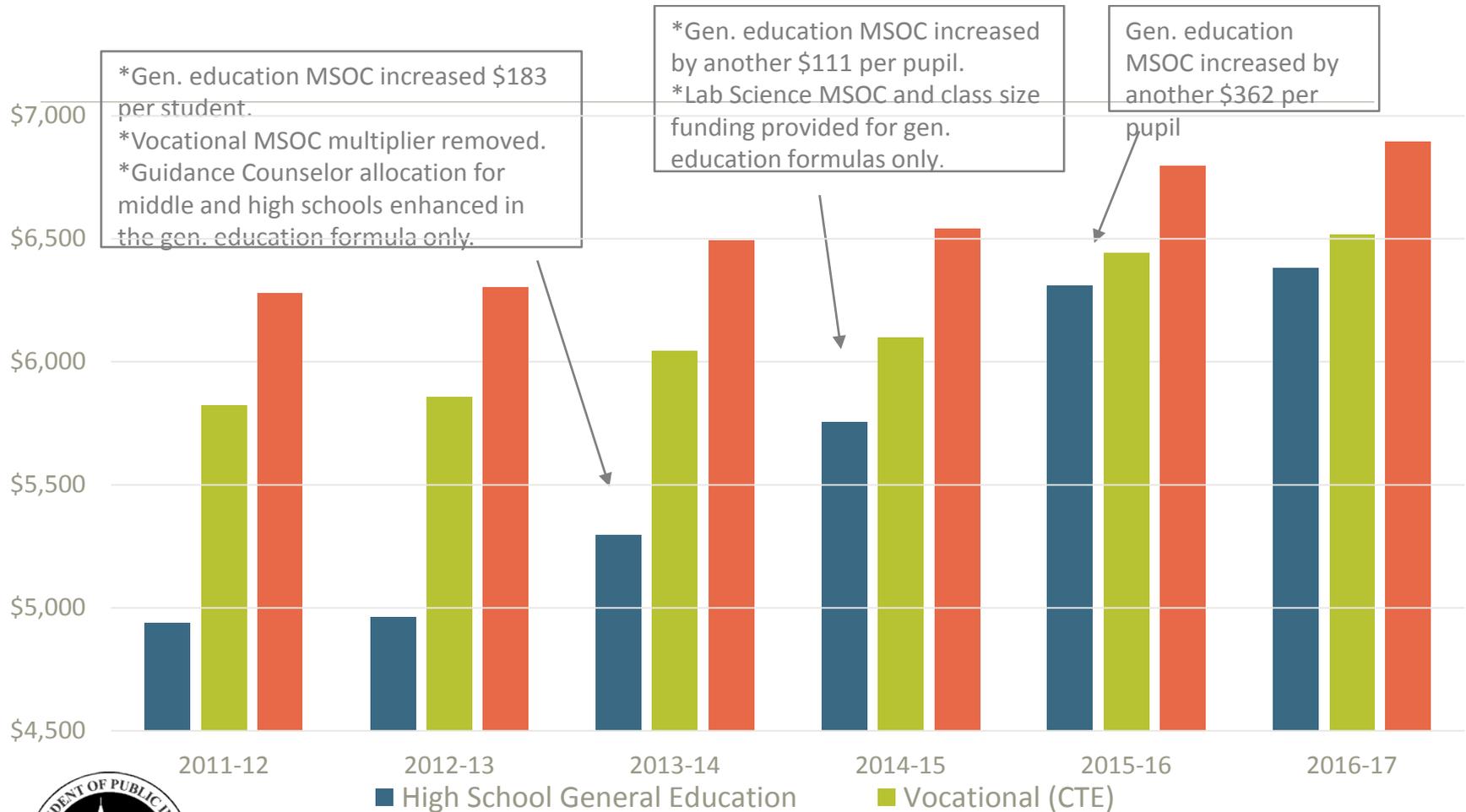
Funding Drivers Per 1,000 Students	General Ed	CTE	Skill Centers
Teachers	41.75	45.16	52.73
Lab Sci Teacher (2 credits)	1.83	-	-
ESAs	5.30	3.07	3.41
Classified	17.01	17.14	17.14
Cert. Admin	3.22	4.14	4.80
Total Staff Units	69.11	69.51	78.08
Per Student Rates	General Ed	CTE	Skill Centers
MSOC	\$ 1,223.36	\$ 1,286.99	\$ 1,447.40
MSOC Lab Sci	\$ 168.05	\$ -	\$ -



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

10/31/2016

Since 2011, the Vocational enhancement above general education has declined



Aligning OSPI Rules to Statutory Instructional Hour Changes

E2SSB 6552 (2014) amended RCW 28A.150.200 to increase instructional hours from 1,000 annual hours to 1,027 annual hours averaged among all grades.

RCW 28A.150.260 requires OSPI to define annual average full-time equivalent students based on RCW 28A.150.200.

Annual Hours	Daily Hours	FTE-ness for One Class
900 hours	5h	0.2
1,000 hours	5h 33min	0.18

Reduction of FTE for vocational programs results in lower funding, unlike the general education program which received about \$120M per school year to make up this change.



OSPI 2017-19 Vocational Funding Decision Packages

Increase Vocational Funding Formula Drivers and Funding **\$115M**

- Increase MSOC funding
- Align ESA funding ratios with General Education funding formula
- For CTE funding formula provide a vocational education director in lieu of the current principal allocation
- Lower vocational class sizes

Vocational Instructional Hour Hold Harmless **Cost Neutral**

- Adjust funding formula drivers for ESA and Class Size to account for the reduction of funding created by increasing the instructional hours.





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Title: Regional Teacher of the Year Kendra Yamamoto		
As related to:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant to Board roles:	<input checked="" type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	Ms. Yamamoto is an accomplished preschool teacher and mentor who has experience with young students from non-English speaking homes. Members may consider asking her about: <ul style="list-style-type: none">• Her views on opportunity gap• The importance of early childhood education to success in the K-12 system• Her personal educational philosophy	
Relevant to business item:	N/A	
Materials included in packet:	Biography of Ms. Yamamoto	
Synopsis:	ESD 112 Regional Teacher of the Year Kendra Yamamoto has worked for Vancouver Public Schools since 1998 and currently teaches preschool at Martin Luther King Elementary, a position she has held for the past nine years.	



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Presentation and Discussion: Ms. Kendra Yamamoto



“Working with, informing, and connecting with others in the community makes me a stronger teacher, which then directly impacts my students. The power of a connected community is limitless.”

Kendra Yamamoto
ESD 112 Regional Teacher of the Year

Vancouver Public Schools preschool teacher Kendra Yamamoto is the Educational Service District 112 region Teacher of the Year. Yamamoto is one of nine finalists from around the state for the Washington State Teacher of the Year Award.

Yamamoto has worked for Vancouver Public Schools since 1998 and currently teaches preschool at Martin Luther King Elementary, a position she has held for the past nine years. She holds a Bachelor of Arts in Elementary Education from Northwest Christian University and a master’s degree in education from Lesley University.

In addition to serving as a preschool teacher, Yamamoto works in all 21 of VPS’s elementary schools as a mentor for new kindergarten teachers. She is also a member of VPS’s Early Learning Task Force and the coordinator of an award-winning summer program, Jump Start, for incoming kindergarten students. In 2016, the program served 1,055 students.

As a first-year teacher, she discovered that many students spoke Spanish or Russian. Wanting to engage with students and families, she signed up for beginning classes in both languages. She also obtained an English Language Learner endorsement. Yamamoto brings cultural awareness and studies in her classroom, inviting students to share cultural traditions, dress, language and food as part of an “Explore the World” unit of study. Upon learning that many students did not have books at home, she secured grants to create a library where families could check out books in several languages.

In 2008 Yamamoto opened Vancouver Public Schools’ first preschool program to help prepare students for school. When the program reached capacity, Yamamoto sought solutions to reach even more young learners. In order to serve students on the waiting list for preschool, she applied for a grant to offer an evening preschool program at Martin Luther King Elementary with learning activities and dinner for children and families.



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Washington State Board of Education Meeting Dates and Locations for 2017-2018

2017	2018
January 11-12 Olympia	January 10-11 Olympia
March 8-9 Everett	March 7-8 Anacortes
May 10-11 Walla Walla	May 9-10 Yakima
July 12-13 Spokane	July 11-12 Spokane
September 12-14 Winthrop	September 11-13 Blaine
November 8-9 Vancouver	November 7-8 Vancouver



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Washington State Board of Education Meeting Dates and Locations for 2019-2020

Dates for 2019	Dates for 2020
January 9-10 Olympia	January 8-9 Olympia
March 13-14 Tacoma	March 11-12 Seattle
May 8-9 Wenatchee	May 13-14 Pasco
July 10-11 Spokane	July 8-9 Spokane
September 10-12 Pullman	September 15-17 Anacortes
November 6-7 Vancouver	November 4-5 Vancouver



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Washington State Board of Education Meeting Dates and Locations for 2021-2022

2021	2022
January 6-7 Olympia	January 12-13 Olympia
March 10-11 Lynnwood	March 9-10 Mount Vernon
May 12-13 Richland	May 11-12 Kennewick
July 7-8 Spokane	July 13-14 Spokane
September 14-16 <i>TBD</i>	September 13-15 <i>TBD</i>
November 3-4 Vancouver	November 9-10 Vancouver



THE WASHINGTON STATE BOARD OF EDUCATION

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

2016-2017 MINIMUM BASIC EDUCATION REQUIREMENTS COMPLIANCE

RCW 28A.150.220 (Basic Education – Minimum instructional requirements – Program accessibility) requires the SBE to adopt rules to implement and ensure compliance with the program requirements imposed by this section and related laws on basic education allocations.

RCW 28A.150.250 directs that if a school district's basic education program fails to meet the basic education requirements enumerated in these sections of law, the SBE shall require the Superintendent of Public Instruction to withhold state funds in whole or in part for the basic education allocation until program compliance is assured.

The SBE carries out this duty through required, annual reporting by school districts on compliance with the minimum basic education requirements set in law. These include:

1. Kindergarten minimum 180-day school year.
2. Kindergarten total instructional hour offering.
3. Grades 1-12 minimum 180-day school year.
4. Grades 1-12 total instructional hour offering.
5. State high school graduation minimum requirements.

Compliance reporting on page one also includes a question on whether the district has received a waiver of the minimum 180-day school year and which method of calculating instructional hours was used by the district (i.e. 1000 hours in grades 1-8 and 1080 in grades 9-12 or 1027 hours as a district-wide average).

District graduation requirements are reported on page two of the compliance report so that SBE may respond accurately to questions about district requirements from other school districts, the Legislature, and The Office of Superintendent of Public Instruction (OSPI). These questions also allow staff to collect data on Career Technical Education course equivalencies and other credit and non-credit district graduation requirements. The other credit and non-credit district graduation requirements include the High School and Beyond Plan, culminating project, computers and digital technology, community service, and personal finance.

On July 30, 2016 the SBE launched the basic education compliance reports in the OSPI iGrants system. On July 31, 2016 the SBE notified all districts that they must complete and submit the online report by September 15, 2016. After the deadline, periodic reminders were sent to districts that had not yet submitted compliance reports.

All 295 districts have submitted basic education compliance reports. However, Staff have processed only 294 districts and the Board is recommended to approve of 294 districts at the November 2016 with the exception of Boistfort School District. Boistfort has submitted an Option One waiver request for the 2016-17 school year. Staff are awaiting approval or denial of the waiver request to process Boistfort's basic education compliance report. The Board's approval of Boistfort's basic education compliance report will be recommended for consideration at the January 2017 State Board of Education meeting.

STATE BOARD OF EDUCATION

Please Check One		
In Compliance	NOT in Compliance	
<input type="radio"/>	<input type="radio"/>	Kindergarten Minimum 180-Day School Year (RCW 28A.150.220 RCW 28A.150.203) The kindergarten program consists of no fewer than 180 half days or equivalent (450 hours) per school year.
<input type="radio"/>	<input type="radio"/>	Kindergarten Total Instructional Hour Offering (RCW 28A.150.220 RCW 28A.150.205 WAC 180-16-200) The district makes available to students enrolled in kindergarten at least a total instructional offering of 450 hours.
<input type="radio"/>	<input type="radio"/>	Grades 1-12 Minimum 180-Day School Year (RCW 28A.150.220 RCW 28A.150.203) The school year is accessible to all legally eligible students and consists of at least 180 school days for students in grades 1-12, inclusive of any 180-day waivers granted by the State Board of Education.
<input type="radio"/>	<input type="radio"/>	Grades 1-12 Total Instructional Hour Offering (RCW 28A.150.220(2) RCW 28A.150.205 WAC 180-16-200) The district makes available: <ol style="list-style-type: none"> a. A district-wide average of at least 1,000 instructional hours in grades 1-8 and a district-wide average of at least 1,080 instructional hours in grades 9-12, or b. A district-wide average of 1,027 hours in grades 1-12.
<i>K-12 Districts Only</i> State High School Graduation Minimum Requirements (RCW 28A.230.090 WAC 180-51-067)		
<input type="radio"/>	<input type="radio"/>	All subject areas are aligned with the state's high school learning standards and essential academic learning requirements, and at a minimum meet grades 9-10 grade level expectations. District high schools meet or exceed all state minimum graduation requirements.
If your district is NOT in compliance with any of these requirements, please explain why.		

Has your district been granted a waiver of the minimum 180-day school year requirement by the State Board of Education for the 2016-17 school year? Yes No

NOTE: A district that has been granted a waiver of the minimum 180-day school year requirement is in compliance with [RCW 28A.150.220](#).

Which method of calculating instructional hours is your district using to demonstrate compliance with the minimum offering of instructional hours required by [RCW 28A.150.220\(2\)](#)?

- District-wide annual average of 1,000 instructional hours in grades 1-8 and 1,080 instructional hours in grades 9-12
- District-wide average 1,027 instructional hours in grades 1-12

CERTIFICATION OF COMPLIANCE

The following persons named below certify that the information stated herein is true and correct and that **Brewster School District** meets the basic education program requirements contained in [RCW 28A.150.220](#) and the minimum high school graduation requirements set forth in [WAC 180-51-067](#) for students entering the ninth grade on or after July 1, 2012.

The undersigned further acknowledge that a copy of this document has been provided to the district's Board of Directors and that the district has maintained records in its possession supporting this certification for auditing purposes.

<input style="width: 95%; height: 35px;" type="text"/> School District Superintendent	<input style="width: 95%; height: 35px;" type="text"/> Date (MM/DD/YY)
<input style="width: 95%; height: 35px;" type="text"/> Board President or Chair	<input style="width: 95%; height: 35px;" type="text"/> Date (MM/DD/YY)

Page 2 - District Graduation Credit Requirements

Districts are also asked to provide the following information about district requirements for high school graduation. Minimum state graduation requirements can be found [here](#).

K-12 Districts Only	
Indicate your district's graduation requirements in the table below	
S U B J E C T	District Graduation Credit Requirements for Class of 2017
English	
Math	
Social Studies	
Science How many are laboratory science credits?	
Arts	
Occupational Education/CTE	
Health and Fitness	
World Languages	
Electives	
Other District Requirement for Credit (select all that apply): <input type="checkbox"/> High School and Beyond Plan <input type="checkbox"/> Culminating Project <input type="checkbox"/> Community Service <input type="checkbox"/> Computers and Digital Technology <input type="checkbox"/> Personal Finance <input type="checkbox"/> Other (specify): <input type="text"/>	
TOTAL	0.0
What non-credit district graduation requirements do you have? (Select all that apply.) <input type="checkbox"/> High School and Beyond Plan <input type="checkbox"/> Culminating Project <input type="checkbox"/> Community Service <input type="checkbox"/> Computers and Digital Technology <input type="checkbox"/> Personal Finance <input type="checkbox"/> Other (specify): <input type="text"/>	
Does your district award competency-based credit? <input type="text" value="Select"/> <input type="button" value="▼"/> If yes, in what subjects?	
Graduation requirements effective with the Class of 2019 can be found here .	

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

**EAST VALLEY SCHOOL DISTRICT NO. 90
BOARD RESOLUTION NO. 322 – 15/16**

**AUTHORIZE REQUESTING A TEMPORARY WAIVER OF THE 24 CREDIT
CAREER AND COLLEGE READY GRADUATION REQUIREMENTS FOR THE
CLASS OF 2019 AND 2020**

A **RESOLUTION** authorizing the District to request a temporary waiver from the Washington State Board of Education for the 24 credit college and career ready graduation requirements for the class of 2019.

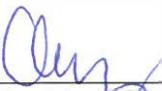
WHEREAS, we currently offer only 24 credit opportunities for our students at EVHS, and the class of 2018 must have 24 credits to graduate, we are requesting that we be allowed to grant a 23 credit diploma to the graduates in classes of 2019 and 2020. This will allow us time to research the best way to provide more than 24 credit opportunities for our students to allow for any discrepancies in credits as they earn their high school diploma. It will also allow for us to be through the major portion of the remodel/build of EVHS and have a better infrastructure to offer additional credits.

WHEREAS, the District is currently reviewing options of how to successfully implement the the 24 credit college and career ready graduation requirements for the class of 2021 and beyond;

NOW, THEREFORE BE IT HEREBY RESOLVED, that the Board of Directors of the East Valley School District No. 90, Yakima County, Washington, hereby authorizes the District to request a temporary waiver from the Washington State Board of Education for the 24 credit college and career ready graduation requirements for the classes of 2019 and 2020;

PASSED AND ADOPTED by the East Valley School District of the County of Yakima on the 11th day of July, 2016.


Secretary to the Board


President, Board of Directors


Director


Director


Director


Director

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: East Valley School District #90

2. Contact information

Name and title: Russ Hill - Assistant Superintendent, Dottie Say – East Valley HS Principal

Telephone: 509-573-7321, 509-573-7420

E-mail address: hill.russ@evsd90.org, say.dottie@evsd90.org

3. Date of application: July 11, 2016

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

We are requesting a waiver because in our current structure of 6 periods per day, 2 semesters per year, we are only able to offer 24 credit opportunities for our students at EVHS. Currently, our graduates are required to earn 23 credits to obtain an EVHS diploma. We would like to extend this to the graduates of the classes of 2019 and 2020 until we are able to thoroughly review the best options available for either altering the schedule to provide additional credit offerings or provide additional credit retrieval options to ensure we have the structures in place to support students in earning 24 credits in order to graduate.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

As mentioned above, we currently only are able to offer 24 credit opportunities. In order to realistically meet the 24 credit graduation requirement, and put systems in place to ensure students are able to meet this requirement, we either need to alter the schedule to provide additional credit offerings or provide additional credit retrieval options. This will require additional staffing and/or facility space in order to do so. At this point, we are not able to meet either of those needs. We are currently beginning a modernization/new construction project of our high school. This will be accomplished over 5 phases over a 2 ½ to 3-year period. This will create several obstacles for our staff and students. We don't believe we will be able to successfully alter the schedule and/or have space to offer additional credit retrieval options until this project is further towards completion.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

During the next 2 schools years we will thoroughly explore the best options available for either altering our current schedule to provide additional credit offerings and/or provide additional credit retrieval options to ensure we have the structures in place to support students in earning 24 credits in order to graduate. We will have a plan finalized and ready to implement once the modernization/new construction of our current HS nears completion and the necessary additional space and staffing becomes available.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.