



THE WASHINGTON STATE BOARD OF EDUCATION

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

December 21, 2016

Board Members:

Happy Holidays! Enclosed is the board packet for the January 11-12 meeting in Tumwater. I hope this packet finds you ready to embrace the challenges of a new calendar year, a new legislative session, and what we hope is a new era of funding and support for Washington's schools!

A major component of our meeting will be our joint session with the Workforce Training and Education Coordinating Board (WTECB). As you know, we have had a series of engagements with WTECB, with the overall goal of providing further clarity in our intentions regarding 'career readiness' for all of our students. In our joint meeting, we will work with a facilitator provided by WTECB to discuss these values in small groups, and culminate in the adoption of a resolution that states our intention to work jointly on reinforcing these values and policies during the 2017 legislative session. Isabel has invited Governor Inslee to join us for some of this segment, but his attendance has not yet been confirmed. This is an important step in our fulfillment of our [NASBE Deeper Learning Grant](#), which we secured last year.

We have a full agenda at this meeting. Staff will recap for you some of the highlights from the Educational System Health report and the media response to it, including two interviews with the Seattle Times. Kaaren will also be reviewing the Governor's budget proposal, key committee leadership decisions that have been made in legislative caucuses, and some of our legislative strategy moving forward. We will also be swearing in three new board members at this meeting, including elected member Patty Wood from Kelso, Ricardo Sanchez from Seattle, and Superintendent-elect Chris Reykdal from Olympia. The Board will also be briefed on the process for replacing Daniel Plung, who resigned last month.

We will have an opportunity to celebrate the accomplishments of Ms. Camille Jones from Quincy, WA, our 2017 Teacher of the Year. She will be joining us for lunch on the first day, with her superintendent. We also will hear from Ms. Melia LaCour, the Executive Director of Equity in Education for the Puget Sound Educational Service District. The Executive Committee has been seeking advice and guidance from Ms. LaCour as we undertake our own equity work as a Board.

I look forward to seeing you all in Tumwater. An opportunity to visit the New Market Skills Center is being arranged for Tuesday afternoon, and we of course have our regularly scheduled community forum scheduled for Tuesday evening. I look forward to seeing you at both events, if you are able.

Warm holiday regards,

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

Ben Rarick, Executive Director



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Educational Service District 113, Mason and Lewis Rooms
6005 Tyee Drive SW, Tumwater, WA 98512

January 11-12, 2017 **BOARD MEETING AGENDA**

The SBE will hold a community forum at Educational Service District 113 at 5:30 p.m. on January 10. If a board quorum is present, the forum will become a public meeting per RCW 42.30.030.

Goal 1.A.7

Wednesday, January 11

8:00-8:15 a.m.

Call to Order

- Pledge of Allegiance
- Announcements
 - Timeline for Eastern Regional 2 Seat
- Welcome From Dr. Dana Anderson, Superintendent, ESD 113
- Oath of Office for Mr. Ricardo Sanchez and Ms. Patty Wood

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; however, 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 for the November 9-10, 2016 Board Meeting
- Approval of the Temporary Waiver of Graduation Requirements for Arlington School District and Raymond School District

8:15-9:00

Discussion of Equity Framework

Goal 1

Ms. Isabel Muñoz-Colón, Chair

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

- 9:00-9:45** **Dialogue with Superintendent of Public Instruction Chris Reykdal**
Goal 4.B
Mr. Chris Reykdal, Board Member and State Superintendent
- Every Student Succeeds Act Consolidated Plan
 - Policy Priorities
- 9:45-10:00** **Break**
- 10:00-11:00** **Review of Governor Inslee’s Proposed 2017-19 Operating Budget and Planning for the 2017 Legislative Session**
Goal 4
Ms. Kaaren Heikes, Director of Policy and Partnerships
- 11:00-11:15** **Basic Education Act 180-Day Waiver Requests**
Goals 4.B.1
Mr. Parker Teed, Data Analyst
- 11:15-11:45** **Board Discussion**
- 11:45-12:00 p.m.** **Public Comment**
- 12:00-12:30** **2017 Teacher of the Year Recognition**
Ms. Camille Jones, Pioneer Elementary, Quincy School District
- 12:30-1:00** **Lunch**
- 1:00-1:30** **Board Discussion**
- 1:30-4:30** **Career Readiness Discussion With the Workforce Training and Education Coordinating Board (WTECB)**
This agenda item will take place in the Thurston Room at ESD 113.
Goal 3
Ms. Isabel Muñoz-Colón, Chair
Mr. Perry England, WTECB Chair
- 4:30-5:00** **Board Discussion**
- 5:00** **Adjourn**

Thursday, January 12

- 8:00-8:45 a.m.** **Executive Director Update**
Goals 2.B.3, 4.D, 4.F, 4.A
Mr. Ben Rarick, Executive Director
- Required Action Districts Update
 - Consideration of Proposed Amendments to Washington Administrative Code (Basic Education Act Waivers and School Improvement Goals)
 - Graduation Requirement Data from Basic Education Compliance

- Revision to the 2015-2018 Strategic Plan
- Review of the Board’s Business Item Procedures and Legal Counsel’s Role
- Review of Private School Compliance Report from OSPI
- Score-setting for SAT as an Alternative Assessment

8:45-9:15 Cultural Competency and Equity From a Student’s Perspective

Goal 1

Ms. Lindsey Salinas, Student Board Member

9:15-10:00 ESSA Consolidated Plan Implementation Update

Goal 2.B.4

Mr. Ben Rarick, Executive Director

Dr. Gil Mendoza, Deputy Superintendent, OSPI

10:00-11:00 Indicators of Educational System Health - Review and Next Steps

Goals 2.A, 4.F

Dr. Andrew Parr, Research and Data Manager

Mr. Adam Wilson, Communications Manager

Mr. Parker Teed, Data Analyst

11:00-11:45 Discussion of Revisions to the 2015-2018 Strategic Plan

11:45-12:00 p.m. Public Comment

12:00-12:30 Lunch

12:30-1:30 Board Discussion

1:30-3:00 Business Items (Action Items)

1. Approval of Private Schools Saddle Mountain School and Alger Learning Center for the remainder of the 2016-2017 School Year
2. Approval of Boistfort School District and Tukwila School District for the 2016 School District Basic Education Compliance Report
3. Approval of BEA Option One Waiver Requests for Zillah School District and Central Kitsap School District
4. Approval of the Revised 2015-2018 Strategic Plan
5. Adoption of Joint Career Readiness Resolution with the Workforce Training and Education Coordinating Board *(To be voted on during the 1:30 to 4:30 discussion on Wednesday, January 11)*
6. Approval of filing of a CR-102 on School Improvement Goals
7. Approval of Threshold Scores for the Use of the SAT as an Approved Alternative for the Certificate of Academic Achievement
8. Approval of Option Two Waiver Request for Paterson School District
9. Appointment to the School Facilities Citizen Advisory Panel

3:00 Adjourn



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Announcement of Vacancy on the State Board of Education

State Board of Education is seeking candidates for a vacant position on the 16-member Board.

What: Vacancy on State Board of Education

Application Opening: January 10

Application Close Date: February 10 at 4:30 p.m.

Interviews: Scheduled for February 23 in the Eastern Washington Region

The vacancy was created by the resignation of an elected Board member and will be filled by appointment of a new member. This appointment will fill the remainder of an existing term which will expire in January 2018. At the conclusion of the term, the selected candidate will be eligible to run for election to retain the seat.

This position is Seat 2 in the Eastern Washington Region. Applicants must maintain residence in Eastern Washington. The Eastern Washington Region is

comprised of the following counties: Adams, Asotin, Benton, Chelan, Columbia, Douglas, Ferry, Franklin, Garfield, Grant, Kittitas, Klickitat, Lincoln, Okanogan, Pend Oreille, Spokane, Stevens, Walla Walla, Whitman, and Yakima. [According to WAC 392-109-045 (5)]

- Applications accepted until February 10.
- The application can be found at the following link: sbe.wa.gov
- Applications should be submitted to Denise Ross at denise.ross@k12.wa.us
- If you have questions, please contact Denise Ross at (360) 725-6027

About the State Board of Education:

The State Board of Education is one of the oldest institutions of Washington State government. It has operated continuously since 1877, when it was created by the Legislature of the Territory of Washington.

The purpose of the Washington State Board of Education is to provide advocacy and strategic oversight of public education; implement a standards-based accountability system to improve student academic achievement; provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and promote achievement of the Basic Education Act goals of RCW 28A.150.210.



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SBE Vacancy – Frequently Asked Questions

Is it possible for a person to serve on the State Board of Education and a local School Board at the same time?

No, not in this open position, which is elected. RCW 28A.305.021 says that "No member of a board of directors of a local school district or private school may continue to serve in that capacity after having been elected to the state board."

Can a school district employee serve on the State Board of Education in an elected position?

No, not in this open position, which is elected. According to subsection (5) of RCW28A.305.021, no person employed in any public or private school, college, university, or other educational institution or any educational service district superintendent's office or in the office of the superintendent of public instruction is eligible for membership on the State Board of Education.

After the selected candidate is approved by the Board, what would be the person's official first meeting as a voting board member?

May 10-11, 2017

The announcement says this appointed position is to serve out the remainder of an existing term until 2018, at which point the person would need to run for election to stay on the Board. What is the timeline of the next election cycle?

The timelines are set by OSPI's Administrative Resource Services. For more information regarding Board elections visit this web page:

<http://www.k12.wa.us/ProfPractices/adminresources/SBElections.aspx>.

Or contact Kristin Murphy at 360.725.6613 or Kristin.murphy@k12.wa.us.

After the initial term is up, who elects the successor to this position?

The voters are sitting board members representing districts in the Eastern Washington Region. Refer to RCW 28A.305.021.

What compensation and travel reimbursement is offered as a board member?

All members receive travel reimbursement when conducting official state business for the State Board of Education. A stipend is offered to eligible members for each day attending an SBE board meeting. Public employees are not eligible to receive compensation per RCW 28A.305.011.



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Application for SBE Membership Pertaining to 2017 Region 2 Vacancy

Last Name				First		M.I.		Date		
Street Address										
City				State			ZIP			
Home Phone			Cell Phone			E-mail				
							Social Security No.			
Are you a U.S. Citizen?		YES <input type="checkbox"/>		NO <input type="checkbox"/>		If no, are you authorized to work in the U.S.?		YES <input type="checkbox"/>		NO <input type="checkbox"/>
Have you ever been a member of a school board?		YES <input type="checkbox"/>		NO <input type="checkbox"/>		If so, when?				
Have you ever been convicted of a felony against children or young adults?		YES <input type="checkbox"/>		NO <input type="checkbox"/>		If yes, explain.				

Please list three references.

Full Name		Relationship	
Company		Phone ()	
Address			
Full Name		Relationship	
Company		Phone ()	
Address			
Full Name		Relationship	
Company		Phone ()	
Address			



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Preliminary Questions

1. Thank you for applying to be a member of the State Board of Education. Please tell us why you wish to serve on the Board.

2. The State Board of Education operates primarily as a policy board. What experience do you have working on education policy issues?

3. What would you do to improve education in Washington as a member of the State Board?
(500 Word Limit)



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Please submit application materials (via email) **no later than February 10** to:

Ms. Denise Ross
Denise.ross@k12.wa.us
360-725-6027

You may optionally attach a resume, curriculum vitae, or biographical sketch to your application.

Disclaimer and Signature

I certify that my answers are true and complete to the best of my knowledge.

If this application leads to appointment to the Board, I understand that false or misleading information in my application or interview may result in my release.

Signature

Date



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Washington State Board of Education Bi-Monthly Board Meeting

November 9-10, 2016
Educational Service District 112
2500 NE 65th Avenue
Vancouver, WA 98661

Meeting Minutes

Wednesday, November 9

Members Attending: Chair Isabel Muñoz-Colón, Vice Chair Kevin Laverty, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Mona Bailey, Mr. Jeff Estes, Ms. Holly Koon, Mr. Bob Hughes, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Baxter Hershman, Ms. Janis Avery and Ms. Lindsey Salinas (13)

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

Members Absent: Mr. Randy Dorn and Dr. Daniel Plung (2)

CALL TO ORDER

Chair Muñoz-Colón called the meeting to order at 8:02 a.m. and introduced Mr. Tim Merlino, Superintendent of Educational Service District (ESD) 112. Mr. Merlino welcomed the Board to the community and thanked them for providing the opportunity for parents and teachers to engage with them at the forum. Mr. Merlino highlighted some of the ESD's priorities and what support is offered to districts.

APPROVAL OF MEETING MINUTES

Motion made by Member Avery to approve the September 13-15, 2016 board meeting minutes.

Motion seconded.

Motion carried.

Motion made by Member Avery to approve the Temporary Waiver of Graduation Requirements Application from East Valley School District #90.

Motion seconded.

Motion carried.

Chair Muñoz-Colón invited board members to report on stakeholder meetings and conferences they've attended recently. Member Fletcher spoke about her visit to a naval basic training center in Chicago, Illinois and the career readiness education being offered. Member Laverty, who also attended the naval basic training center, added that the students participating in the naval program are gaining life skills and comprehensive training. Member Maier attended the Washington Student Achievement Council's *Pave the Way* Conference and spoke about guided pathway opportunities taking place in higher education institutions. Chair Muñoz-Colón was invited to participate in the LASER Advisory Committee and she shared the group's discussion on closing the achievement gap. She shared Everett School District's 5-year cohort graduation rates by race and ethnicity group.

EVERY STUDENT SUCCEEDS ACT CONSOLIDATED PLAN DISCUSSION

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, OSPI

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

Dr. Parr reported that Superintendent Dorn has considered the recommendations of the different *Every Student Succeeds Act* (ESSA) workgroups and the Consolidated State Plan Team. The state plan will be released for public review and comment soon and the Board will have the opportunity to submit comments to the Superintendent on the elements and systems described in the Plan. The public review period is for 30 days and the United States Department of Education has up to 120 days to approve plans.

Dr. Parr reported the Board will want to focus on the long-term improvement goals for schools (Section 1) and the statewide accountability system (Section 4) of the plan. The ESSA workgroups left specific work related to the Achievement Index for the Achievement and Accountability Workgroup to continue.

Dr. Mendoza reported that Superintendent Dorn intends to submit the plan in December and OSPI's timelines have been based on that direction. The plan was expected to be published on November 14 and that the publication date would signal the start of the 30-day review period. He summarized the differences between the requirements of the *No Child Left Behind Act* and the *Every Student Succeeds Act*.

Dr. Came and Ms. Flores presented the following regarding the state's plan:

- Overview of Phase One and Phase Two of the indicators and measures to be used for school accountability by school level.
 - Relative weights for the indicators of proficiency, growth, graduation, English Language progress and student quality/student success by grade band.
 - Identifying schools for comprehensive support, targeted support, and the importance of the Targeted Subgroup performance.
 - Proficiency and growth goals for elementary and middle school grade bands.
-

- Long-term goals at the high school level.
- Projected timeline of the implementation phases.

Members discussed the workgroup's intentions in recommending the chronic absenteeism indicator in the plan and how to provide feedback to Superintendent Dorn.

DISCUSSION OF EDUCATIONAL SYSTEM HEALTH INDICATORS REPORT

Dr. Andrew Parr, Research and Data Manager

Ms. Kaaren Heikes, Director of Policy and Partnerships

Ms. Maria Flores, Director of Title II, Part A and Special Programs, Office of Superintendent of Public Instruction

Dr. Gil Mendoza, Representative, Washington Student Achievement Council

Ms. Heather Moss, Deputy Director, Department of Early Learning

Dr. Wanda Billingsly, Member, Educational Opportunity Gap Oversight and Accountability Committee

Ms. Darby Kaikkomen, Director of Policy Research, State Board of Community and Technical Colleges

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

Ms. Jennifer Wallace, Executive Director, Professional Educator Standards Board (via conference call)

Ms. Heikes introduced the partnership agencies and their representatives. She described the partnership engagement process SBE underwent over the past few months. All partner agencies were sent a [worksheet](#) to complete prior to the board meeting that requested their input on this biennium's report on the Educational System Health indicators and recommendations.

Each representative summarized their input and described how his/her agency's key initiatives and priorities align with the recommendations SBE is collectively making to the Legislature.

Board members and panelists discussed the following:

- Importance of providing social and emotional support in the schools.
- Continuing the career readiness and dual credit policy work.
- Need for increasing professional development for teachers, including cultural competency training.
- Linking the higher education admissions process with the High School and Beyond Plan.

Ms. Heikes reported next steps for embedding specific strategies into each reform based on stakeholder input and presenting on this work to the Senate Education Committee in the coming week. The report is due December 1 to the education committees of the legislature.

PUBLIC COMMENT

Mr. Brian Jeffries, Washington Roundtable and Partnership for Learning

On behalf of the Washington Roundtable, Mr. Jeffries encouraged the Board to use the state Education Research and Data Center (ERDC) data for the postsecondary credential indicator of the system health report and include non-graduates in data. When the Board reports on the postsecondary credential attainment for the Educational System Health indicator, it includes students in those percentages who might not have ever attended a high school in our state because the indicator includes all students age 26. The Washington Roundtable urged the Board to switch the indicator to only include K-12 students, graduates and non-graduates in order to know the true health of the system and we don't abandon our nongraduates.

Ms. Tricia Hoffarth, Literacy Facilitator, Eisenhower Elementary

Ms. Hoffarth splits her time between coaching other teachers, working as the English language learner lead and serving as the school's assessment coordinator. She is happy to see the inclusion of student growth as part of the assessment measure in the plan. She doesn't think our current practice of comparing scores of students taken on one test to scores of different students taken on another test is effective. Ms. Hoffarth feels the current system doesn't acknowledge student growth or allow for celebration of student achievement. She hopes efforts could be into the English language learner work because it's a huge concern.

Ms. Bethany Rivard, Teacher, Fort Vancouver High School

Ms. Rivard encouraged the Board to invite teachers to the table during conversation around policy work. As a teacher in a high poverty school, she's seen students believing they'll fail before even taking a test. She's excited about the opportunities the *Every Student Succeeds Act* provides and believes educators need to be involved in those discussions.

Mr. Adam Aguilera, Teacher, Heritage High School

Mr. Aguilera expressed concerns regarding the state ESSA workgroups. The process was not compliant with the federal law to include classroom and community based input. Mr. Aguilera feels this plan repeats the mistakes of No Child Left Behind, and lacks collaboration and innovation. Teachers, para-professionals, students, parents, and community members of color, need to be present to share their vision of a first-class education. Our students also need social-emotional Learning and it would be wonderful if our accountability system included an indicator to address Social-Emotional Learning in a meaningful way to push resources to help districts, students, and teachers deal with these realities.

Mr. Justin Fox Bailey, Teacher

Mr. Bailey was a participant in the Consolidated ESSA Plan Workgroup and he's concerned that not all of the group's feedback was included in the draft plan. He felt that a better job could have been done and there wasn't enough conversation. He feels the state is out of compliance on how assessments are being used and they present barriers in the system.

Ms. Michelle Miller, Teacher

Ms. Miller was a participant in the Consolidated ESSA Plan Workgroup and she's concerned about the rushed timeline of the plan. The accountability piece was left to the very end and it

was disrespectful to the people that were involved to have all the work passed on to the Achievement and Accountability Workgroup. She stated the participants were asked to put the recommendations off to a committee that doesn't represent the people originally involved in the work. Ms. Miller felt it made no sense to submit the plan when new leadership will be coming in shortly after.

Ms. Julia Warth, League of Education Voters

Ms. Warth shared concerns that the communities most impacted by the opportunity gap and those that the *Every Student Succeeds Act* (ESSA) is intended to serve were largely absent from workgroup discussions. No representative for a civil rights group sat on any of the workgroups and there was only one parent of current students in the parent engagement workgroup. The expedited timeline that OSPI has established is a major barrier to the authentic engagement of community and the public comment period coincides with the holidays. Ms. Warth stated that the League of Education Voters are calling on Superintendent Dorn to delay the submission of the plan and ask that the SBE consider doing the same in the feedback they provide.

EQUITY AND CLOSING THE OPPORTUNITY GAP – DELVING DEEPER

Ms. Isabel Muñoz-Colón, Chair

Chair Muñoz-Colón introduced the topic by expressing her desire to provide more opportunities for discussions on how equity work could be embedded into the policy work of the Board. Prior to the board meeting, members were sent a link to listen to a radio clip from "This American Life" called "Is it working?" Members shared what stood out the most about the video clip and their concerns around disproportioned student discipline.

Chair Muñoz-Colón reported that Mr. Rarick has committed to having staff participate in an equity training and she has discussed with him possibly extending that training to board members. Chair Muñoz-Colón, Member Laverty and Member Bolt attended a recent Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) meeting and they shared their perspectives of the discussions. Members talked about the importance of a renewed partnership with the EOGOAC and collaborating with them on common work. Chair Muñoz-Colón would like board members to attend the EOGOAC's monthly meetings when possible and staff will be coordinate with members about their availability.

CONSIDERATION OF SBE LEGISLATIVE PRIORITIES

Mr. Ben Rarick, Executive Director

Ms. Kaaren Heikes, Director of Policy and Partnerships

Ms. Heikes presented a draft 2017 legislative priorities document and reminded the Board it would need to take action on it during business items on Thursday. After reviewing the draft document, board members discussed each item and proposed revisions.

OPTION ONE BASIC EDUCATION ACT WAIVER REQUEST

Mr. Parker Teed, Data Analyst

Mr. Teed reported the SBE received a request from Boisfort School District for an Option One waiver of the basic education requirement of a minimum 180-day school year. Boisfort School District's request was for three days for the 2016-2017 school year. The purpose of the waiver is for professional development of staff and curriculum alignment to the Common Core State Standards.

Board members directed staff to inquire with the district on what they intend to do if they are not granted the waiver.

The board was asked to take action on the application during business items on Thursday.

BOARD DISCUSSION

Board members discussed the possibility of writing a letter to Superintendent Dorn regarding the timeline of the state plan submission and next steps. Members discussed the following:

- Whether a letter would be valuable.
- Emphasizing the importance of chronic absenteeism as an indicator.
- Recommending a minimum compliance plan.
- Concern about the targets in the plan.
- The public comment regarding the expedited timeline.
- The importance of including the newly elected State Superintendent's input in the plan.

The Board determined it would write a letter to Superintendent Dorn and take action on approving the language during business items on Thursday.

The board adjourned at 5:15 p.m.

Thursday, November 10

Members Attending: Chair Isabel Muñoz-Colón, Vice Chair Kevin Laverty, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Mona Bailey, Mr. Jeff Estes, Ms. Holly Koon, Mr. Bob Hughes, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Baxter Hershman, Ms. Janis Avery and Ms. Lindsey Salinas (13)

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

Members Absent: Mr. Randy Dorn and Dr. Daniel Plung (2)

CALL TO ORDER

Chair Muñoz-Colón called the meeting to order at 8:02 a.m. and recommended a statement of support to Washington students be released. The statement would address the stressful reactions some students across the state are having in response to the election results. Chair Muñoz-Colón will work on the language and direct staff to share through their communication channels.

WORLD LANGUAGE EARLY LEARNING FROM THE STUDENT PERSPECTIVE

Mr. Baxter Hershman, Student Board Member

Mr. Hershman began his presentation with a student update. He's been focusing intently on college applications, planning his senior trip and closing out his final season of high school football.

Mr. Hershman presented a comparison of local and foreign common practices for offering World Language courses in school. Washington's current education system does not allow for true mastery of foreign languages, but new requirements are creating room for world language classes. He spoke of the brain science that supports young children being exposed to a second language at an early age and the long-term benefits.

Mr. Hershman encouraged practical board applications in advocating for early world language education, showing best practices and providing guidance on competency-based crediting for world language.

EXECUTIVE DIRECTOR UPDATE

Mr. Ben Rarick, Executive Director

Dr. Andrew Parr, Data and Research Manager

Ms. Kaaren Heikes

Ms. Linda Drake

Dr. Parr stated the indicators and goals in the educational system health report differ between peer agencies and the goals are based on the old accountability system. As the Board moves forward with the new accountability system, Dr. Parr indicated the Board may want to consider redesigning the goals after the state plan is approved. He presented on the status of the statewide indicators, how they're comparable to peer states and progress made on the indicators. Members reviewed data on disproportionate discipline by year and subgroup. Dr. Parr requested member approval to complete the educational system health report and feedback on how members would like to be involved in the process. Members requested more information on the methodology used for the disproportionate discipline Composition Index.

Mr. Teed summarized the proposed revisions to the strategic plan based on feedback received from members at the September meeting. The board will have a discussion at the January meeting and approve the revised plan.

Mr. Rarick reported that Tukwila School District and Boisfort School District have been omitted from the 2016 Basic Education Compliance report. The reason is that Tukwila School District self-reported non-compliance and Boisfort School District was omitted due to their pending 180-day school year requirement waiver application.

Mr. Rarick informed members that a new appointment for the School Facilities Citizens Advisory Panel will be needed after Member Hughes's term expires in January.

CAREER-READY TRANSITIONS AND COLLABORATION WITH THE WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD

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

Ms. Lorrell Noahr, Interim Director School Facilities and Organization, OSPI
(via videoconference)

Ms. Noahr presented on vocational education funding formulas and the minimum criteria of all preparatory secondary career and technical education programs. She reported that vocational enhancements relative to general education funding has decreased since the implementation of ESHB 2261 and E2SSB 6552. This is due to materials, supplies and operating costs (MSOC) enhancement only being provided to the general education funding formula and funding formula changes for increased instructional hours directed toward general education allocation. Members reviewed the following data:

- Current year vocational funding formulas
- How the per student funding for high school general education, vocational and Skills centers have changed over time.
- OSPI's decision package that would increase vocational funding formula drivers.

Ms. Drake emphasized that the Board's career readiness efforts around high school and beyond planning are a strategy for equity and gap reduction. High school and beyond planning makes sense as a part of recommendation four of the Education System Health work. Ms. Drake invited board members to begin discussing the planning of the Board's joint meeting with the Workforce Training and Education Coordinating Board in January. The Workforce Board and the State Board may approve a joint resolution at the January meeting, and may jointly support legislation on career readiness.

Members reviewed a histogram of CTE enrollments of total secondary enrollments, CTE concentrators by career cluster. Members were updated on personal pathway exploration course options.

Members discussed the planning of the joint meeting with the Workforce Training and Education Coordinating Board in January.

BOARD DISCUSSION

Ms. Drake provided an overview of the amendments to WAC 180-51-115 on special education and noted that staff held a public hearing in September. No public comment was received on the amendments and the Board will be asked to take action during the business items.

Ms. Heikes provided an overview of the amendments to WAC 180-18-055 on alternative high school graduation requirements and noted that staff held a public hearing in September. Public comment was received on the amendments and the Board will be asked to take action on the rules during business items. Board members discussed the amendments.

Ms. Heikes provided an update on the amendment work for WAC 180-18-040 and WAC 180-18-050 (180-Day Waivers). Technical changes have been made, but staff are seeking more in-depth input from the Board and stakeholders. Chair Muñoz-Colón will submit a letter to the Attorney General requesting a formal opinion on the rules. Staff anticipate to present the rule amendments at the January meeting and seek board approval to file a CR 102.

In response to the Board's inquiry with Boisfort School District's plans should they not be granted the 180-day school year requirement waiver, Mr. Teed reported the district's response was not to increase half days, but seek some sort of funding for the professional development days instead.

PUBLIC COMMENT

Mr. Jerry Bender, Association of Washington School Principals (AWSP)

As a former career and technical education director, Mr. Bender understands this issue with funding for vocational education and he referenced AWSP's legislative platform. He said there are more students with emotional issues than there use to be and principals are not equipped to deal with all of them. Full funding for more intervention help is needed to support all students. There should be professional learning days under building control available and more flexibility for districts to pass bonds.

Ms. Julia Warth, League of Education Voters (LEV)

Ms. Warth encouraged the Board to continue their discussions around discipline disproportionality because it's important to track this data for the health of our system. She hopes the Board will support fixing the career and technical education (CTE) formulas in their legislative priorities and make sure that we value all career paths for students. In response to a board member's question on Wednesday about what would be different if the ESSA timeline was extended, Ms. Warth suggested inviting more than the usual participants for the workgroups, hold more interactive forums and partner with community-based organizations to hold small conversations. She'd like to see OSPI be transparent about what feedback has been received and how it was considered in the plan.

Ms. Julia Warth, League of Education Voters (LEV)

Ms. Warth read a [letter](#) to the board on behalf of Ms. Annabel Quintero.

Marie Sullivan, Pasco School District and Washington Parent Teacher Association (PTA)

Ms. Sullivan wanted to share the priorities of the Pasco School District and the PTA. The Pasco School Districts top two priorities are a capital budget request for an early learning facility and to continue the K-3 grant money for smaller class sizes. The PTA's top priorities are to support legislation around social and emotional learning, ample funding, supporting efforts to reduce the opportunity gap and achievement gap, supporting paraeducators, and Breakfast after the Bell. One priority that didn't get included in the list, but is still considered valuable to the PTA leadership, was family engagement.

BOARD DISCUSSION

Staff presented a revised draft of the 2017 legislative priorities document based on the discussion on Wednesday. Board members discussed the revisions and made further language modifications.

REGIONAL TEACHER OF THE YEAR PRESENTATION

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

Ms. Yamamoto teaches preschool at Martin Luther King Elementary and mentors new teachers. She shared her passion for providing a teaching environment that prioritizes families in addition to the students. She shared the various district programs she participates in, including an evening preschool program she started to strengthen early learning and promote family engagement. Ms. Yamamoto emphasized the importance of early learning before kindergarten, thinking outside of the box and how play time is essential to learning.

Ms. Muñoz-Colón presented Ms. Yamamoto with a resolution for being ESD 112's 2017 Regional Teacher of the Year.

BOARD DISCUSSION

2017 Legislative Priorities

Board members continued their discussion on the draft 2017 legislative priorities and modified language further.

Equity

Board members talked about having a position statement or resolution addressing disproportioned student discipline and that students should not be denied instructional time. Chair Muñoz-Colón asked Member Avery to work with staff on the creation of the document.

Letter Addressed to Superintendent Dorn Regarding the State Plan Submission

Staff presented a draft letter for review and board members provided edits.

BUSINESS ITEMS

Motion made by Member Lavery to approve the revised 2017-2018 board meeting calendar, as shown in Exhibit A.

Motion seconded.

Motion carried.

Motion made by Member Jennings to approve the revised 2019-2020 board meeting calendar, as shown in Exhibit B.

Motion seconded.

Motion carried.

Motion made by Member Avery to approve the 2021-2022 board meeting calendar, as shown in Exhibit C.

Motion seconded.

Motion carried.

Motion made by Member Jennings to adopt the 2016 school district basic education compliance report, as shown in Exhibit E.

Motion seconded.

Motion carried.

Motion made by Member Bailey to approve Boistfort 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 application to the Board.

Motion seconded.

Motion carried.

Motion made by Member Avery to adopt rule amendments on WAC 180-18-055 regarding alternative high school graduation requirements, as shown in Exhibit F, and direct staff to file a CR-103.

Motion seconded.

Member Hughes moved to remove the strikethrough for paragraph one.

Motion for the amendment seconded.

Members discussed the potential impact of removing or preserving paragraph one from the rule.

Motion for the amendment carried.

Member Hughes moved to adjust the numbering accordingly after paragraph one and reinserting numbers.

Motion for the amendment seconded.

Motion for the amendment carried.

Motion carried.

Motion made by Member Bolt to adopt rule amendments on WAC 180-51-115 regarding special education, as shown in Exhibit G, and direct staff to file a CR-103.

Motion seconded.

Motion carried.

Motion made by Member Lavery to approve the letter to Superintendent Dorn on timelines and next steps for Washington's Every Student Succeeds Act Consolidated Plan, as shown in Exhibit H.

Motion seconded.

Member Lavery moved to remove the text "shared with us November 9, 2016" from the sentence "We are nevertheless concerned about the submission timeline share with us on November 9, 2016" in the fourth paragraph.

Motion for the amendment seconded.

Motion for the amendment carried.

Member Maier moved to remove the last sentence, "The Board wants to commend you on your leadership in the development of the ESSA Consolidated plan" from the letter.

Motion for the amendment seconded.

Motion for the amendment carried.

Member Jennings moved to replace the text "or" with "nor" in the sentence "With neither the current or incoming superintendent participating in our meeting, and with the actual plan not yet published, we are uncomfortable taking an affirmative action on this item" in the fourth paragraph.

Motion for the amendment seconded.

Motion for the amendment carried.

Motion carried.

Motion made by Member Avery to approve the 2017 State Board of Education legislative priorities, as shown in Exhibit D.

Motion seconded.

Member Bailey moved to amend the End of Biology End of Course as a Diploma Requirement section by adding the text "when it becomes available" to the end of the subsection.

Motion for the amendment seconded.

Motion for the amendment carried.

Member Avery moved to amend the Provide Professional Learning for Educators section by removing the entire subsection text and replacing with "Proposed: The 2017 Legislature should include ten days or 60 hours, of professional development in the state's program of basic education and required that all professional learning funding by state basic education

allocations be designed to meet the standards for high-quality professional learning established in RCW 28A.300.604. Ensuring that all students are prepared for career and college requires sustained, state-funded time for professional learning outside of the 180-day school calendar. Renewed state support for professional learning will ease the strain on families and children from the proliferation of partial school days, reverse the erosion of instructional time from the state's abandonment of this responsibility, and promote equity for districts less able to support this necessary activity through local levies."

Motion for the amendment seconded.

Ms. Heikes noted the RCW number referenced was incorrect and the last digit should have the number "2" instead of "4."

Motion for the amendment failed.

Member Avery moved to amend the Professional Learning for Educators section by removing the entire subsection text and replacing with "The 2017 Legislature should include ten days or 60 hours, of professional development in the state's program of basic education and required that all professional learning funding by state basic education allocations be designed to meet the standards for high-quality professional learning established in RCW 28A.300.602. Ensuring that all students are prepared for career and college requires sustained, state-funded time for professional learning outside of the 180-day school calendar. Renewed state support for professional learning will ease the strain on families and children from the proliferation of partial school days, reverse the erosion of instructional time from the state's abandonment of this responsibility, and promote equity for districts less able to support this necessary activity through local levies."

Motion for the amendment seconded.

Motion for the amendment carried.

Member Bailey moved to amend the Resolve *McCleary* Implementation section by removing the capitalization of the word "Make" in the subsection.

Motion for the amendment seconded.

Chair Muñoz-Colón suggested a motion be made to authorize staff to make grammar and technical changes instead.

Motion for the amendment withdrawn.

Member Koon moved to amend the Resolve the *McCleary* Implementation section by bolding the sentence, " Additionally the legislature should restore funding enhancements to per pupil allocations provided for career and technical education."

Motion for the amendment seconded.

Members discussed if there was benefit to formatting the text.

Motion for the amendment carried.

Member Koon moved to amend the Resolve the *McCleary* Implementation section by replacing the bold formatting to italic formatting for the subsection sentence, "Additionally the legislature should restore funding enhancements to per pupil allocations provided for career and technical education."

Motion for the amendment seconded.

Member Maier abstained.

Motion for the amendment carried.

Member Bailey moved to amend the Resolve *McCleary* Implementation section by replacing the text “should” with “is requested to” in the subsection sentence “Additionally, the legislature should restore funding enhancements to per pupil allocations provided for career and technical education.”

Motion for the amendment seconded.

Motion for the amendment carried.

Member Lavery moved to authorize staff to make grammar and technical changes.

Motion for the amendment seconded.

Motion for the amendment carried.

Motion carried.

Chair Muñoz-Colón adjourned the meeting at 3:12 p.m.

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

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



A resolution notifying the State Board of Education of the Arlington School District's decision to delay implementation of the 24 credit graduation requirement until the Class of 2021.

WHEREAS, it is the desire and the intent of the Arlington School District No. 16 Board of Directors to graduate students well prepared for success in post-secondary education, work and life; and

WHEREAS, the legislature passed E2SSB 6552 which raises the number of credits required for graduation to 24 specified credits for the Class of 2019; and

WHEREAS, the legislature also provided in E2SSB 6552 the opportunity for school districts to request a waiver and delay implementation of the 24 credit requirement until 2020 or 2021; and

WHEREAS, the elected School Board of Arlington School District No. 16 has discussed this issue at several meetings and has carefully considered the necessary time and resources required to implement the new requirement in a reasonable manner;

THEREFORE, BE IT RESOLVED that the Board of Directors of Arlington School District No. 16, Snohomish County, Washington in accordance with the provisions of RCW 28A.230.090 (1)(d)(ii) hereby requests a waiver of the 24 credit requirement for the Class of 2019 and 2020 and will implement the 24 credit requirement beginning with the Class of 2021.

APPROVED by the Board of Directors of Arlington School District No. 16, Snohomish County, Washington, in a regular meeting thereof held on the 14th day of November 2016.


Board President

Vice-President


Board Member


Board Member


Board Member

ATTEST:


Superintendent, Secretary to the Board

APPLICATION

Temporary Waiver from High School Graduation Requirements

Under Chapter 217, Laws of 2014

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district:

Arlington School District

2. Contact information:

Name and title

Kathleen Ehman, Assistant Superintendent

Telephone

#360-618-1228

E-mail address

kehman@asd.k12.wa.us

3. Date of application:

November 22, 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.

Arlington Public Schools is requesting a waiver to delay implementation of the career and college ready graduation requirements in WAC 180-51-068 for the graduating classes of 2019 and 2020. Although we are in the process of making meaningful change in moving toward the implementation of career and college ready graduation requirements, we will not be ready to successfully implement for the 2016-17 school year. The additional time allowed from the waiver will provide opportunity to gather increased staff, student, and community input, further our research on best practices, and develop a system that is more conducive to student achievement and success. Following are examples showing where we currently stand with challenges and progress made in this process.

- 1. Prior to WAC 180-51-068, Arlington Public School Policy required 22.5 credits for graduation. Our bell schedules, facilities, and staffing are all designed to support this. Our comprehensive high school has a six period**

day, allowing the opportunity for all students to earn only six credits a year. There is no room for students who become credit deficient to get back on track in this system.

2. In an effort to support the 24 credit graduation requirement and college and career readiness, our comprehensive high school made the following changes:

- We added CTE classes and cross-crediting where possible, adopted a program to support high school and beyond planning in our advisory classes, built in after school and Saturday school intervention, and identified students for summer school based on a need for remediation.
- We are also re-examining our grading practices to ensure that they reflect student learning. In the process of doing so, we have allowed opportunities in some cases for students to meet standard and earn credit after the end of the grading period.

3. Built into our School Improvement Plans for the 2015-16 and 2016-17 school years are action steps to ready our system for implementation of career and college ready graduation requirements. This year we are still working to identify third year science options, train staff and adopt curriculum. We are also building capacity in our secondary counseling teams to support high school and beyond planning. Importantly, we are also working with our district leadership, building leadership, and facilities teams to redesign the school day to offer more opportunities for students to earn credit.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

Although Arlington Public Schools has taken measures to increase opportunities for remediation, we still have a large number of sophomores off-track because they have failed one or more classes. Even with academic interventions and adjustments to grading practices, we will soon have a number of freshmen in the same situation. Our after school, Saturday school, and summer school programs have provided support for students but overall are not enough. We do not currently have the schedule, staffing, and curriculum necessary to provide opportunities for students to meet the career and college graduation requirements. As a result, we have seen our alternative and online education systems overburdened. Arlington Public Schools will be able to make the changes necessary to meet the requirements of WAC 180-51-068, provided that we have until the class of 2021 to make the necessary adjustments.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

_____ Class of 2020

 X Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

Arlington Public Schools, and Arlington High School in particular, will take the following steps to achieve implementation of the career and college ready graduation requirements:

- 1. Follow the action steps in our School Improvement Plan to support and monitor high school and beyond plans, starting in 8th grade and revisiting annually.**
- 2. Review and identify new course offerings to support third year science, art, and language requirements. Provide staffing and curriculum for these courses.**
- 3. Continue to refine our academic support and response to intervention plans to ensure that we are doing all that we can as a system to support student learning and provide remediation when necessary.**
- 4. Work with stakeholders to design a bell schedule that is best for secondary learners in the Arlington Public School District and that provides for both rigor and multiple opportunities to demonstrate proficiency.**
- 5. Communicate with families and students regarding options and pathways to on-time graduation.**

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.

Please see the attached School Board Resolution 16-19 24 Credit Graduation Requirement Waiver dated 11/14/2016.

RESOLUTION NO. 16-1701
OF RAYMOND SCHOOL DISTRICT #116
PACIFIC COUNTY, WASHINGTON

Application for Temporary Two-Year Waiver from High School
Graduation Requirements Under Chapter 217, Laws of 2014

WHEREAS, the Washington State Legislature passed E2SSB 6552 which adds specific course requirements for the Class of 2019; and

WHEREAS, the Raymond School District currently requires the same 24 credits to graduate from high school but needs to improve the personal pathways system in foreign language and Career and Technical Education; and

WHEREAS, the Washington State Legislature and State Board of Education provide for a procedure for school districts to request a waiver and delay implementation of these requirements; and

WHEREAS, the change in the courses required by the State of Washington to graduate from high school will require a substantial amount of study and planning concerning the consideration of resources, and time to implement effectively; and

WHEREAS, the Board of Directors of the Raymond School District is requesting a temporary waiver for the reasons set forth in The Washington State Board of Education Application for a Temporary Waiver from High School Graduation Requirements Under Chapter 217, Laws of 2014; and

WHEREAS, WAC 180-51-068 requires that the application waiver be accompanied by a resolution adopted by the district board of directors; and

NOW, THEREFORE, BE IT RESOLVED, by the Board of Directors of the Raymond School District in accordance with RCW 28A 230.090(1)(d)(ii); the District is requesting a temporary waiver from the Career and College Ready Graduation Requirements for the graduating classes of 2019 and 2020.

ADOPTED by the Board of Directors of the Raymond School District No. 116, Pacific County Washington, in a regular meeting thereof held on this 22nd day of November, 2016.


ATTEST:




Secretary to the Board



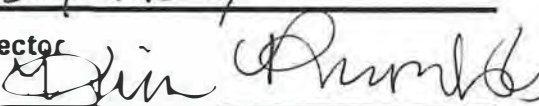
Board Chair



Director



Director



Director

Director

Director



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APPLICATION Temporary Waiver from High School Graduation Requirements Under Chapter 217, Laws of 2014

Instructions

RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2104 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019. This law further provides:

"In the application, a school district must describe why the waiver is being requested, the specific impediments preventing timely implementation, and efforts that will be taken to achieve implementation with the graduating class proposed under the waiver. The state board of education shall grant a waiver under this subsection (1)(d) to an applying school district at the next subsequent meeting of the board after receiving an application."

The SBE has adopted rules to implement this provision as WAC 180-51-068(11). The rules provide that the SBE must post an application form on its public web site for use by school districts. The rules further provide:

- The application must be accompanied by a resolution adopted by the district's board of directors requesting the waiver. The resolution must, at a minimum:
 1. State the entering freshman class or classes for whom the waiver is requested;
 2. Be signed by the chair or president of the board of directors and the superintendent.
- A district implementing a waiver granted by the SBE under this law will continue to be subject to the prior high school graduation requirements as specified in WAC 180-51-067 during the school year or years for which the waiver has been granted.
- A district granted a waiver under this law that elects to implement the career and college ready graduation requirements in WAC 180-51-068 during the period for which the waiver is granted shall provide notification of that decision to the SBE.

Please send the application and school board resolution electronically to:

Jack Archer
Director, Basic Education Oversight
360-725-6035
jack.archer@k12.wa.us

For questions, please contact:

Jack Archer
Director, Basic Education Oversight
360-725-6035
jack.archer@k12.wa.us

Linda Drake
Research Director
360-725-6028
linda.drake@k12.wa.us

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. **Name of district-** Raymond School District

2. **Contact information**

Name and title Dave Vetter, Principal

Telephone 360-942-2474 ext 2106

E-mail address dvetter@raymondsk12.org

3. **Date of application.** 10/25/16

4. **Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.**

The Raymond School District is requesting a waiver to delay the implementation of career and college ready graduation requirements in WAC 180-51-068. A waiver would provide the district with additional time to rebuild existing graduation requirements, tailor personalized pathways, revise the existing student advisory program and better research world language opportunities. As a small school Raymond High School will also need time to develop solutions for students who require credit recovery within the new graduation requirements. A waiver would allow the district time to establish the new career and college ready graduation requirements and ensure student success. It would also allow us to work with our schedule and course offerings to ensure that all students will have multiple paths to find success.

5. **Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.**

Current impediments to the implementation of the career and college ready graduation requirements with the class of 2019 are centered on the existing six period semester schedule. This schedule has historically worked for the many students. With the new Washington State Board of Education requirements the six period semester schedule may not work for all students. Additional time is needed to further research alternative schedules or enrichment opportunities and investigate course offerings. Our current graduation requirements approved by the school board are not completely aligned with the state standards. We are in process of developing this but as of this time they are not approved..

6. **Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.**

_____ Class of 2020

___X___ Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

District staff will use the time provided by the waiver to research, plan and implement effective solutions to meet the career and college ready graduation requirements for the graduating class of 2021. A school counseling and guidance committee will work to build a schedule that allows for more credit opportunities for students. The advisory committee will use the Career Guidance Washington Handbook Guide to support the High School and Beyond Plan and college and career readiness for all students. The Raymond School District will implement the career and college ready graduation requirements for the class of 2021 by revising the current schedule, adding additional course selections and constructing a new advisory program.

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.



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Feedback Summary of the Nov. 8, 2016, Community Forum

21 participants, including seven board members, plus seven staff, attended the Nov. 8 community forum in Vancouver. Parents, school board members, community leaders, and administrators attended the forum. The notes below are from staff's notes. Participants expressed concerns about the following topics (bold and bold underlined items indicate high relative frequency):

Every Student Succeeds Act (ESSA):

- Timelines are narrow, concern that U.S. Department of Education may be adding regulations that aren't found ESSA language.
- Discussion of change of both president and superintendent of public instruction during the ESSA timeline.
- Concern with ESSA as an unfunded mandate with a funding, personnel, facilities shortage. Reporting of data cited as a challenge. Citizen requests for information is taking resources. Concern these demands are redirecting funds from the kids to data reporting.
- Support for accountability balanced by dislike excessive data collection. Suggestion to make it reasonable, concise, then use the information once it is available.
- Concerns with access to AP and IB for kids.

Special Education

- Meeting needs of Special Education kids is important. Finding instructors who are ready to work with special education kids is very difficult.
- Also, there is a social emotional element for all kids
- Money, Facilities a challenge
- Coordinated support among the area's districts to work on special education. ESD 112 helps this coordination happen.

Other notes

- Concern about teachers leaving less property rich districts for surrounding districts
- Discussion of issues regarding surveys for social emotional learning
- Participant highly suggests Thought Exchange. It allows for open commenting on the district. Participant preferred in person discussion, Thought Exchange, and adults following up and asking questions.
- Report called Paper Tigers about adverse childhood events (ACE)
- Challenge with capacity in dealing with mental health and supports.
- 4-credit graduation requirements may be holding them back, particularly ones with challenging problems (mobility, ACEs, et cetera)



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Title: Discussion of Next Steps Regarding Board’s Development of an Equity Lens	
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 checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	The Board will be discussing next steps regarding its work in developing a racial equity toolkit.
Relevant to business item:	No vote will be taken on this item.
Materials included in packet:	n/a
Synopsis:	<p>The Chair has invited Ms. Melia LaCour to join the Board for a discussion at the January meeting. Ms. LaCour is the Executive Director of Equity in Education at the Puget Sound Educational Service District.</p> <p>Ms. LaCour will be sharing the work that PSESD is doing in equity across the state, with partners at different levels in the policymaking process.</p> <p>As of the date of packet publication, Ms. LaCour is currently under consideration for a contract with the Board to provide racial equity training to the SBE staff, and to provide up to 10 hours of consultative services to the State Board as it goes through an exploratory process to determine next steps in the development a racial equity tool.</p>



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Title: Dialogue with new Superintendent of Public Instruction Chris Reykdal	
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 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:	In-coming Superintendent Reykdal replaces out-going SBE member Superintendent Dorn. He will be given the SBE oath of office and speak with the Board.
Relevant to business item:	This item will not be voted on.
Materials included in packet:	n/a
Synopsis:	<p>Superintendent of Public Instruction Chris Reykdal will engage in a dialogue with the Board as a new member and the new Superintendent of Public Instruction. Topics for discussion include:</p> <ul style="list-style-type: none"> • Discussion of shared values for public schools in Washington; how the SBE and the Superintendent can work together effectively. • Status of the ESSA Consolidated Plan submission timeline, and the extension of the public comment period. • Legislative priorities for the 2017 Session.



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The New Superintendent of Public Instruction, Chris Reykdal



“In campaign forums and debates, he talks about his upbringing in Snohomish, as the youngest of eight with parents who had an eighth-grade education. He grew up in houses with exposed Sheetrock and wore hand-me-down clothes — and wouldn’t have been able to afford new supplies or extra school fees if they were required when he was in school. And while conversations about the achievement gaps often focus on racial and ethnic groups, he says it’s also about poverty.”

– The Seattle Times, Oct. 11

Chris Reykdal, 44, is Washington’s new superintendent of public instruction and, as such, a new member of the Board. He has been working on his transition to the office since November, and was an early supporter of Gov. Inslee’s proposed education budget, released in December.

A Democrat, he served three terms in the House of Representatives. He was vice-chair of the House Education Committee and he served on the House Higher Education Committee and the House Finance Committee.

Reykdal spent the thirteen years working in the community and technical college system and served as the Associate Director of the Education Division at the State Board for Community and Technical Colleges. Prior to that, he was a fiscal analyst for the Washington State Senate Transportation Committee.

He is also a former classroom teacher, school board member and city of Tumwater Planning Commissioner.

Reykdal grew up in Snohomish, earned his baccalaureate degree in social studies with a teaching certificate from Washington State University and a master’s degree in public administration (MPA) at the University of North Carolina – Chapel Hill. He and his wife, Kim (a school counselor and a Tumwater School Board member), have two school-age children. They live in Tumwater.



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Title: 2017 Legislative Session and Governor Inslee’s Proposed K-12 Budget

As Related To:

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

Relevant To Board Roles:

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

Policy Considerations / Key Questions:

1. What has transpired since the Board adopted its 2017 legislative priorities?
2. How closely does the Governor’s proposed budget align with SBE’s priorities?
3. What can the Board do to advocate for its priorities and this budget?

Possible Board Action:

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

Materials Included in Packet:

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

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

The Board adopted its legislative priorities at its November Board meeting. Since then, staff have met with numerous legislators and partners to advance these priorities.

Post-election, both caucuses in both legislative chambers have (officially) elected leadership, and three of the four caucuses have (unofficially) assigned committee composition; all will impact our advocacy.

Staff attended two budget/policy forecast meetings with the governor’s office policy and fiscal staff to review the governor’s proposed K-12 budget for the 2017-19 biennium. Staff subsequently initiated a one-on-one meeting with OFM staff to discuss this budget in-depth. Staff will provide an overview of Governor Inslee’s proposed biennial budget, focusing on plans related to increasing revenue and investing 50.3% of the state’s biennial budget in K-12 education.

In your packet you will find:

- 2017 Legislature leadership structure and relevant committee composition.
- The governor’s summary of the K-12 education component of his budget.
- A summary of the governor’s strategy to increase revenues.
- A synopsis of the governor’s “Putting Washington’s Students First” plan.
- The governor’s proposed educator salary schedule.
- A spreadsheet outlining estimated funding changes by-district, for all WA school districts.



2017 SESSION: Legislative Priorities

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

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.

Resolve McCleary Implementation

Fully implement ESHB 2261 and SHB 2776; make ample provision for basic education programs, and eliminate the state's unconstitutional reliance on local levies.

Washington's Supreme Court was clear in its McCleary decision of 2012 that the state has failed to make ample provision for public schools, as required by Article IX of the state constitution. Additionally, the Court was clear that reliance on local dollars to support basic education programs and salaries is impermissible. The 2017 Legislature is requested to define the constitutionally permissible uses of local maintenance and operations levies and increase state funding to ensure that basic education programs and compensation of school district staff for basic education duties are fully funded from dependable state sources, and not from local levies. *Additionally, the Legislature is requested to restore funding enhancements to per pupil allocations provided for career and technical education.* These actions will both bring the state into compliance with a key finding in McCleary and dramatically improve the equity of the state's school funding system. The K-12 system cannot close the opportunity and achievement gaps and ensure a high-quality education for all students unless the state fully funds its program of basic education.

End Biology End of Course as a Diploma Requirement*

Immediately eliminate the biology End-of-Course exam as a high school graduation requirement, and replace it with a comprehensive science assessment aligned with the Washington State Science Learning Standards (i.e., Next Generation Science Standards), when it becomes available.

Expand Assessment Alternatives*

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

Provide Professional Learning for Educators*

The 2017 Legislature is requested to include ten days, or 60 hours, of professional development in the state's program of basic education and 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.300.602. Ensuring that all students are prepared for career and college requires sustained, state-funded time for professional learning outside of the 180-day school calendar. Renewed state support for professional learning will ease the strain on families and children from the proliferation of partial school days, reverse the erosion of instructional time from the state's abandonment of this responsibility, and promote equity for districts less able to support this necessary activity through local levies.

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

Strengthen Career Readiness and Fortify the High School and Beyond Plan in the Program of Basic Education for All Students*

The career- and college-ready graduation requirements directed by the Legislature in 2014 make the High School and Beyond Plan essential to the state's new high school diploma. In order to ensure that every student has access to a high-quality High School and Beyond Plan, the Legislature is requested to define and fund the following minimum elements of the plan:

- Identification of career goals
- Identification of educational goals in support of anticipated career and life goals
- A four-year plan for course-taking aligned with career and educational goals
- Identification of assessments needed to earn a diploma and achieve postsecondary goals.

The Board also urges legislation that requires the development of career readiness standards for all students, as a guide for K-12 curricula and a support for students, parents and counselors.

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. Summer learning loss widens achievement gaps and reduces academic results for economically disadvantaged students. The Legislature should support expanded learning opportunities that align with the quality indicators designed by the Expanded Learning Opportunity Council pursuant to SSB 6163.

Remedy Teacher Shortage and Align and Enhance Educator Compensation and Credentialing

Identify and fund additional effective strategies to address the multi-faceted problem of teacher shortages.

The Legislature is requested to align the new system of professional certification with a new model of professional compensation based on the career ladder compensation model recommended by the Compensation Technical Work Group.

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



THE WASHINGTON STATE BOARD OF EDUCATION

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

2017 Legislature Leadership and Key Committee Composition*

Senate Republicans (Majority) Leadership	Senate Democrats (Minority) Leadership
Majority Leader: Mark Schoesler (Spokane) Majority Caucus Chair: Randi Becker (East Pierce County) Majority Floor Leader: Joe Fain (Auburn) Majority Whip: Barbara Bailey (Mt. Vernon)	Minority Leader: Sharon Rolfes (Seattle) Minority Caucus Chair: John McCoy (Everett) Minority Floor Leader: Marko Lias (Lynwood)

Senate Education Committee Members (Republicans)	Senate Education Committee Members (Democrats)
Hans Zeiger, Chair (Puyallup) Joe Fain (Auburn) Ann Rivers (La Center) Judy Warnick (Moses Lake)	Christine Rolfes: Ranking (Kitsap County) Andy Billig (Spokane) Mark Mullet (Issaquah)

Senate Ways and Means Committee Members (Republicans)	Senate Ways and Means Committee Members (Democrats)
John Braun, Chair (Centralia) Sharon Brown, Vice chair (Kennewick) Dino Rossi, Vice chair (Sammamish) Jim Honeyford, Vice chair, Capital Budget (Toppenish) Barbara Bailey (Mt. Vernon) Randi Becker (East Pierce County) Joe Fain (Auburn) Mark Miloscia (Federal Way) Mike Padden (Spokane Valley) Ann Rivers (La Center) Mark Schoesler (Ritzville) Judy Warnick (Moses Lake) Hans Zeiger (Puyallup)	Kevin Ranker: Ranking (Orcas Island) Christine Rolfes: Assistant Operating (Kitsap County) David Frockt: Capital (Seattle) Andy Billig (Spokane) Rueven Carlyle (Seattle) Steve Conway (Tacoma) Jeannie Darneille (Tacoma) Bob Hasegawa (Seattle) Karen Keiser (Kent) Jamie Pedersen (Seattle)

**Officially, committee composition remains as it was during the 2016 session until 2017 session begins on Jan. 11, at which time outgoing legislators resign and newly-elected legislators are officially appointed and sworn in. Committee membership could change until then. Caucuses have elected their leadership based on the most recent elections.*

House Democrats (Majority) Leadership	House Republicans (Minority) Leadership
<p>Speaker of the House: Frank Chopp (Seattle) Majority Leader: Pat Sullivan (Covington) Majority Caucus Chair: Eric Pettigrew (Seattle) Majority Floor Leader: Gael Tarleton (Seattle) Majority Whip: Marcus Riccelli (Spokane) Deputy Majority Whip: Jessyn Farrell (Seattle)</p>	<p>Leader: Dan Kristiansen (Snohomish) Deputy Leader: Joel Kretz (Okanogan) Caucus Chair: Shelly Short (Republic) Floor Leader: J.T. Wilcox (Yelm) Assistant Floor Leader: Matt Shea (Spokane Valley) Assistant Floor Leader: Matt Manweller (Ellensburg) Whip: Dave Hayes (Camano Island)</p>

House Education Committee Members (Democrats)	House Education Committee Members (Republicans)
<p>Sharon Tomiko Santos: Chair Rep.-elect Monica Stonier: Vice-Chair (Vancouver) Rep.-elect Laurie Dolan: Vice-chair (Olympia) Steve Bergquist (Tukwila) Christine Kilduff (Tacoma) Patty Kuderer (Bellevue) John Lovick (Mill Creek) Lillian Ortiz-Self (Shoreline) Tana Senn (Bellevue) Larry Springer (Kirkland)</p>	<p>Paul Harris: Ranking (Vancouver) Dick Muri: Assistant Ranking (Steilacoom) Michelle Caldier (Kitsap County) Mark Hargrove (Covington) Norm Johnson (Yakima) McCaslin (Spokane Valley) Mike Steele (Lake Chelan) Drew Stokesbary (Auburn) Mike Volz (Spokane)</p>

House Appropriations Committee Members (Democrats)	House Appropriations Committee Members (Republicans)
<p>Timm Ormsby, Chair (Spokane) June Robinson, Vice-chair (Everett) Steve Bergquist (Tukwila) Eileen Cody (Seattle) Joe Fitzgibbon (Seattle) Drew Hansen (Bainbridge Island) Zack Hudgins (Seattle) Laurie Jinkins (Tacoma) Ruth Kagi (Shoreline) Kristine Lytton (Anacortes) Eric Pettigrew (Seattle) Gerry Pollet (Seattle) David Sawyer (Tacoma) Tan Senn (Bellevue) Larry Springer (Kirkland) Derek Stanford (Shoreline) Pat Sullivan (Covington) Steve Tharinger (Sequim)</p>	<p>Bruce Chandler: Ranking (Granger) Drew MacEwen: Assistant Ranking (Union) Drew Stokesbary: Assistant Ranking (Auburn) David Taylor (Moxee) Vincent Buys (Lynden) Cary Condotta (Chelan) Brandon Vick (Felida) Larry Haler (Richland) Paul Harris (Vancouver) Joe Schmick (Colfax) J.T. Wilcox (Yelm) Matt Manweller (Ellensburg) Terry Nealey (Dayton) Michelle Caldier (Port Orchard) Mike Volz (Spokane)</p>

House Capital Budget Committee Members (Democrats)	House Capital Budget Committee Members (Republicans)
<p>Steve Tharinger, Chair (Sequim) Strom Peterson, Vice-chair (Shoreline) Beth Doglio, Vice-chair (Seattle) Nicole Macri (Seattle) Jeff Morris (Mt. Vernon) Kristine Reeves (Federal Way) Marcus Riccelli (Spokane) Cindy Ryu (Shoreline) Mike Sells (Everett) Monica Stonier (Vancouver)</p>	<p>Richard DeBolt: Ranking (Chehalis) Norma Smith: Assistant Ranking (Clinton) Drew MacEwen (Union) Mike Steele (Lake Chelan) Maureen Walsh (Walla Walla) John Koster (Snohomish) Mary Dye (Pomeroy) Vicki Kraft (Vancouver) Norm Johnson (Yakima)</p>

House Finance Committee Members (Democrats)	House Finance Committee Members (Republicans)
<p>Kristine Lytton, Chair (Anacortes) Noel Frame, Vice-chair (Seattle) Laurie Dolan (Olympia) Gerry Pollet (Seattle) Larry Springer (Kirkland) Sharon Wylie (Vancouver)</p>	<p>Terry Nealey: Ranking (Dayton) Ed Orcutt: Assistant Ranking (Kalama) Cary Condotta (Chelan) Drew Stokesbary (Auburn) J.T. Wilcox (Yelm)</p>

Please contact Kaaren Heikes with any questions: Kaaren.heikes@k12.wa.us or 360.725.6029.

"This final step is arguably the biggest and most difficult. But it's necessary. We know what needs to get done and we know this is the year to do it."

Gov. Jay Inslee

December 2016

GOV. INSLEE'S EDUCATION PLAN — PUTTING WASHINGTON'S STUDENTS FIRST

Gov. Inslee's 2017–19 budget puts forward a bold vision for Washington's future. The centerpiece of that budget is his plan for fully funding K-12 education, which includes the final steps of addressing teacher compensation and ending the decades-long overreliance on local levies for basic education. His proposal would improve state teacher pay to competitive levels statewide. And it would provide more resources to give students and teachers the support they need to succeed in the classroom while protecting essential human services that many at-risk students depend on outside the classroom.

Education is the most important underpinning of Washington's economy, the key to improving our quality of life and assuring every student has an opportunity to be successful. Yet for decades, the state has not lived up to its constitutional duty to fully fund kindergarten-through-12th grade basic education. Local school districts have been left to fill the funding gaps, and that has created significant basic education funding disparities between low- and high-income areas of the state.

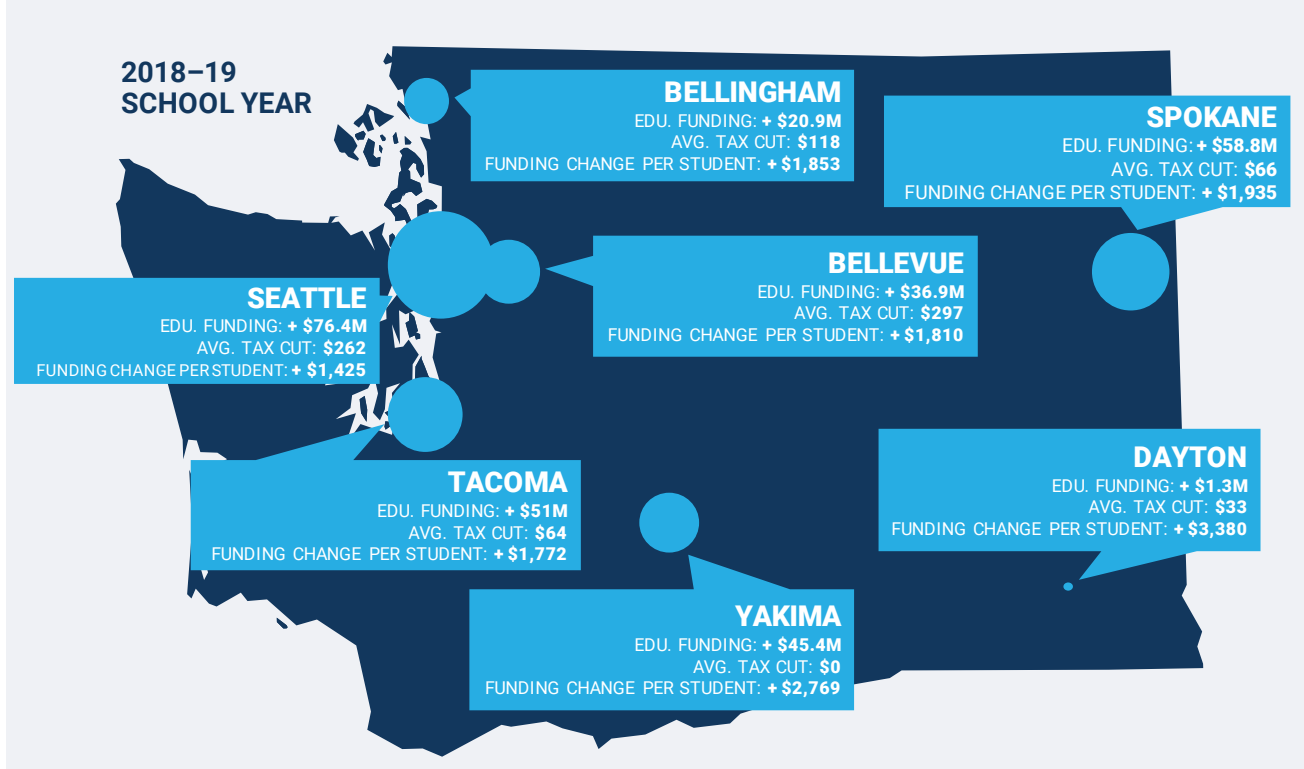
Since taking office in 2013, one of Gov. Inslee's highest priorities has been reinvesting in K-12 education to fulfill previous legislative commitments to students and families. Over the past four years, the state has increased its investment in K-12 education by more than \$4.6 billion — including \$2.1 billion to meet the state's constitutional basic education obligations. Washington has also invested heavily to reduce early elementary class sizes and has fully funded all-day kindergarten, student transportation, and materials, supplies and school operations, or MSOC.

But we are not finished yet.



Every school district will receive more state funding.

At least 75% of households and businesses will see a **property tax cut**.



Gov. Inslee has a plan to resolve this issue once and for all. His 2017–19 budget includes more than \$2.7 billion to provide competitive educator and school staff salaries across the state and, for the first time, fully fund the basic education portion of compensation. This should bring the state into compliance with the state Supreme Court’s 2012 McCleary ruling.

But the governor believes the state must do more than just comply with the court’s order.

The governor’s budget — proposing one of the largest K-12 education investments in state history — includes another \$1.1 billion to finish the job of reducing early elementary class sizes and to replicate proven strategies to support struggling students and schools, enhance mentoring programs for teachers and principals, and add more staff to support student social and emotional learning.

The benefits of the governor’s budget would be felt in every school district across the state. Under his plan, every school district would receive more state funding, a property tax cut, or both:

- » Every school district would receive more money from the state.
- » The infusion of state funding would enable school districts to reduce local property taxes by at least \$250 million statewide per year.
- » Local school taxes would be reduced in 119 of the state’s 295 school districts — and more than three-fourths of households and businesses would get a property tax cut.

The governor’s budget reflects our state’s values and makes education our highest priority. A decade ago, spending on public schools was less than 39 percent of total state spending. Sizable education investments during the past four years have pushed that figure above 47 percent. And, under

Gov. Inslee’s budget, K-12 education spending would top 50 percent of total state spending — the highest it’s been since the early 1980s.

In 2012, the state Supreme Court sided with lower courts in the McCleary v. State of Washington lawsuit, finding the state wasn’t meeting its paramount duty to amply fund K-12 basic education. The court stressed that state funding for basic education must be both uniform and dependable.

Even as the court case was unfolding, the state Legislature passed laws in 2009 (House Bill 2261, revising the definition of basic education) and 2010 (HB 2776, adopting a simpler and more practical formula for basic education) to establish a plan and a timeline for fully funding basic education by 2018 without reliance on local taxes. The Supreme Court’s 2012 ruling cited the Legislature’s plan as one that would satisfy the court.

House Bill 2261 created the Compensation Technical Working Group. Its 2012 report offered nine recommendations, including a schedule of comparable wages for all school employees, based on market analyses conducted by the state Employment Security Department.

After the 2015 legislative session, Gov. Inslee convened a bipartisan, bicameral group of legislators to consider how to ensure competitive salaries for educators and school staff. The Legislature considered the working group’s deliberations, and in 2016, passed Senate Bill 6195, which called for an independent study of market rate salaries for school employees. The independent consultant’s findings were released in November 2016 and confirmed the Employment Security Department’s 2016 update.

Gov. Inslee’s 2017–19 budget proposes competitive salaries for educators, administrators and classified staff, based on those analyses. With that investment, by the end of the current biennium commitments made in House bills 2261 and 2776 will be fully implemented.

But making good on a promise made nearly a decade ago isn’t good enough. Gov. Inslee’s budget goes beyond paying educators and administrators competitive wages, making additional investments to give students the education they need to be successful and to deliver services to help close the opportunity gap.

	2016–17	2017–18	2018–19
	CURRENT SALARY	PROPOSED SALARY	
	Funded based on 180-day school year	Funded based on 10 months plus hours of training and collaboration	
Teachers and educational staff associates		30 hours	80 hours
Beginning experience	\$35,700	\$44,976	\$54,587
Average experience	\$54,865	\$59,709	\$72,466
16 or more years of experience	\$67,288	\$69,938	\$84,883
	Funded based on 11 months	Funded based on full calendar year	
Administration	\$62,847	\$78,395	\$114,612
	Funded based on full calendar year		
Classified	\$33,898	\$39,457	\$52,908

The governor's education plan is based on the following goals:

Recruit, retain and continually train great educators – \$2.96 billion total

Research and common sense tell us the most important school-based factor in academic achievement is teacher quality. Better starting salaries for teachers will attract a smart, creative, diverse workforce. Too many starting teachers leave the profession within a few years, and mentoring is a proven strategy to support them and keep them in the profession. Time for training and collaboration will equip teachers with tools to narrow the opportunity gap, increase cultural competency and address students' social and emotional needs. The governor's budget also ensures competitive wages for all school employees.

Competitive wages and benefits for teachers and school staff – \$2.74 billion Education Legacy Trust Account; \$7.8 million Opportunity Pathways Account

Teachers are currently compensated based on a system that rewards years of experience and degrees earned. But research shows that degrees are less an indicator of skill than other kinds of professional development. The governor's budget

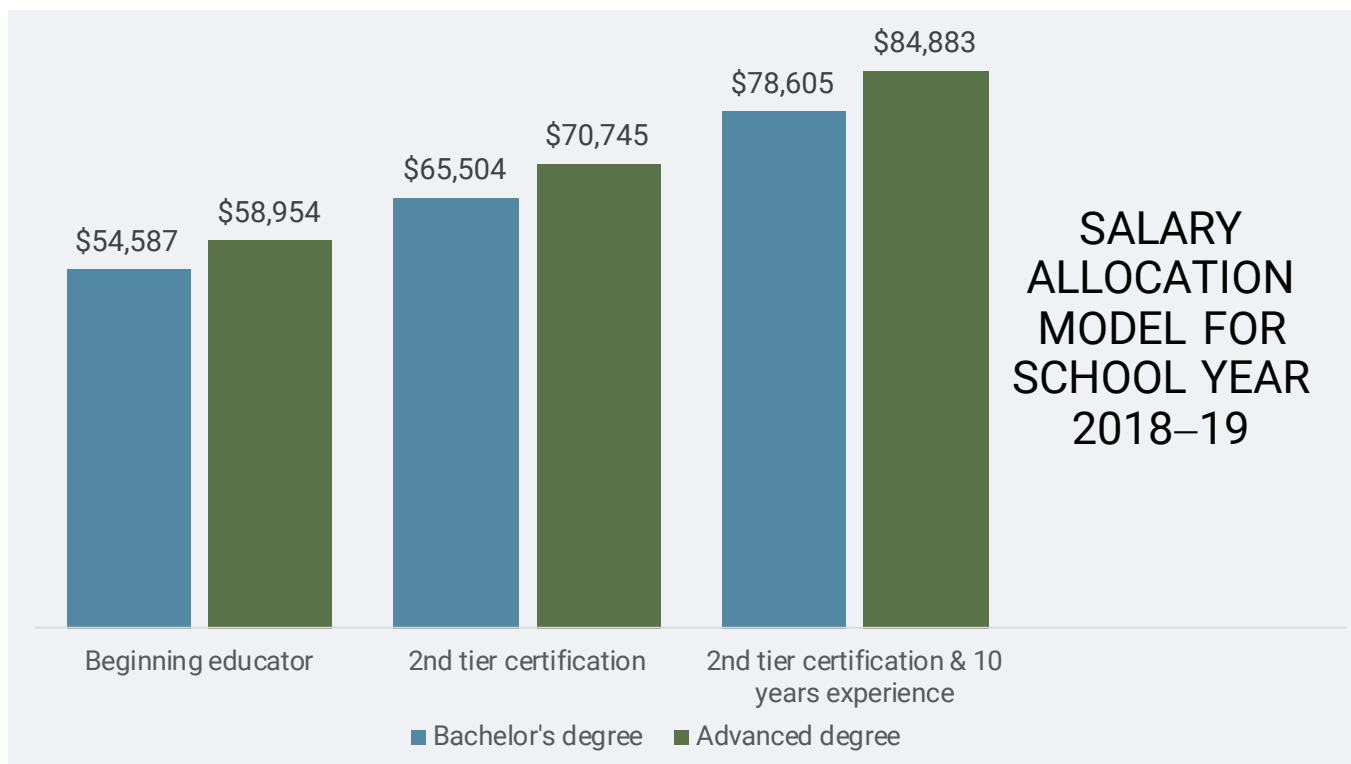
creates a new salary allocation model, or SAM, that better aligns educator pay with professional development milestones.

Successful schools build in staff training and time for collaboration. The new SAM provides certificated staff salaries for 10 months, plus an additional 30 hours in the 2017–18 school year and 80 hours in the 2018–19 school year for professional learning and collaboration.

Teachers at the School for the Blind and the Washington State Center for Childhood Deafness and Hearing Loss will also receive these increases.

Health benefits

The state-funded health benefit rate for state-funded certificated instructional staff and administrative staff is increased from \$780.00 to \$835.96 per month in the 2017–18 school year and to \$848.91 per month in the 2018–19 school year. The rate for state-funded classified staff is increased from \$898.56 to \$963.03 per month in the 2017–18 school year and to \$977.94 per month in the 2018–19 school year. (\$138.7 million General Fund-State; \$407,000 Opportunity Pathways Account)



Teacher mentoring and career advancement

Beginning teachers are more successful in the classroom and more likely to stay in the profession when they're supported during their first few years on the job by experienced colleagues. Mentoring is vital work and deserves additional pay. The governor's budget expands the Beginning Educator Support Team program in the Office of Superintendent of Public Instruction, putting it on track to provide mentors for all new teachers, beginning in the 2020–21 school year. Investments in BEST include a salary of nearly \$93,000 for full-time mentors, prorated for those mentoring part time. (\$50.0 million GF-S)

Alternate routes for teacher preparation

A diverse, multilingual workforce with school-based experience leads to better academic and social outcomes, especially for children from cultural and linguistic minority populations. Alternate routes are partnerships between school districts and universities that give paraeducators, and those looking to change careers, a way to earn their teaching credential while gaining valuable experience in the classroom. Alternate routes appeal to people who want to stay in their communities, making it a particularly effective strategy for recruiting and retaining teachers who represent the students they serve. The governor's budget expands this program by 360 candidates,

with priority given to the preparation of bilingual educators. (\$11.0 million Education Legacy Trust Account)

Principal support and mentoring

Just as new teachers are more effective and more likely to stay in the profession if they receive mentoring and guidance during their first few years in the classroom, principals are better, more stable leaders when they are supported during their early years on the job. The governor's budget supports school leaders with internships for principals in training, workshops for principals during their first year and a new principal mentoring program in BEST. (\$7.5 million GF-S)

Paraeducator training

Paraeducators provide integral instructional support that directly contributes to closing the opportunity gap. Effective professional development and time to collaborate with teachers better prepare paraeducators to help students succeed. The governor's budget enhances paraeducator salaries to include 20 hours in the 2017–18 school year and 40 hours in the 2018–19 school year for professional learning, directed by school districts. (\$4.7 million Education Legacy Trust Account; \$12,000 Opportunity Pathways Account)

STRENGTHENING ACCOUNTABILITY MEASURES TO DRIVE SUCCESS

Gov. Inslee's budget includes historic investments in our schools and our educators to provide the best possible chance for every child in Washington to graduate from high school ready for a career or college.

We know from research and results in the classroom these investments will pay off. Still, we must be accountable to the public for tracking and reporting our progress in closing the opportunity gap and increasing graduation rates for college- and career-ready students.

The Results Washington team is updating Gov. Inslee's goals for education, which he will approve in January 2017, including:

- » Reducing gaps in English language arts, math and science proficiency by half from 2015 to 2021 and increasing the percentage — by 2 percent per year — of all students who score proficient.
- » Improving the statewide high school graduation rate from 78 percent in 2016 to 86 percent by 2021 and developing a new goal to measure our progress in closing graduation rate gaps.
- » Continue decreasing the percentage of recent high school graduates enrolled in remedial courses in college every year through 2021.

Close the opportunity gap – \$866.8 million total
Washington families, educators and policymakers continue to be concerned by disparity in access to great schools and the resources needed for all children to be academically successful. We know what it will take to level the playing field for students. Gov. Inslee’s budget makes investments to cut class sizes and add school professionals to help all students achieve their potential.

Class size reduction

Research shows that smaller classes in the early grades help teachers succeed with low-achieving students. The state has made steady progress on the HB 2776 goal of reducing class sizes to 17 students in kindergarten through third grade by 2018. Gov. Inslee’s budget finishes the job by funding more than 3,400 new teachers for the 2017–18 school year. (\$484.6 million Education Legacy Trust Account; \$507,000 Opportunity Pathways Account)

Social and emotional health

School counselors, nurses, psychologists, social workers and family engagement coordinators help students address social and emotional barriers to learning. Gov. Inslee’s budget increases the number of student support staff and provides time for collaboration and training to maximize their effectiveness. The additions will be phased in for half the state’s schools with the highest concentration of poverty in the 2017–18 school year, when 1.0 FTE will be added to each prototypical school. In the 2018–19 school year, this increase will be phased in to all schools in the state. (\$324.2 million Education Legacy Trust Account; \$1.0 million Opportunity Pathways Account)

Learning assistance

Closing the opportunity gap requires heightened attention on students who are underperforming

and on schools that struggle to serve them well. The Learning Assistance Program offers research-based supplemental services for low-income students scoring below grade-level in English language arts and math. The governor’s budget increases LAP funding to improve services for students who need extra support. (\$49.5 million Education Legacy Trust Account; \$148,000 Opportunity Pathways Account)

School and district improvement

Each year, the federal government requires states to identify the 5 percent of schools most in need of support to improve students’ academic outcomes. The federal Every Student Succeeds Act of 2016 provides some funding to states, but not enough to support all the schools identified. Gov. Inslee’s budget provides assistance to low-performing schools and districts that do not receive federal funds. (\$3.8 million GF-S)

Education services for foster care youth

The state bears a special responsibility for improving academic outcomes of children in foster care. Through a partnership with community-based organizations, foster youth receive individualized educational support and guidance, including help transitioning to college and careers after they graduate from high school. The governor’s budget expands this demonstration project to serve another 120 students. (\$1.4 million GF-S)

Truancy reduction

School districts are required to offer community truancy boards and other interventions to reduce student truancy and address the causes of chronic absenteeism. School attendance is essential to each student’s academic performance and development of social and emotional skills. One-time funding was provided in fiscal year 2016 for training of staff members to serve on community

SCHOOL FINANCIAL SYSTEM REDESIGN

Current school district financial systems often lack the capability to report detailed expenditures timely and accurately. Detailed expenditure information promotes accountability by enabling school districts, state agencies and the Legislature to assess the financial health of school districts and the implementation of state and local policy. The governor’s budget provides funding for OSPI and school districts to align accounting and reporting systems with the prototypical school model, align expenditures with revenues and provide building-level accounting. (\$9.9 million GF-S)

truancy boards. The governor’s budget restores and increases grant funding to support community truancy boards. (\$1.3 million GF-S)

Mentors for struggling students

Mentoring works by connecting qualified adults with students who are struggling to overcome social or emotional challenges that put them at risk of dropping out of school. Funding will expand the Check & Connect program, an intervention strategy used with students who show warning signs of disengagement from school and who are at risk of leaving before graduation. This investment will also support students from military families as they navigate transitions and pilot a project with three corporate partners to mentor students in the workplace. (This program is funded in the budget of the Department of Social and Health Services.) (\$400,000 GF-S)

Engage students – \$26.1 million total

Our schools serve students from every walk of life. They come to us with varied interests and abilities, and it’s our responsibility to make sure their time and effort at school are relevant and enriching. Additional funding for career-connected learning, computer science education and highly capable students will help deliver the continuum of college and career preparation our schools are called upon to offer. And because of their own interest in helping educate the next generation of workers, private sector employers are stepping up to match funding for many of these programs.

Career-connected learning

Career-connected learning offers work-based experiences and industry-approved apprenticeships for students who want to enter the workforce or prepare for job training after high school graduation. Funding supports grants for middle and high schools to integrate academic and occupational curricula and train teachers. Schools will partner with colleges and universities, businesses and labor groups to develop industry design challenges, worksite visits, mentorships, internships and apprenticeships for students, beginning in elementary school. The governor’s budget triples the state’s current investment in this program; funds are matched by the private sector. (This program is funded in the budget of the Office of Financial Management.) (\$6.0 million Education Legacy Trust Account)

Computer science for everyone

The gulf between those who have ready access to computers and the internet, and those who do not — dubbed the digital divide — continues to affect students’ ability to gain essential skills needed to do well in school and to use technology productively. The governor’s budget funds grants for curriculum development, teacher training, technology purchases and digital access for historically underserved groups, including girls and students from low-income, rural and ethnic minority communities. The governor’s budget triples the state’s current investment and will be matched by the private sector. (This program is funded in the budget of the Office of Financial Management.) (\$4.0 million Education Legacy Trust Account)

Putting Washington’s Students First

\$ in thousands

Recruit, Retain and Continually Train Great Educators	Total
Competitive wages for teachers and school staff	\$2,412,788
Educator training	\$332,896
Health benefits	\$139,103
Teacher mentoring and career advancement	\$50,000
Alternative routes for teacher preparation	\$11,000
Principal support and mentoring	\$7,546
Paraeducator training	\$4,725
Close the Opportunity Gap	Total
Class size reduction	\$485,064
Social and emotional health	\$325,249
Mentors for struggling students	\$400
Learning assistance	\$49,598
Supporting foster youth	\$1,368
School and district improvement	\$3,832
Truancy reduction	\$1,330
Engage Students	Total
Career-connected learning	\$6,000
Computer science for everyone	\$4,000
Materials and supplies for career and technical education	\$12,253
Highly capable education	\$3,856

Materials and supplies for career and technical education

Recognizing the higher-than-normal costs for materials and supplies in career and technical education courses, the MSOC funding formula is modified in the governor's budget. The per-student formulas for career and technical education and skills centers are set as enhancements to the general education funding rate. Both are increased to be 20 percent higher than the general education rate in the 2017–18 school year and 30 percent higher in the 2018–19 school year. (\$12.3 million Education Legacy Trust Account)

Highly capable education

There are many highly capable students in our schools and not enough of them get the services they need to keep them engaged in learning. The governor's budget provides program support, combined with higher salary allocations, to allow more students to participate. (\$3.8 million Education Legacy Trust Account)

REVENUE

80-year-old tax and revenue system hampers state's ability to meet vital needs

Washington's overall economy is one of the strongest and most diverse in the nation. Yet over the years, our state and local governments have become increasingly hamstrung by an inability to meet the rising demands placed on services by a growing population.

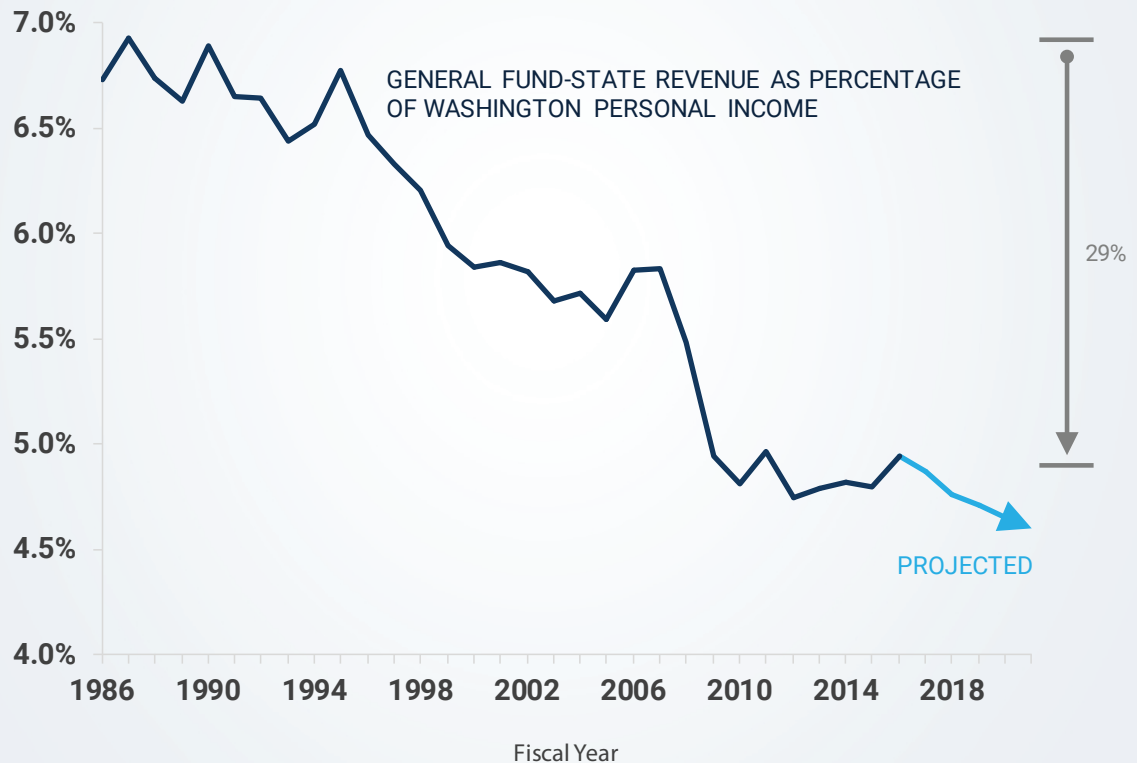
Our tax system — put in place in the 1930s, when rotary phones and manual typewriters were the norm — does not reflect the state's modern, service-based economy. That is partly why our state and local tax systems no longer keep pace with the growth of our economy.

Each year, as our tax revenues fall further behind, we face a growing structural imbalance in our state budget.

Consider this: In the early 1990s, State General Fund revenue collections equaled nearly 7 percent of the overall economy (as measured by total personal income). But today, revenue collections as a share of the economy have declined steadily, to less than 5 percent.

Washington is falling behind other states as well. During the mid-1990s, Washington ranked 11th nationwide in state and local taxes as a share of the economy. By 2013, the state's ranking had fallen to 35th — well below the average for all states.

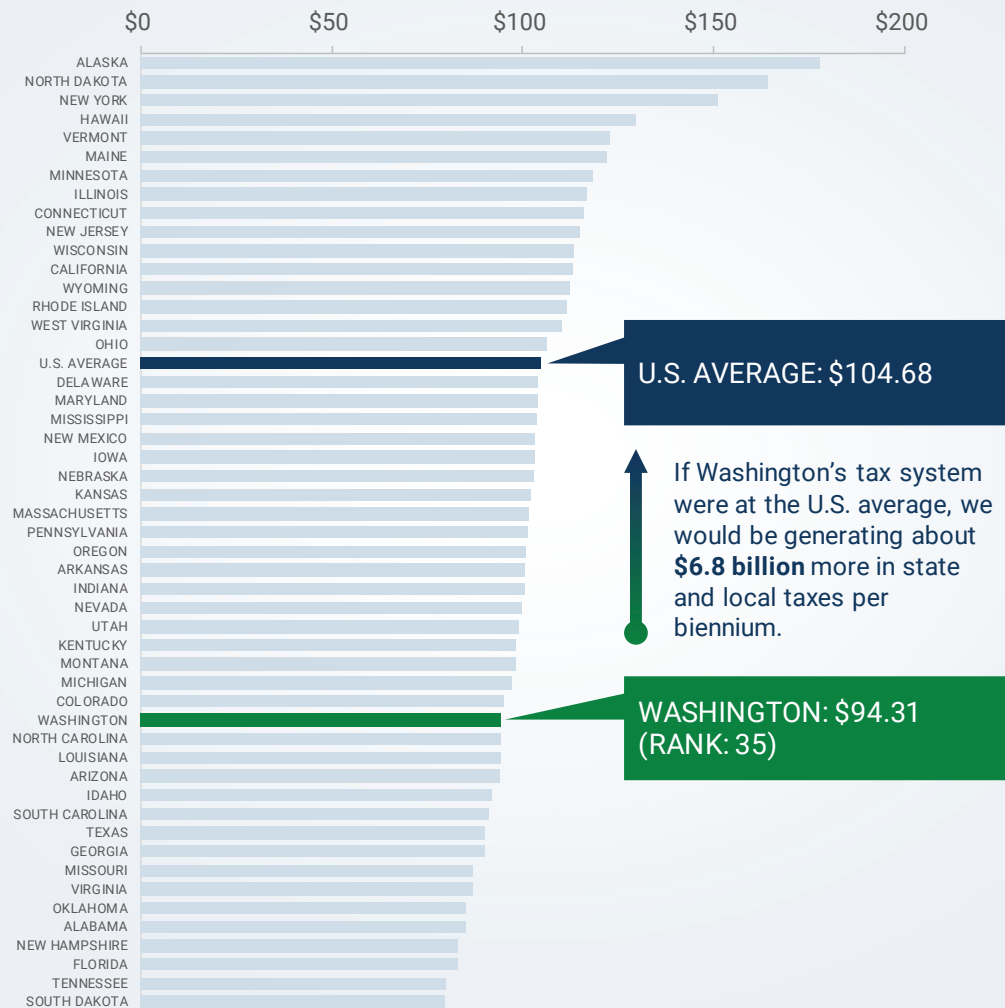
Over the past 30 years, state revenue collections as a share of the economy have fallen by nearly 30%



Source: Washington State Economic and Revenue Forecast Council, Nov. 2016

Washington has fallen behind other states in revenue as a share of the economy

STATE AND LOCAL TAX COLLECTIONS PER \$1,000 PERSONAL INCOME (2013)



Source: Bureau of Economic Analysis and Census Bureau, U.S. Dept. of Commerce, Dec. 2016

In the mid-1990s, Washington ranked 11th nationwide. In the most recent ranking, our state has fallen to 35th.

REVENUE

How significant is that? If Washington's tax system were at the U.S. average, we would be generating about \$6.8 billion more in state and local taxes per biennium.

As economy shifts to services, Washington's tax system falls further behind

A multitude of factors have been stripping the gears of the state's tax and revenue system, the bulk of which was put in place 80 years ago, when the state economy looked much different than it does today.

Washington gets nearly half its revenue through retail sales taxes, primarily on goods. Besides making the state's tax system the most regressive in the nation, our heavy reliance on a goods-based sales tax also helps explain why we continue falling behind in revenue collections.

Unlike some states, Washington does not impose a sales tax on most services. While Washington assesses a modest business and occupation tax on some services, in general we do not tax services to the extent we tax goods. Yet people today are spending a smaller share of their disposable income on goods and a greater share on services such as those provided by accountants, architects, attorneys, consultants and real estate agents. In fact, over the past 40 years, services have more than doubled as a share of the total economy.

Since the mid-1930s, Washington has adopted more than 650 state and local tax exemptions, worth billions of dollars. Nearly a third of those were put in place during the past 15 years. While many tax exemptions are well-targeted at providing needed tax relief or creating jobs, many others are outdated or no longer serve their original purpose.

What's more, consumers today are doing more of their shopping online instead of in local stores. But because many out-of-state businesses do not collect sales taxes, Washington loses hundreds of millions of dollars each year in potential

REVENUE

revenue, and our brick-and-mortar businesses are placed at a competitive disadvantage.

Saddled with a flawed and inefficient tax and revenue system, the state in recent years has too often relied on “one time” money — such as through fund shifts or tapping reserves — to solve budget shortfalls. As a result, budget shortfalls reappear at the start of each biennium.

While it will be necessary to once again tap reserves, given the enormity of the challenges the state faces in the next biennium and beyond, Gov. Inslee understands the state cannot rely too heavily on one-time solutions or temporary revenue sources.

Proposed revenue changes will fully fund education, provide local property tax relief

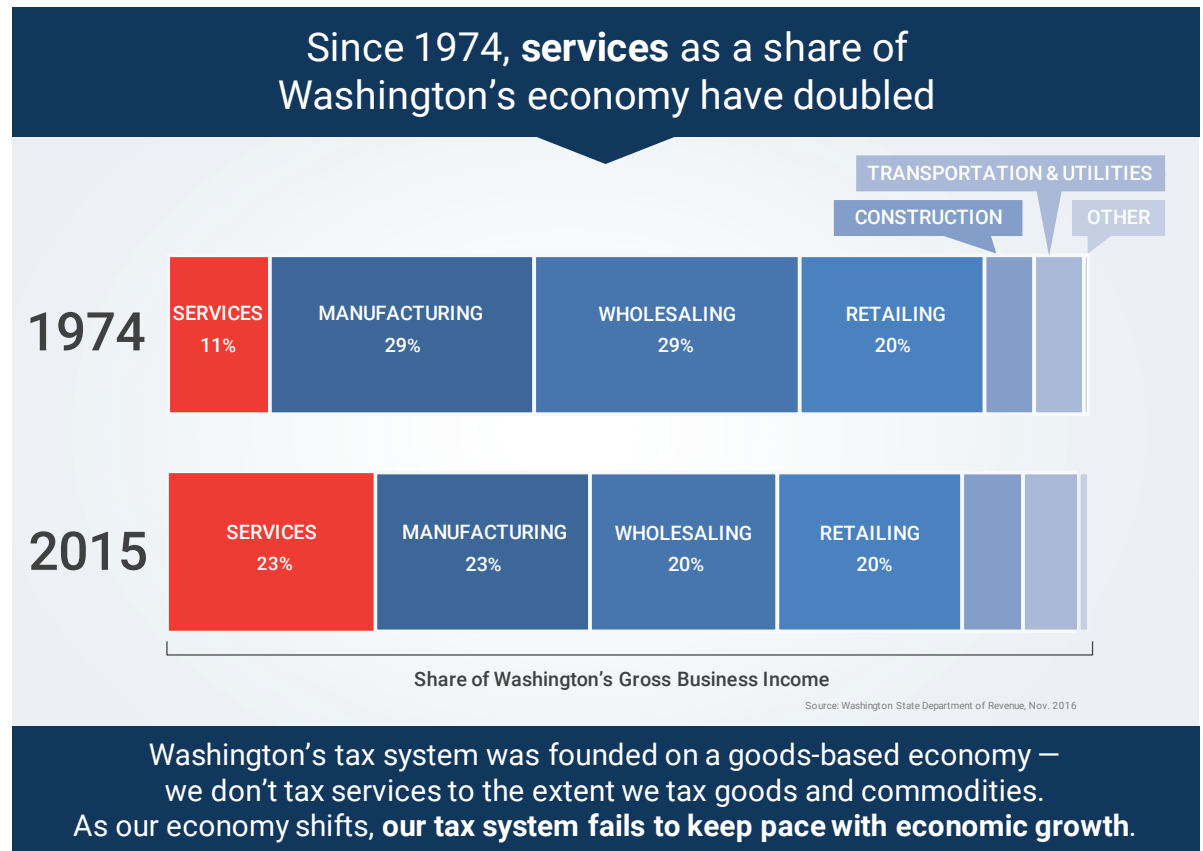
The governor’s proposed 2017–19 operating budget calls for a balanced mix of revenue changes that will address the state’s immediate needs and create a sustainable revenue system better designed to keep pace with needs as our economy grows. His revenue plan is rooted in fairness for working families.

Overall, the governor is proposing nearly \$4.4 billion in net new revenue for the 2017–19 operating budget. The vast majority of that will go toward ensuring sustainable full funding for education, significantly expanding community services for mental and behavioral health services, and supporting investments in homelessness, public health and other key priorities. The governor is proposing about \$800 million in

additional new revenue to fund projects in his capital budget.

Importantly, the governor’s revenue package would reduce local property taxes. School districts now fund a significant portion of the state’s basic education obligations through local property taxes — a practice the state Supreme Court has ordered the Legislature to fix.

Under the governor’s plan, every school district would receive more money from the state. The infusion of state funding would reduce local school district property tax levies. Initial estimates indicate that local school taxes during the next biennium would be reduced by at least \$250 million per year and that more than three-fourths of households and businesses statewide would get a property tax cut.



REVENUE

The governor also proposes increasing the state business and occupation tax on services and other activities from 1.5 percent to 2.5 percent, which would generate nearly \$2.3 billion in the next biennium. The tax is applied to a broad range of personal and professional services, such as those provided by accountants, architects, attorneys, consultants and real estate agents.

To make sure very small businesses aren't impacted, the governor's plan more than doubles the B&O tax filing threshold to \$100,000 and increases the small-business tax credit to \$125 per month for all businesses. These changes would mean 38,000 more small businesses statewide would receive relief.

The governor is also calling for a new capital gains tax on the sale of stocks, bonds and other assets. Exemptions are provided for retirement accounts, homes, farms and forestry. Earned income from salaries and wages are not capital gains and would not be taxed at all.

The proposal is similar to one he put forward two years ago to increase the share of state taxes paid by Washington's wealthiest taxpayers. The state would apply a 7.9 percent tax to capital gains earnings above \$25,000 for individuals and \$50,000 for joint filers, starting in the second year of the biennium. At those earnings thresholds, only a tiny fraction of the state's wealthiest taxpayers would be affected.

Washington is one of just nine states that do not tax capital gains. A 7.9 percent tax would put the

state's rate well below Oregon's (9.9 percent) and California's (13.3 percent).

The tax would raise an estimated \$821 million in fiscal year 2019. To address concerns about the volatility of a capital gains tax, the governor proposes creating a school investment reserve fund. Any year in which the state collects more than \$900 million in capital gains taxes, the excess amount would be directed to the reserve fund. The tax is projected to generate more than \$900 million by the second year it is in place.

The governor is also proposing a new tax on carbon pollution associated with the production

and consumption of fossil fuels. The carbon tax would take effect in fiscal year 2018, generating about \$1.9 billion in the next biennium. About half the revenue generated by the carbon tax would be directed to the state's education needs. The rest would be reinvested in clean energy and transportation projects to lower consumer fuel bills and reduce greenhouse gas emissions. Revenue will also support major projects to build water infrastructure and improve forest health. Some funds will offset taxes to businesses and low-income households especially vulnerable to increased energy costs.

Major Components of Operating Budget Revenue Plan	2017-19 Total
Increases	<i>\$ in millions</i>
B&O tax on services – Increase rate to 2.5% (all services)	\$2,276
Carbon tax (net revenue) – \$25/ton plus inflation plus 3.5%	\$1,069
Capital gains tax – 7.9% (\$25,000/\$50,000 threshold, exempt all residential property)	\$821
Limit trade-in exclusion to \$10,000	\$91
Limit REET foreclosure exemption	\$59
Repeal bottled water sales tax exemption	\$57
Repeal extracted fuel (except hog fuel)	\$52
Refund nonresident sales tax exemption	\$49
Extend economic nexus to retailing B&O activities	\$12
Decreases	
Cigarette smoking to age 21	\$(16)
High-technology R&D tax incentives	\$(30)
Increase small business B&O tax credit and tax filing threshold	\$(92)

REVENUE

Finally, the governor's budget calls for closing five outdated tax exemptions, which would generate more than \$300 million in revenue during the next biennium. Here are the exemptions the governor proposes closing and the revenue each would generate in the next biennium:

Repeal sales tax exemption on bottled water – \$57 million

This proposal repeals the sales tax exemption for bottled water. Refunds are provided for those with a medical prescription for bottled water or for those who do not have access to potable water.

Sales of bottled water were subject to tax before 2004. But the tax was removed when Washington joined the nationwide Streamlined Sales and Use Tax Agreement. The agreement no longer requires Washington to exempt bottled water from sales tax. Bottled water is a discretionary purchase, and the vast majority of states collect tax on these sales.

Refund state portion of sales tax to nonresidents – \$49 million

This proposal converts the current nonresident sales tax exemption to a refund program for the 6.5 percent state portion of the sales tax. The exemption was created in the 1960s and provides a tax advantage to out-of-state residents over Washington residents.

Repeal use tax exemption for extracted fuel – \$52 million

This proposal limits the use tax exemption for fuel produced by an extractor or manufacturer when the fuel is directly used in the same process. Only

wood byproducts, referred to as “hog fuel,” would continue to be eligible for the exemption.

The biggest beneficiaries of this exemption are oil refineries that did not exist when this exemption was created. Other industries pay tax when they use materials they manufacture themselves.

Repeal sales tax exemption for trade-ins valued over \$10,000 – \$91 million

This proposal would limit the exclusion of trade-in value from retail sales and use tax to \$10,000 for motor vehicles, recreational vehicles, boats and other items. The current unlimited deduction primarily benefits high-income earners, who have the state's lowest tax burdens.

Limit REET exemption on foreclosure sales by lenders – \$59 million

This proposal requires banks and other lenders to pay real estate excise tax, or REET, if one of the following is met:

- » A lender or creditor receives property through a foreclosure proceeding or by enforcing a judgment.
- » Property is sold at a foreclosure or sheriff's auction.
- » Property is transferred by order of the court in a foreclosure or a judgment enforcement proceeding.

This is a matter of fairness. The average homeowner pays REET when selling or in some cases when refinancing a mortgage. A bank should pay the same when selling the property.

Putting Washington's Students First

dollars in thousands

McCleary Compensation	General Fund- State & Ed Legacy			Opportunity Pathways Account			Total Biennium	Notes
	FY 18	FY 19	Biennium	FY 18	FY 19	Biennium		
Competitive Wages for teachers and school staff	\$ 507,821	\$ 1,898,206	\$ 2,406,027	\$ 1,202	\$ 5,559	\$ 6,761	\$ 2,412,788	Year 1: one third of the salary increase. Year 2: full implementation. Year 1: CAS salary is \$78,395. Year 2: CAS salary is \$114,612. Year 1: CLS salary is \$39,457. Year 2: CLS salary is \$52,908.
Educator Training	\$ 73,900	\$ 257,992	\$ 331,892	\$ 181	\$ 823	\$ 1,004	\$ 332,896	Year 1: 30 hours. Year 2: 80 hours. Brings beginning educator pay to \$44,975 in year 1 and \$54,587 in year 2.
Subtotal	\$ 581,721	\$ 2,156,198	\$ 2,737,919	\$ 1,383	\$ 6,382	\$ 7,765	\$ 2,745,684	

Recruit, Retain and Continuously Train Great Educators	General Fund- State & Ed Legacy			Opportunity Pathways Account			Total Biennium	Notes
	FY 18	FY 19	Biennium	FY 18	FY 19	Biennium		
Health Benefits	\$ 55,802	\$ 82,894	\$ 138,696	\$ 142	\$ 265	\$ 407	\$ 139,103	Year 1: \$835.96 Year 2: \$848.91 Current: \$780
Teacher Mentoring and Career Advancement	\$ 20,000	\$ 30,000	\$ 50,000			\$ -	\$ 50,000	Year 1: Salary of \$90,112 for existing mentors. Year 2: Salary of \$92,664 expand by 80 mentors. Expand by \$10 million per year until fully funded.
Alternate Routes for Teacher Preparation	\$ 5,500	\$ 5,500	\$ 11,000			\$ -	\$ 11,000	expand by 360 candidates
Principal Support and Mentoring	\$ 2,273	\$ 5,273	\$ 7,546			\$ -	\$ 7,546	1. Bring funding for Internships up to \$750,000 per year. Current: \$477,000. 2. Fund 3-part leadership seminar for all principals \$1,200 per person. 3. Begin Principal Mentoring program as part of BEST.
Paraeducator Training	\$ 1,233	\$ 3,480	\$ 4,713	\$ 3	\$ 9	\$ 12	\$ 4,725	Year 1: 20 hours. Year 2: 40 hours.
Subtotal	\$ 84,808	\$ 127,147	\$ 211,955	\$ 145	\$ 274	\$ 419	\$ 212,374	
Total Compensation and Recruit, Retain, and Continuously Train	\$ 2,949,874						\$ 2,958,058	

Close the Opportunity Gap	General Fund- State & Ed Legacy			Opportunity Pathways Account			Total Biennium	Notes
	FY 18	FY 19	Biennium	FY 18	FY 19	Biennium		
Class Size Reduction	\$ 214,067	\$ 270,490	\$ 484,557	\$ 214	\$ 293	\$ 507	\$ 485,064	< In ML; Class Size 17 in both school years
Social and Emotional Health: School psychs, nurses, social workers, counselors, family engagement	\$ 96,961	\$ 227,247	\$ 324,208	\$ 255	\$ 786	\$ 1,041	\$ 325,249	Year 1: 1.0 FTE in fifty percent of schools starting with high poverty schools. Year 2: 1.0 FTE in all schools
Mentors for struggling students	\$ 200	\$ 200	\$ 400			\$ -	\$ 400	< In DSHS Budget
Learning Assistance	\$ 9,360	\$ 40,090	\$ 49,450	\$ 14	\$ 134	\$ 148	\$ 49,598	Year 1: 2.5 hours/week. Year 2: 2.75 hours/week. Current Law: 2.3975 hours/week
Foster Care Youth Educational Outcomes	\$ 684	\$ 684	\$ 1,368				\$ 1,368	serves 120 youth
School and District Improvement	\$ 1,670	\$ 2,162	\$ 3,832			\$ -	\$ 3,832	Year 1: 64 schools Year 2: 117 schools Current: 61 schools
Truancy Reduction	\$ 665	\$ 665	\$ 1,330			\$ -	\$ 1,330	Fund grants to school districts for community truancy boards.
Subtotal	\$ 323,607	\$ 541,538	\$ 865,145	\$ 483	\$ 1,213	\$ 1,696	\$ 866,841	

Engage Students	General Fund- State & Ed Legacy			Opportunity Pathways Account			Total Biennium	Notes
	FY 18	FY 19	Biennium	FY 18	FY 19	Biennium		
Computer Science for Everyone	\$ 2,000	\$ 2,000	\$ 4,000			\$ -	\$ 4,000	< In OFM budget
Career-Connected Learning	\$ 3,000	\$ 3,000	\$ 6,000			\$ -	\$ 6,000	< In OFM budget
Materials and supplies for career and technical education	\$ 1,959	\$ 10,294	\$ 12,253			\$ -	\$ 12,253	Year 1: 20% enhancement. Year 2: 30% enhancement.
Highly Capable Education	\$ 1,089	\$ 2,755	\$ 3,844	\$ 3	\$ 9	\$ 12	\$ 3,856	Year 1: 2.5% of students eligible. Year 2: 2.75% of students eligible. Current Law: 2.237% of students eligible.
Subtotal	\$ 8,048	\$ 18,049	\$ 26,097	\$ 3	\$ 9	\$ 12	\$ 26,109	

Other Items	General Fund- State & Ed Legacy			Opportunity Pathways Account			Total Biennium	Notes
	FY 18	FY 19	Biennium	FY 18	FY 19	Biennium		
Local Effort Assistance	\$ 33,738	\$ 19,801	\$ 53,539			\$ -	\$ 53,539	Year 1: 24% Levy; PPI 16.35% Year 2: 15% Levy, 21.4% PPI
I-732 COLA	\$ 109,676	\$ 269,325	\$ 379,001	\$ 247	\$ 767	\$ 1,014	\$ 380,015	< In ML; Year 1: 2.4% Year 2: 2.8%
School Financial System Redesign	\$ 388	\$ 9,490	\$ 9,878				\$ 9,878	Fund the design and implementation of the system. Did not fund the ongoing staff at districts.
Teacher Evaluation Training	\$ -	\$ (5,000)	\$ (5,000)			\$ -	\$ (5,000)	Training time for teachers is paid for in the "Educator Training" step. Funding for infrastructure and support is maintained.
National Board Cert Staffing	\$ 150	\$ 150	\$ 300			\$ -	\$ 300	Funding for 1.0 FTE at SPI to support the National Board Bonus program. Previous funded with federal grant.
Subtotal	\$ 143,952	\$ 293,766	\$ 437,718	\$ 247	\$ 767	\$ 1,014	\$ 438,732	

Grand Total	\$ 1,142,136	\$ 3,136,698	\$ 4,278,834	\$ 2,261	\$ 8,645	\$ 10,906	\$ 4,289,740	
Policy Level Total	\$ 818,393	\$ 2,596,883	\$ 3,415,276	\$ 1,800	\$ 7,585	\$ 9,385	\$ 3,424,661	
New Money (Policy plus K-3 Class Size Reduction)	\$ 1,032,460	\$ 2,867,373	\$ 3,899,833	\$ 2,014	\$ 7,878	\$ 9,892	\$ 3,909,725	

OFM Document 1

Table Of Staff Mix Factors For Certificated Instructional Staff

Education Experience for Certificated Instructional Staff

Years of Service	Residency Certificate		Second Tier Certificate	
	Baccalaureate Degree	Advanced Degree	Baccalaureate Degree	Advanced Degree
0	1.000	1.080	1.200	1.296
1	1.000	1.080	1.200	1.296
2	1.000	1.080	1.200	1.296
3	1.000	1.080	1.200	1.296
4	1.000	1.080	1.200	1.296
5	1.000	1.080	1.200	1.296
6	1.000	1.080	1.200	1.296
7	1.000	1.080	1.200	1.296
8	1.000	1.080	1.200	1.296
9	1.000	1.080	1.200	1.296
10			1.440	1.555
11			1.440	1.555
12			1.440	1.555
13			1.440	1.555
14			1.440	1.555
15			1.440	1.555
16 or more			1.440	1.555

OFM Document 1 is referenced in the Governor Inslee 2017 Proposal.

**Table Of Total Base Salaries
For School Year 2017-18**

Education Experience for Certificated Instructional Staff

Years of Service	Residency Certificate		Second Tier Certificate	
	Baccalaureate Degree	Advanced Degree	Baccalaureate Degree	Advanced Degree
0	44,976	48,574	53,971	58,289
1	44,976	48,574	53,971	58,289
2	44,976	48,574	53,971	58,289
3	44,976	48,574	53,971	58,289
4	44,976	48,574	53,971	58,289
5	44,976	48,574	53,971	58,289
6	44,976	48,574	53,971	58,289
7	44,976	48,574	53,971	58,289
8	44,976	48,574	53,971	58,289
9	44,976	48,574	53,971	58,289
10			64,765	69,938
11			64,765	69,938
12			64,765	69,938
13			64,765	69,938
14			64,765	69,938
15			64,765	69,938
16 or more			64,765	69,938

Certificated Administrative Staff 78,395

Classified Staff 39,457

Mentor Staff 90,112

OFM Document 1 is referenced in the Governor Inslee 2017 Proposal.

Governor Inslee 2017 Proposal

Date: December 11, 2016
Time: 09:06 hours

**Table Of Total Base Salaries
For School Year 2018-19**

Education Experience for Certificated Instructional Staff

Years of Service	Residency Certificate		Second Tier Certificate	
	Baccalaureate Degree	Advanced Degree	Baccalaureate Degree	Advanced Degree
0	54,587	58,954	65,504	70,745
1	54,587	58,954	65,504	70,745
2	54,587	58,954	65,504	70,745
3	54,587	58,954	65,504	70,745
4	54,587	58,954	65,504	70,745
5	54,587	58,954	65,504	70,745
6	54,587	58,954	65,504	70,745
7	54,587	58,954	65,504	70,745
8	54,587	58,954	65,504	70,745
9	54,587	58,954	65,504	70,745
10			78,605	84,883
11			78,605	84,883
12			78,605	84,883
13			78,605	84,883
14			78,605	84,883
15			78,605	84,883
16 or more			78,605	84,883

Certificated Administrative Staff 114,612

Classified Staff 52,908

Mentor Staff 92,664

OFM Document 1 is referenced in the Governor Inslee 2017 Proposal.

Local School District Estimated Funding Changes for School Year 2018-19

Leg District	School District	Current School Year 2016-17				Governor Inslee Proposed School Year 2018-19					
		Student FTE	Total Funding State and Local	Local School Levy	Estimated Tax Rate	Net New Funding State and Local	Change in State Apportionment	Lower of Levy Authority or Voter Approved Levy	Estimated Tax Rate	Estimated Tax Rate Cut	Per Student Net Increase
	00000 State Totals:	1,077,838	\$ 11,498,200,000	\$ 2,452,400,000	\$ 2.46	\$ 2,338,900,000	\$ 2,731,300,000	\$ 2,201,800,000	\$ 2.15	\$ (0.31)	\$ 2,170
						Variance from current SY: \$ (250,600,000)				119	
19	14005 Aberdeen	3,269	\$ 34,700,000	\$ 5,200,000	\$ 4.28	\$ 6,200,000	\$ 7,000,000	\$ 5,200,000	\$ 4.28	\$ -	\$ 1,900
19	21226 Adna	609	\$ 6,100,000	\$ 700,000	\$ 2.02	\$ 1,200,000	\$ 1,300,000	\$ 700,000	\$ 2.02	\$ -	\$ 2,000
12	22017 Almira	77	\$ 2,200,000	\$ 200,000	\$ 2.33	\$ 500,000	\$ 500,000	\$ 200,000	\$ 2.33	\$ -	\$ 5,900
10	29103 Anacortes	2,763	\$ 29,200,000	\$ 8,200,000	\$ 1.50	\$ 5,100,000	\$ 6,600,000	\$ 7,100,000	\$ 1.31	\$ (0.20)	\$ 1,800
10	31016 Arlington	5,406	\$ 57,400,000	\$ 13,000,000	\$ 3.55	\$ 10,700,000	\$ 12,900,000	\$ 11,100,000	\$ 2.96	\$ (0.58)	\$ 2,000
09	02420 Asotin-Anatone	641	\$ 6,900,000	\$ 1,500,000	\$ 4.18	\$ 1,700,000	\$ 2,000,000	\$ 1,300,000	\$ 3.44	\$ (0.74)	\$ 2,700
05	17408 Auburn	15,856	\$ 176,000,000	\$ 39,900,000	\$ 3.74	\$ 35,000,000	\$ 41,600,000	\$ 34,400,000	\$ 3.17	\$ (0.57)	\$ 2,200
23	18303 Bainbridge	3,839	\$ 38,900,000	\$ 9,700,000	\$ 1.40	\$ 6,500,000	\$ 8,000,000	\$ 8,400,000	\$ 1.20	\$ (0.19)	\$ 1,700
14	06119 Battle Ground	13,699	\$ 141,400,000	\$ 26,800,000	\$ 3.63	\$ 24,700,000	\$ 29,400,000	\$ 24,900,000	\$ 3.32	\$ (0.32)	\$ 1,800
41	17405 Bellevue	20,397	\$ 215,100,000	\$ 63,400,000	\$ 1.23	\$ 36,900,000	\$ 50,200,000	\$ 50,100,000	\$ 0.93	\$ (0.30)	\$ 1,800
40	37501 Bellingham	11,299	\$ 121,000,000	\$ 32,400,000	\$ 2.36	\$ 20,900,000	\$ 26,500,000	\$ 27,500,000	\$ 1.97	\$ (0.39)	\$ 1,900
09	01122 Benge	14	\$ 400,000	\$ -	\$ -	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ -	\$ 6,300
02	27403 Bethel	19,351	\$ 207,200,000	\$ 42,900,000	\$ 4.26	\$ 44,900,000	\$ 52,700,000	\$ 37,400,000	\$ 3.64	\$ (0.62)	\$ 2,300
14	20203 Bickleton	81	\$ 2,000,000	\$ 200,000	\$ 0.31	\$ 600,000	\$ 600,000	\$ 200,000	\$ 0.31	\$ -	\$ 7,000
42	37503 Blaine	2,116	\$ 24,200,000	\$ 6,800,000	\$ 1.71	\$ 3,700,000	\$ 4,900,000	\$ 5,700,000	\$ 1.39	\$ (0.31)	\$ 1,700
19	21234 Boistfort	78	\$ 1,100,000	\$ 200,000	\$ 1.99	\$ 300,000	\$ 300,000	\$ 200,000	\$ 1.99	\$ -	\$ 4,200
23	18100 Bremerton	5,086	\$ 55,900,000	\$ 11,600,000	\$ 3.33	\$ 12,400,000	\$ 13,900,000	\$ 11,400,000	\$ 3.23	\$ (0.10)	\$ 2,400
12	24111 Brewster	941	\$ 9,800,000	\$ 1,100,000	\$ 2.46	\$ 2,400,000	\$ 2,600,000	\$ 1,100,000	\$ 2.46	\$ -	\$ 2,600
12	09075 Bridgeport	843	\$ 8,100,000	\$ 200,000	\$ 1.86	\$ 2,900,000	\$ 3,000,000	\$ 300,000	\$ 1.86	\$ -	\$ 3,400
24	16046 Brinnon	33	\$ 900,000	\$ 300,000	\$ 1.08	\$ 100,000	\$ 200,000	\$ 300,000	\$ 1.01	\$ (0.07)	\$ 3,100
10	29100 Burlington Edison	3,638	\$ 40,800,000	\$ 10,100,000	\$ 3.25	\$ 9,000,000	\$ 10,200,000	\$ 9,000,000	\$ 2.76	\$ (0.50)	\$ 2,500
14	06117 Camas	6,991	\$ 66,200,000	\$ 12,500,000	\$ 2.70	\$ 14,900,000	\$ 15,900,000	\$ 12,800,000	\$ 2.70	\$ -	\$ 2,100
24	05401 Cape Flattery	477	\$ 6,100,000	\$ 400,000	\$ 2.81	\$ 1,200,000	\$ 1,400,000	\$ 400,000	\$ 2.81	\$ -	\$ 2,600
02	27019 Carbonado	177	\$ 2,300,000	\$ 600,000	\$ 6.19	\$ 200,000	\$ 400,000	\$ 500,000	\$ 5.11	\$ (1.08)	\$ 1,400
12	04228 Cascade	1,294	\$ 13,800,000	\$ 3,100,000	\$ 1.22	\$ 3,100,000	\$ 3,300,000	\$ 3,100,000	\$ 1.22	\$ -	\$ 2,400
12	04222 Cashmere	1,524	\$ 15,400,000	\$ 2,600,000	\$ 3.33	\$ 3,200,000	\$ 3,500,000	\$ 2,600,000	\$ 3.33	\$ -	\$ 2,100
19	08401 Castle Rock	1,200	\$ 12,600,000	\$ 2,100,000	\$ 2.62	\$ 2,600,000	\$ 2,700,000	\$ 2,100,000	\$ 2.62	\$ -	\$ 2,100
14	20215 Centerville	79	\$ 1,100,000	\$ 400,000	\$ 2.26	\$ 200,000	\$ 200,000	\$ 400,000	\$ 2.08	\$ (0.18)	\$ 2,100
23	18401 Central Kitsap	10,905	\$ 114,800,000	\$ 21,900,000	\$ 3.20	\$ 25,500,000	\$ 27,900,000	\$ 22,500,000	\$ 3.14	\$ (0.06)	\$ 2,300
04	32356 Central Valley	13,534	\$ 137,900,000	\$ 25,200,000	\$ 3.44	\$ 31,900,000	\$ 35,000,000	\$ 25,300,000	\$ 3.41	\$ (0.03)	\$ 2,400
20	21401 Centralia	3,679	\$ 38,800,000	\$ 5,600,000	\$ 2.67	\$ 9,700,000	\$ 10,100,000	\$ 5,600,000	\$ 2.67	\$ -	\$ 2,600

Local School District Estimated Funding Changes for School Year 2018-19

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	00000 State Totals:	1,077,838	\$ 11,498,200,000	\$ 2,452,400,000	\$ 2.46	\$ 2,338,900,000	\$ 2,731,300,000	\$ 2,201,800,000	\$ 2.15	\$ (0.31)	\$ 2,170
						Variance from current SY: \$ (250,600,000)				119	
19	21302 Chehalis	2,829	\$ 29,100,000	\$ 4,800,000	\$ 2.77	\$ 6,400,000	\$ 6,600,000	\$ 4,800,000	\$ 2.77	\$ -	\$ 2,300
06	32360 Cheney	4,449	\$ 46,500,000	\$ 9,400,000	\$ 2.98	\$ 11,200,000	\$ 12,100,000	\$ 9,500,000	\$ 2.98	\$ -	\$ 2,500
07	33036 Chewelah	795	\$ 8,100,000	\$ 1,000,000	\$ 1.93	\$ 1,900,000	\$ 2,000,000	\$ 1,000,000	\$ 1.93	\$ -	\$ 2,300
24	16049 Chimacum	1,053	\$ 12,000,000	\$ 3,100,000	\$ 1.80	\$ 2,000,000	\$ 2,400,000	\$ 2,700,000	\$ 1.48	\$ (0.32)	\$ 1,900
09	02250 Clarkston	2,660	\$ 27,900,000	\$ 4,800,000	\$ 3.46	\$ 6,100,000	\$ 6,700,000	\$ 4,800,000	\$ 3.46	\$ -	\$ 2,300
13	19404 Cle Elum-Roslyn	886	\$ 9,200,000	\$ 2,200,000	\$ 0.86	\$ 2,000,000	\$ 2,200,000	\$ 2,200,000	\$ 0.84	\$ (0.01)	\$ 2,200
28	27400 Clover Park	12,548	\$ 137,200,000	\$ 22,400,000	\$ 4.26	\$ 35,400,000	\$ 37,700,000	\$ 23,500,000	\$ 4.26	\$ -	\$ 2,800
09	38300 Colfax	573	\$ 6,300,000	\$ 1,200,000	\$ 2.38	\$ 1,800,000	\$ 1,800,000	\$ 1,300,000	\$ 2.38	\$ -	\$ 3,200
16	36250 College Place	1,296	\$ 13,500,000	\$ 3,000,000	\$ 3.00	\$ 2,700,000	\$ 3,100,000	\$ 3,000,000	\$ 3.00	\$ -	\$ 2,100
09	38306 Colton	134	\$ 2,500,000	\$ 500,000	\$ 2.86	\$ 500,000	\$ 600,000	\$ 500,000	\$ 2.86	\$ -	\$ 3,700
07	33206 Columbia (Stev)	149	\$ 2,500,000	\$ 100,000	\$ 1.13	\$ 600,000	\$ 600,000	\$ 100,000	\$ 1.13	\$ -	\$ 4,300
16	36400 Columbia (Walla)	792	\$ 9,200,000	\$ 2,200,000	\$ 3.14	\$ 1,700,000	\$ 2,000,000	\$ 2,100,000	\$ 3.01	\$ (0.14)	\$ 2,200
07	33115 Colville	1,765	\$ 19,100,000	\$ 2,700,000	\$ 2.44	\$ 3,900,000	\$ 4,100,000	\$ 2,700,000	\$ 2.44	\$ -	\$ 2,200
39	29011 Concrete	499	\$ 6,700,000	\$ 1,800,000	\$ 2.92	\$ 1,100,000	\$ 1,200,000	\$ 1,600,000	\$ 2.50	\$ (0.42)	\$ 2,100
10	29317 Conway	432	\$ 4,800,000	\$ 1,400,000	\$ 3.06	\$ 800,000	\$ 1,100,000	\$ 1,400,000	\$ 2.91	\$ (0.15)	\$ 1,900
19	14099 Cosmopolis	130	\$ 2,200,000	\$ 800,000	\$ 4.72	\$ 200,000	\$ 400,000	\$ 700,000	\$ 4.06	\$ (0.66)	\$ 1,300
12	13151 Coulee/Hartline	186	\$ 3,000,000	\$ 500,000	\$ 2.23	\$ 600,000	\$ 600,000	\$ 500,000	\$ 2.23	\$ -	\$ 3,400
10	15204 Coupeville	962	\$ 9,500,000	\$ 2,200,000	\$ 1.10	\$ 2,200,000	\$ 2,400,000	\$ 2,200,000	\$ 1.10	\$ (0.00)	\$ 2,300
24	05313 Crescent	266	\$ 3,300,000	\$ 500,000	\$ 1.59	\$ 900,000	\$ 900,000	\$ 500,000	\$ 1.59	\$ -	\$ 3,500
13	22073 Creston	86	\$ 2,300,000	\$ 500,000	\$ 2.04	\$ 500,000	\$ 500,000	\$ 500,000	\$ 2.04	\$ -	\$ 5,900
07	10050 Curlew	161	\$ 2,600,000	\$ 200,000	\$ 1.70	\$ 800,000	\$ 800,000	\$ 200,000	\$ 1.70	\$ -	\$ 4,700
07	26059 Cusick	212	\$ 3,000,000	\$ 400,000	\$ 1.13	\$ 700,000	\$ 700,000	\$ 400,000	\$ 1.13	\$ -	\$ 3,200
13	19007 Damman	40	\$ 600,000	\$ 300,000	\$ 2.14	\$ 100,000	\$ 100,000	\$ 200,000	\$ 1.78	\$ (0.36)	\$ 1,900
39	31330 Darrington	415	\$ 5,300,000	\$ 1,200,000	\$ 4.15	\$ 1,400,000	\$ 1,600,000	\$ 1,000,000	\$ 3.39	\$ (0.76)	\$ 3,300
13	22207 Davenport	582	\$ 6,600,000	\$ 1,100,000	\$ 3.64	\$ 1,300,000	\$ 1,400,000	\$ 1,100,000	\$ 3.64	\$ -	\$ 2,200
16	07002 Dayton	377	\$ 4,800,000	\$ 1,400,000	\$ 1.93	\$ 1,300,000	\$ 1,500,000	\$ 1,200,000	\$ 1.59	\$ (0.34)	\$ 3,400
07	32414 Deer Park	2,410	\$ 23,400,000	\$ 2,200,000	\$ 2.45	\$ 5,800,000	\$ 6,100,000	\$ 2,200,000	\$ 2.45	\$ -	\$ 2,400
31	27343 Dieringer	1,450	\$ 18,000,000	\$ 6,300,000	\$ 3.97	\$ 2,300,000	\$ 3,600,000	\$ 5,000,000	\$ 2.87	\$ (1.10)	\$ 1,600
16	36101 Dixie	21	\$ 600,000	\$ 200,000	\$ 2.42	\$ 200,000	\$ 200,000	\$ 200,000	\$ 2.42	\$ -	\$ 7,300
04	32361 East Valley	4,167	\$ 48,200,000	\$ 11,300,000	\$ 4.09	\$ 7,400,000	\$ 9,900,000	\$ 9,200,000	\$ 3.13	\$ (0.96)	\$ 1,800
15	39090 East Valley (Yak)	3,093	\$ 31,900,000	\$ 4,600,000	\$ 3.04	\$ 7,400,000	\$ 7,700,000	\$ 4,700,000	\$ 3.04	\$ -	\$ 2,400

Local School District Estimated Funding Changes for School Year 2018-19

Leg District	School District	Current School Year 2016-17				Governor Inslee Proposed School Year 2018-19					
		Student FTE	Total Funding State and Local	Local School Levy	Estimated Tax Rate	Net New Funding State and Local	Change in State Apportionment	Lower of Levy Authority or Voter Approved Levy	Estimated Tax Rate	Estimated Tax Rate Cut	Per Student Net Increase
	00000 State Totals:	1,077,838	\$ 11,498,200,000	\$ 2,452,400,000	\$ 2.46	\$ 2,338,900,000	\$ 2,731,300,000	\$ 2,201,800,000	\$ 2.15	\$ (0.31)	\$ 2,170
						Variance from current SY: \$ (250,600,000)				119	
12	09206 Eastmont	5,900	\$ 58,900,000	\$ 9,200,000	\$ 2.51	\$ 13,600,000	\$ 14,100,000	\$ 9,300,000	\$ 2.51	\$ -	\$ 2,300
13	19028 Easton	105	\$ 2,300,000	\$ 500,000	\$ 0.87	\$ 700,000	\$ 700,000	\$ 500,000	\$ 0.87	\$ -	\$ 6,300
02	27404 Eatonville	1,948	\$ 20,400,000	\$ 4,800,000	\$ 3.53	\$ 3,800,000	\$ 4,500,000	\$ 4,100,000	\$ 3.00	\$ (0.53)	\$ 1,900
01	31015 Edmonds	21,037	\$ 232,300,000	\$ 61,000,000	\$ 2.72	\$ 40,800,000	\$ 52,000,000	\$ 49,800,000	\$ 2.06	\$ (0.65)	\$ 1,900
13	19401 Ellensburg	3,250	\$ 34,400,000	\$ 7,600,000	\$ 2.98	\$ 6,900,000	\$ 7,800,000	\$ 7,200,000	\$ 2.75	\$ (0.23)	\$ 2,100
19	14068 Elma	1,416	\$ 16,200,000	\$ 3,200,000	\$ 3.98	\$ 2,400,000	\$ 3,200,000	\$ 2,700,000	\$ 3.41	\$ (0.57)	\$ 1,700
09	38308 Endicott	88	\$ 2,200,000	\$ 300,000	\$ 2.40	\$ 600,000	\$ 600,000	\$ 300,000	\$ 2.40	\$ -	\$ 6,900
12	04127 Entiat	316	\$ 4,300,000	\$ 700,000	\$ 2.40	\$ 700,000	\$ 800,000	\$ 700,000	\$ 2.40	\$ -	\$ 2,300
05	17216 Enumclaw	3,983	\$ 43,200,000	\$ 10,500,000	\$ 3.08	\$ 8,000,000	\$ 9,600,000	\$ 9,900,000	\$ 2.87	\$ (0.20)	\$ 2,000
12	13165 Ephrata	2,349	\$ 25,000,000	\$ 3,800,000	\$ 4.37	\$ 5,500,000	\$ 6,100,000	\$ 3,900,000	\$ 4.37	\$ -	\$ 2,400
19	21036 Evaline	42	\$ 600,000	\$ 200,000	\$ 1.13	\$ 100,000	\$ 100,000	\$ 200,000	\$ 1.13	\$ -	\$ 3,500
01	31002 Everett	19,894	\$ 221,400,000	\$ 51,100,000	\$ 3.14	\$ 37,900,000	\$ 45,000,000	\$ 46,000,000	\$ 2.72	\$ (0.42)	\$ 1,900
17	06114 Evergreen (Clark)	26,373	\$ 280,400,000	\$ 47,900,000	\$ 3.54	\$ 59,400,000	\$ 65,500,000	\$ 49,100,000	\$ 3.54	\$ -	\$ 2,300
07	33205 Evergreen (Stev)	26	\$ 400,000	\$ -	\$ 0.54	\$ 200,000	\$ 200,000	\$ -	\$ 0.54	\$ -	\$ 7,200
30	17210 Federal Way	22,899	\$ 251,200,000	\$ 53,000,000	\$ 3.90	\$ 57,000,000	\$ 65,800,000	\$ 47,500,000	\$ 3.49	\$ (0.40)	\$ 2,500
42	37502 Ferndale	4,531	\$ 51,900,000	\$ 14,300,000	\$ 3.27	\$ 8,600,000	\$ 11,000,000	\$ 12,000,000	\$ 2.71	\$ (0.56)	\$ 1,900
25	27417 Fife	3,649	\$ 37,400,000	\$ 9,400,000	\$ 2.75	\$ 8,600,000	\$ 9,700,000	\$ 8,800,000	\$ 2.57	\$ (0.18)	\$ 2,300
16	03053 Finley	893	\$ 10,200,000	\$ 1,900,000	\$ 3.70	\$ 1,900,000	\$ 2,200,000	\$ 1,900,000	\$ 3.62	\$ (0.09)	\$ 2,100
25	27402 Franklin Pierce	7,718	\$ 85,800,000	\$ 17,700,000	\$ 4.96	\$ 16,500,000	\$ 20,200,000	\$ 15,100,000	\$ 4.16	\$ (0.80)	\$ 2,100
06	32358 Freeman	861	\$ 9,000,000	\$ 1,600,000	\$ 2.89	\$ 2,400,000	\$ 2,600,000	\$ 1,600,000	\$ 2.89	\$ -	\$ 2,800
09	38302 Garfield	106	\$ 2,300,000	\$ 300,000	\$ 2.53	\$ 500,000	\$ 500,000	\$ 300,000	\$ 2.53	\$ -	\$ 4,800
14	20401 Glenwood	69	\$ 1,900,000	\$ 100,000	\$ 2.82	\$ 400,000	\$ 400,000	\$ 100,000	\$ 2.82	\$ -	\$ 5,500
14	20404 Goldendale	880	\$ 9,200,000	\$ 2,600,000	\$ 2.26	\$ 1,800,000	\$ 2,200,000	\$ 2,300,000	\$ 1.96	\$ (0.29)	\$ 2,100
12	13301 Grand Coulee Dam	709	\$ 7,800,000	\$ 1,100,000	\$ 3.93	\$ 1,900,000	\$ 2,000,000	\$ 1,100,000	\$ 3.93	\$ -	\$ 2,600
15	39200 Grandview	3,639	\$ 35,300,000	\$ 1,400,000	\$ 1.76	\$ 10,200,000	\$ 10,900,000	\$ 1,500,000	\$ 1.76	\$ -	\$ 2,800
15	39204 Granger	1,491	\$ 14,700,000	\$ 600,000	\$ 1.94	\$ 3,300,000	\$ 3,800,000	\$ 600,000	\$ 1.94	\$ -	\$ 2,200
39	31332 Granite Falls	2,015	\$ 21,300,000	\$ 4,400,000	\$ 3.22	\$ 3,800,000	\$ 4,500,000	\$ 4,300,000	\$ 3.10	\$ (0.12)	\$ 1,900
35	23054 Grapeview	219	\$ 2,300,000	\$ 700,000	\$ 1.06	\$ 600,000	\$ 600,000	\$ 700,000	\$ 1.04	\$ (0.02)	\$ 2,600
06	32312 Great Northern	42	\$ 600,000	\$ 200,000	\$ 1.96	\$ 200,000	\$ 200,000	\$ 200,000	\$ 1.96	\$ -	\$ 4,500
20	06103 Green Mountain	151	\$ 1,600,000	\$ 500,000	\$ 2.90	\$ 300,000	\$ 400,000	\$ 500,000	\$ 2.90	\$ -	\$ 2,300
35	34324 Griffin	618	\$ 7,600,000	\$ 2,300,000	\$ 2.22	\$ 1,500,000	\$ 1,800,000	\$ 2,100,000	\$ 1.97	\$ (0.25)	\$ 2,400

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Leg District	School District	Current School Year 2016-17				Governor Inslee Proposed School Year 2018-19					
		Student FTE	Total Funding State and Local	Local School Levy	Estimated Tax Rate	Net New Funding State and Local	Change in State Apportionment	Lower of Levy Authority or Voter Approved Levy	Estimated Tax Rate	Estimated Tax Rate Cut	Per Student Net Increase
	00000 State Totals:	1,077,838	\$ 11,498,200,000	\$ 2,452,400,000	\$ 2.46	\$ 2,338,900,000	\$ 2,731,300,000	\$ 2,201,800,000	\$ 2.15	\$ (0.31)	\$ 2,170
						Variance from current SY: \$ (250,600,000)				119	
13	22204 Harrington	87	\$ 2,400,000	\$ 500,000	\$ 3.48	\$ 400,000	\$ 500,000	\$ 500,000	\$ 3.48	\$ -	\$ 4,200
14	39203 Highland	1,139	\$ 12,200,000	\$ 1,400,000	\$ 2.64	\$ 3,700,000	\$ 4,000,000	\$ 1,400,000	\$ 2.64	\$ -	\$ 3,300
11	17401 Highline	20,307	\$ 218,100,000	\$ 56,900,000	\$ 3.77	\$ 68,600,000	\$ 77,000,000	\$ 48,300,000	\$ 3.00	\$ (0.77)	\$ 3,400
14	06098 Hockinson	1,803	\$ 17,900,000	\$ 3,700,000	\$ 3.59	\$ 4,000,000	\$ 4,500,000	\$ 3,400,000	\$ 2.99	\$ (0.60)	\$ 2,200
35	23404 Hood Canal	286	\$ 4,400,000	\$ 1,700,000	\$ 1.63	\$ 1,000,000	\$ 1,200,000	\$ 1,500,000	\$ 1.45	\$ (0.18)	\$ 3,700
24	14028 Hoquiam	1,592	\$ 17,100,000	\$ 2,900,000	\$ 4.69	\$ 3,500,000	\$ 4,000,000	\$ 3,000,000	\$ 4.69	\$ -	\$ 2,200
07	10070 Inchelium	209	\$ 2,700,000	\$ 100,000	\$ 1.65	\$ 900,000	\$ 900,000	\$ 100,000	\$ 1.65	\$ -	\$ 4,100
39	31063 Index	33	\$ 700,000	\$ 200,000	\$ 2.00	\$ 200,000	\$ 200,000	\$ 200,000	\$ 2.00	\$ -	\$ 5,400
05	17411 Issaquah	20,093	\$ 193,500,000	\$ 49,100,000	\$ 1.96	\$ 41,100,000	\$ 49,500,000	\$ 40,700,000	\$ 1.55	\$ (0.41)	\$ 2,000
09	11056 Kahlottus	42	\$ 1,800,000	\$ 100,000	\$ 0.98	\$ 600,000	\$ 600,000	\$ 100,000	\$ 0.98	\$ -	\$ 14,100
20	08402 Kalama	898	\$ 7,800,000	\$ 2,100,000	\$ 1.81	\$ 1,700,000	\$ 1,900,000	\$ 2,100,000	\$ 1.75	\$ (0.07)	\$ 1,900
07	10003 Keller	26	\$ 600,000	\$ -	\$ 1.06	\$ 200,000	\$ 200,000	\$ -	\$ 1.06	\$ -	\$ 9,500
19	08458 Kelso	4,985	\$ 51,300,000	\$ 7,600,000	\$ 3.96	\$ 12,600,000	\$ 13,400,000	\$ 7,700,000	\$ 3.96	\$ -	\$ 2,500
08	03017 Kennewick	17,940	\$ 180,900,000	\$ 24,800,000	\$ 3.30	\$ 43,000,000	\$ 44,900,000	\$ 25,100,000	\$ 3.30	\$ -	\$ 2,400
05	17415 Kent	28,118	\$ 297,100,000	\$ 76,400,000	\$ 3.81	\$ 63,500,000	\$ 78,300,000	\$ 62,200,000	\$ 2.92	\$ (0.89)	\$ 2,300
07	33212 Kettle Falls	910	\$ 9,600,000	\$ 1,500,000	\$ 2.65	\$ 2,600,000	\$ 2,700,000	\$ 1,500,000	\$ 2.65	\$ -	\$ 2,900
08	03052 Kiona Benton	1,445	\$ 15,700,000	\$ 2,400,000	\$ 3.38	\$ 4,100,000	\$ 4,500,000	\$ 2,200,000	\$ 3.38	\$ -	\$ 2,900
13	19403 Kittitas	634	\$ 7,000,000	\$ 1,500,000	\$ 1.96	\$ 1,800,000	\$ 1,800,000	\$ 1,600,000	\$ 1.96	\$ -	\$ 2,900
14	20402 Klickitat	60	\$ 2,000,000	\$ 100,000	\$ 2.38	\$ 400,000	\$ 500,000	\$ 100,000	\$ 2.38	\$ -	\$ 6,600
10	29311 La Conner	593	\$ 6,700,000	\$ 1,300,000	\$ 1.92	\$ 1,400,000	\$ 1,700,000	\$ 1,000,000	\$ 1.92	\$ -	\$ 2,300
18	06101 Lacenter	1,598	\$ 15,200,000	\$ 2,600,000	\$ 2.92	\$ 2,800,000	\$ 3,000,000	\$ 2,700,000	\$ 2.92	\$ -	\$ 1,700
09	38126 Lacrosse Joint	66	\$ 2,300,000	\$ 500,000	\$ 2.45	\$ 600,000	\$ 700,000	\$ 500,000	\$ 2.45	\$ -	\$ 9,200
12	04129 Lake Chelan	1,425	\$ 15,200,000	\$ 3,100,000	\$ 1.40	\$ 3,500,000	\$ 3,500,000	\$ 3,200,000	\$ 1.40	\$ -	\$ 2,500
39	31004 Lake Stevens	8,368	\$ 84,000,000	\$ 13,100,000	\$ 2.77	\$ 20,200,000	\$ 21,200,000	\$ 13,100,000	\$ 2.77	\$ -	\$ 2,400
01	17414 Lake Washington	29,038	\$ 280,600,000	\$ 65,900,000	\$ 1.32	\$ 63,600,000	\$ 71,400,000	\$ 61,100,000	\$ 1.21	\$ (0.11)	\$ 2,200
10	31306 Lakewood	2,206	\$ 24,400,000	\$ 6,300,000	\$ 3.05	\$ 5,000,000	\$ 6,000,000	\$ 5,500,000	\$ 2.61	\$ (0.44)	\$ 2,300
09	38264 Lamont	28	\$ 700,000	\$ 200,000	\$ 2.76	\$ 200,000	\$ 200,000	\$ 200,000	\$ 2.76	\$ -	\$ 6,500
06	32362 Liberty	440	\$ 5,600,000	\$ 1,500,000	\$ 2.83	\$ 1,200,000	\$ 1,400,000	\$ 1,300,000	\$ 2.32	\$ (0.51)	\$ 2,700
09	01158 Lind	181	\$ 3,600,000	\$ 800,000	\$ 2.89	\$ 1,000,000	\$ 1,000,000	\$ 800,000	\$ 2.86	\$ (0.03)	\$ 5,500
19	08122 Longview	6,629	\$ 71,700,000	\$ 15,400,000	\$ 3.20	\$ 13,400,000	\$ 15,500,000	\$ 14,500,000	\$ 3.01	\$ (0.19)	\$ 2,000
07	33183 Loon Lake	189	\$ 1,700,000	\$ 200,000	\$ 0.66	\$ 500,000	\$ 500,000	\$ 300,000	\$ 0.66	\$ -	\$ 2,500

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	00000 State Totals:	1,077,838	\$ 11,498,200,000	\$ 2,452,400,000	\$ 2.46	\$ 2,338,900,000	\$ 2,731,300,000	\$ 2,201,800,000	\$ 2.15	\$ (0.31)	\$ 2,170
						Variance from current SY:		\$ (250,600,000)		119	
40	28144 Lopez	245	\$ 3,800,000	\$ 900,000	\$ 0.71	\$ 800,000	\$ 900,000	\$ 800,000	\$ 0.64	\$ (0.06)	\$ 3,100
14	20406 Lyle	231	\$ 3,200,000	\$ 700,000	\$ 2.30	\$ 700,000	\$ 700,000	\$ 700,000	\$ 2.30	\$ -	\$ 3,100
42	37504 Lynden	3,062	\$ 31,100,000	\$ 5,800,000	\$ 2.45	\$ 8,100,000	\$ 8,100,000	\$ 5,900,000	\$ 2.45	\$ -	\$ 2,600
15	39120 Mabton	915	\$ 9,300,000	\$ 300,000	\$ 1.57	\$ 2,300,000	\$ 2,400,000	\$ 300,000	\$ 1.57	\$ -	\$ 2,500
12	09207 Mansfield	75	\$ 2,000,000	\$ 100,000	\$ 1.92	\$ 400,000	\$ 400,000	\$ 200,000	\$ 1.92	\$ -	\$ 5,500
12	04019 Manson	659	\$ 7,100,000	\$ 1,200,000	\$ 1.58	\$ 1,900,000	\$ 1,900,000	\$ 1,200,000	\$ 1.58	\$ -	\$ 2,900
24	23311 Mary M Knight	145	\$ 2,800,000	\$ 700,000	\$ 4.51	\$ 600,000	\$ 700,000	\$ 500,000	\$ 3.56	\$ (0.95)	\$ 4,000
07	33207 Mary Walker	486	\$ 5,400,000	\$ 200,000	\$ 1.17	\$ 1,600,000	\$ 1,500,000	\$ 200,000	\$ 1.17	\$ -	\$ 3,300
38	31025 Marysville	10,800	\$ 123,000,000	\$ 26,600,000	\$ 3.87	\$ 20,600,000	\$ 25,600,000	\$ 23,000,000	\$ 3.27	\$ (0.59)	\$ 1,900
24	14065 Mc Cleary	291	\$ 3,500,000	\$ 700,000	\$ 3.80	\$ 1,100,000	\$ 1,100,000	\$ 700,000	\$ 3.80	\$ -	\$ 3,900
03	32354 Mead	9,641	\$ 101,900,000	\$ 20,800,000	\$ 4.01	\$ 17,900,000	\$ 22,200,000	\$ 17,800,000	\$ 3.42	\$ (0.59)	\$ 1,900
06	32326 Medical Lake	1,856	\$ 17,900,000	\$ 1,200,000	\$ 2.03	\$ 4,400,000	\$ 4,700,000	\$ 1,200,000	\$ 2.03	\$ -	\$ 2,400
41	17400 Mercer Island	4,348	\$ 47,000,000	\$ 15,200,000	\$ 1.37	\$ 4,700,000	\$ 8,800,000	\$ 11,200,000	\$ 0.96	\$ (0.41)	\$ 1,100
42	37505 Meridian	1,686	\$ 17,900,000	\$ 4,100,000	\$ 3.40	\$ 3,300,000	\$ 3,900,000	\$ 3,600,000	\$ 2.98	\$ (0.42)	\$ 2,000
12	24350 Methow Valley	619	\$ 6,500,000	\$ 1,800,000	\$ 1.27	\$ 1,400,000	\$ 1,600,000	\$ 1,600,000	\$ 1.13	\$ (0.14)	\$ 2,300
14	30031 Mill A	16	\$ 400,000	\$ -	\$ -	\$ 200,000	\$ 200,000	\$ -	\$ -	\$ -	\$ 9,600
01	31103 Monroe	6,753	\$ 69,900,000	\$ 16,500,000	\$ 3.32	\$ 13,600,000	\$ 16,500,000	\$ 14,200,000	\$ 2.77	\$ (0.55)	\$ 2,000
19	14066 Montesano	1,336	\$ 13,900,000	\$ 2,300,000	\$ 3.74	\$ 2,500,000	\$ 2,900,000	\$ 2,300,000	\$ 3.74	\$ -	\$ 1,900
20	21214 Morton	292	\$ 3,800,000	\$ 800,000	\$ 2.36	\$ 1,000,000	\$ 1,000,000	\$ 800,000	\$ 2.36	\$ -	\$ 3,600
13	13161 Moses Lake	8,547	\$ 92,000,000	\$ 17,200,000	\$ 3.88	\$ 18,400,000	\$ 21,100,000	\$ 16,300,000	\$ 3.64	\$ (0.24)	\$ 2,200
20	21206 Mossyrock	522	\$ 5,900,000	\$ 900,000	\$ 1.96	\$ 1,900,000	\$ 1,900,000	\$ 900,000	\$ 1.96	\$ -	\$ 3,600
14	39209 Mount Adams	908	\$ 8,600,000	\$ 200,000	\$ 0.93	\$ 3,900,000	\$ 3,900,000	\$ 200,000	\$ 0.93	\$ -	\$ 4,300
40	37507 Mount Baker	1,849	\$ 21,300,000	\$ 5,700,000	\$ 3.31	\$ 3,800,000	\$ 4,700,000	\$ 4,700,000	\$ 2.70	\$ (0.61)	\$ 2,100
14	30029 Mount Pleasant	70	\$ 700,000	\$ 200,000	\$ 3.22	\$ 300,000	\$ 300,000	\$ 200,000	\$ 3.22	\$ -	\$ 3,700
10	29320 Mt Vernon	6,827	\$ 74,900,000	\$ 14,400,000	\$ 4.01	\$ 16,200,000	\$ 18,600,000	\$ 13,200,000	\$ 3.62	\$ (0.39)	\$ 2,400
21	31006 Mukilteo	14,839	\$ 166,600,000	\$ 42,700,000	\$ 2.69	\$ 31,000,000	\$ 36,900,000	\$ 37,500,000	\$ 2.34	\$ (0.35)	\$ 2,100
13	39003 Naches Valley	1,300	\$ 13,900,000	\$ 2,900,000	\$ 3.22	\$ 3,200,000	\$ 3,600,000	\$ 2,800,000	\$ 3.08	\$ (0.14)	\$ 2,500
19	21014 Napavine	776	\$ 7,900,000	\$ 900,000	\$ 2.33	\$ 2,400,000	\$ 2,500,000	\$ 900,000	\$ 2.33	\$ -	\$ 3,100
19	25155 Naselle Grays Riv	322	\$ 4,000,000	\$ 700,000	\$ 2.59	\$ 1,200,000	\$ 1,200,000	\$ 700,000	\$ 2.59	\$ -	\$ 3,800
12	24014 Nespelem	110	\$ 1,500,000	\$ -	\$ 2.31	\$ 400,000	\$ 400,000	\$ -	\$ 2.31	\$ -	\$ 3,300
07	26056 Newport	1,060	\$ 11,000,000	\$ 1,700,000	\$ 2.03	\$ 2,700,000	\$ 2,800,000	\$ 1,700,000	\$ 2.03	\$ -	\$ 2,600

Local School District Estimated Funding Changes for School Year 2018-19

Leg District	School District	Current School Year 2016-17				Governor Inslee Proposed School Year 2018-19					
		Student FTE	Total Funding State and Local	Local School Levy	Estimated Tax Rate	Net New Funding State and Local	Change in State Apportionment	Lower of Levy Authority or Voter Approved Levy	Estimated Tax Rate	Estimated Tax Rate Cut	Per Student Net Increase
	00000 State Totals:	1,077,838	\$ 11,498,200,000	\$ 2,452,400,000	\$ 2.46	\$ 2,338,900,000	\$ 2,731,300,000	\$ 2,201,800,000	\$ 2.15	\$ (0.31)	\$ 2,170
						Variance from current SY: \$ (250,600,000)				119	
06	32325 Nine Mile Falls	1,414	\$ 15,200,000	\$ 2,900,000	\$ 3.29	\$ 2,500,000	\$ 2,900,000	\$ 2,800,000	\$ 3.16	\$ (0.12)	\$ 1,700
42	37506 Nooksack Valley	1,624	\$ 18,700,000	\$ 3,800,000	\$ 3.69	\$ 3,200,000	\$ 3,800,000	\$ 3,400,000	\$ 3.31	\$ (0.38)	\$ 2,000
24	14064 North Beach	690	\$ 7,700,000	\$ 1,800,000	\$ 1.31	\$ 1,800,000	\$ 1,900,000	\$ 1,900,000	\$ 1.28	\$ (0.03)	\$ 2,600
09	11051 North Franklin	2,049	\$ 21,200,000	\$ 2,100,000	\$ 1.93	\$ 6,100,000	\$ 6,300,000	\$ 2,200,000	\$ 1.93	\$ -	\$ 3,000
23	18400 North Kitsap	6,106	\$ 65,900,000	\$ 17,200,000	\$ 2.55	\$ 12,000,000	\$ 14,600,000	\$ 14,700,000	\$ 2.15	\$ (0.40)	\$ 2,000
35	23403 North Mason	2,123	\$ 22,500,000	\$ 4,700,000	\$ 2.25	\$ 5,400,000	\$ 5,500,000	\$ 4,700,000	\$ 2.25	\$ -	\$ 2,500
19	25200 North River	63	\$ 1,700,000	\$ -	\$ -	\$ 500,000	\$ 500,000	\$ -	\$ -	\$ -	\$ 8,500
02	34003 North Thurston	14,785	\$ 155,300,000	\$ 35,400,000	\$ 3.54	\$ 29,200,000	\$ 34,500,000	\$ 31,000,000	\$ 2.92	\$ (0.62)	\$ 2,000
07	33211 Northport	218	\$ 2,900,000	\$ 300,000	\$ 1.43	\$ 800,000	\$ 900,000	\$ 300,000	\$ 1.43	\$ -	\$ 3,800
01	17417 Northshore	21,124	\$ 214,200,000	\$ 50,000,000	\$ 1.92	\$ 40,500,000	\$ 46,400,000	\$ 48,000,000	\$ 1.82	\$ (0.10)	\$ 1,900
10	15201 Oak Harbor	5,858	\$ 56,500,000	\$ 7,800,000	\$ 2.30	\$ 13,400,000	\$ 13,700,000	\$ 8,000,000	\$ 2.30	\$ -	\$ 2,300
09	38324 Oakesdale	95	\$ 2,500,000	\$ 600,000	\$ 2.90	\$ 500,000	\$ 500,000	\$ 600,000	\$ 2.48	\$ (0.42)	\$ 5,200
19	14400 Oakville	203	\$ 2,700,000	\$ 400,000	\$ 2.31	\$ 800,000	\$ 800,000	\$ 400,000	\$ 2.31	\$ -	\$ 3,800
19	25101 Ocean Beach	1,017	\$ 10,900,000	\$ 3,100,000	\$ 1.91	\$ 2,100,000	\$ 2,500,000	\$ 2,800,000	\$ 1.65	\$ (0.26)	\$ 2,100
19	14172 Ocosta	602	\$ 7,200,000	\$ 1,800,000	\$ 2.47	\$ 1,400,000	\$ 1,600,000	\$ 1,800,000	\$ 2.47	\$ -	\$ 2,400
09	22105 Odessa	211	\$ 3,400,000	\$ 700,000	\$ 2.72	\$ 700,000	\$ 800,000	\$ 700,000	\$ 2.72	\$ -	\$ 3,500
07	24105 Okanogan	1,060	\$ 10,900,000	\$ 900,000	\$ 2.84	\$ 2,700,000	\$ 2,900,000	\$ 900,000	\$ 2.84	\$ -	\$ 2,600
22	34111 Olympia	9,880	\$ 102,800,000	\$ 24,500,000	\$ 3.10	\$ 19,600,000	\$ 22,600,000	\$ 21,900,000	\$ 2.66	\$ (0.44)	\$ 2,000
07	24019 Omak	5,159	\$ 44,000,000	\$ 2,200,000	\$ 3.09	\$ 10,300,000	\$ 11,200,000	\$ 2,200,000	\$ 3.09	\$ -	\$ 2,000
20	21300 Onalaska	739	\$ 7,700,000	\$ 1,100,000	\$ 2.37	\$ 1,700,000	\$ 1,800,000	\$ 1,100,000	\$ 2.37	\$ -	\$ 2,300
07	33030 Onion Creek	44	\$ 800,000	\$ 100,000	\$ 2.06	\$ 200,000	\$ 200,000	\$ 100,000	\$ 2.06	\$ -	\$ 4,400
40	28137 Orcas	767	\$ 8,200,000	\$ 2,000,000	\$ 0.89	\$ 1,900,000	\$ 2,100,000	\$ 2,000,000	\$ 0.83	\$ (0.06)	\$ 2,500
04	32123 Orchard Prairie	77	\$ 800,000	\$ 100,000	\$ 1.17	\$ 300,000	\$ 300,000	\$ 100,000	\$ 1.17	\$ -	\$ 4,500
07	10065 Orient	67	\$ 900,000	\$ -	\$ -	\$ 300,000	\$ 300,000	\$ -	\$ -	\$ -	\$ 4,400
12	09013 Orondo	168	\$ 2,500,000	\$ 900,000	\$ 2.41	\$ 500,000	\$ 600,000	\$ 900,000	\$ 2.41	\$ -	\$ 3,000
07	24410 Oroville	506	\$ 6,200,000	\$ 1,500,000	\$ 2.37	\$ 1,000,000	\$ 1,100,000	\$ 1,500,000	\$ 2.37	\$ -	\$ 2,000
02	27344 Orting	2,499	\$ 25,300,000	\$ 4,300,000	\$ 3.52	\$ 6,000,000	\$ 6,500,000	\$ 4,400,000	\$ 3.52	\$ -	\$ 2,400
09	01147 Othello	4,314	\$ 41,000,000	\$ 2,900,000	\$ 2.31	\$ 12,400,000	\$ 13,000,000	\$ 2,900,000	\$ 2.31	\$ -	\$ 2,900
12	09102 Palisades	27	\$ 500,000	\$ 100,000	\$ 1.79	\$ 300,000	\$ 300,000	\$ 100,000	\$ 1.79	\$ -	\$ 10,300
09	38301 Palouse	172	\$ 2,700,000	\$ 500,000	\$ 3.10	\$ 800,000	\$ 800,000	\$ 500,000	\$ 3.10	\$ -	\$ 4,600
09	11001 Pasco	17,662	\$ 180,400,000	\$ 23,100,000	\$ 4.05	\$ 54,000,000	\$ 55,700,000	\$ 24,000,000	\$ 4.05	\$ -	\$ 3,100

Local School District Estimated Funding Changes for School Year 2018-19

Leg District	School District	Current School Year 2016-17				Governor Inslee Proposed School Year 2018-19					
		Student FTE	Total Funding State and Local	Local School Levy	Estimated Tax Rate	Net New Funding State and Local	Change in State Apportionment	Lower of Levy Authority or Voter Approved Levy	Estimated Tax Rate	Estimated Tax Rate Cut	Per Student Net Increase
	00000 State Totals:	1,077,838	\$ 11,498,200,000	\$ 2,452,400,000	\$ 2.46	\$ 2,338,900,000	\$ 2,731,300,000	\$ 2,201,800,000	\$ 2.15	\$ (0.31)	\$ 2,170
						Variance from current SY:		\$ (250,600,000)		119	
12	24122 Pateros	282	\$ 4,000,000	\$ 700,000	\$ 3.09	\$ 800,000	\$ 900,000	\$ 700,000	\$ 3.09	\$ -	\$ 2,900
16	03050 Paterson	126	\$ 1,600,000	\$ 300,000	\$ 0.51	\$ 500,000	\$ 400,000	\$ 300,000	\$ 0.51	\$ -	\$ 3,800
19	21301 Pe Ell	273	\$ 3,800,000	\$ 500,000	\$ 2.22	\$ 900,000	\$ 900,000	\$ 500,000	\$ 2.22	\$ -	\$ 3,400
26	27401 Peninsula	8,615	\$ 91,700,000	\$ 23,500,000	\$ 2.07	\$ 17,300,000	\$ 21,000,000	\$ 20,200,000	\$ 1.78	\$ (0.29)	\$ 2,000
35	23402 Pioneer	669	\$ 8,800,000	\$ 2,900,000	\$ 2.30	\$ 1,700,000	\$ 1,900,000	\$ 2,900,000	\$ 2.30	\$ -	\$ 2,500
09	12110 Pomeroy	294	\$ 4,200,000	\$ 1,100,000	\$ 1.60	\$ 600,000	\$ 700,000	\$ 1,000,000	\$ 1.50	\$ (0.10)	\$ 2,000
24	05121 Port Angeles	3,804	\$ 40,400,000	\$ 8,700,000	\$ 3.00	\$ 7,800,000	\$ 8,800,000	\$ 8,500,000	\$ 2.93	\$ (0.07)	\$ 2,100
24	16050 Port Townsend	1,137	\$ 12,800,000	\$ 3,500,000	\$ 1.55	\$ 1,900,000	\$ 2,400,000	\$ 3,000,000	\$ 1.30	\$ (0.24)	\$ 1,700
16	36402 Prescott	313	\$ 3,900,000	\$ 600,000	\$ 1.82	\$ 1,000,000	\$ 1,000,000	\$ 700,000	\$ 1.82	\$ -	\$ 3,200
14	03116 Prosser	2,666	\$ 29,100,000	\$ 4,100,000	\$ 2.91	\$ 6,000,000	\$ 6,300,000	\$ 4,100,000	\$ 2.91	\$ -	\$ 2,200
09	38267 Pullman	2,780	\$ 26,100,000	\$ 5,300,000	\$ 2.10	\$ 6,400,000	\$ 6,600,000	\$ 5,300,000	\$ 2.10	\$ -	\$ 2,300
02	27003 Puyallup	23,135	\$ 242,500,000	\$ 51,800,000	\$ 3.75	\$ 41,900,000	\$ 51,600,000	\$ 44,700,000	\$ 3.20	\$ (0.55)	\$ 1,800
24	16020 Queets-Clearwater	26	\$ 600,000	\$ 100,000	\$ 1.62	\$ 200,000	\$ 200,000	\$ 100,000	\$ 1.62	\$ -	\$ 6,600
24	16048 Quilcene	568	\$ 5,500,000	\$ 500,000	\$ 1.50	\$ 1,500,000	\$ 1,500,000	\$ 500,000	\$ 1.50	\$ -	\$ 2,700
24	05402 Quillayute Valley	2,991	\$ 25,800,000	\$ 600,000	\$ 1.32	\$ 6,000,000	\$ 6,100,000	\$ 600,000	\$ 1.32	\$ -	\$ 2,000
24	14097 Quinault	157	\$ 2,700,000	\$ 500,000	\$ 3.95	\$ 800,000	\$ 800,000	\$ 500,000	\$ 3.88	\$ (0.07)	\$ 5,000
12	13144 Quincy	2,881	\$ 32,100,000	\$ 7,900,000	\$ 2.18	\$ 6,800,000	\$ 7,600,000	\$ 8,000,000	\$ 2.18	\$ -	\$ 2,400
02	34307 Rainier	766	\$ 8,400,000	\$ 1,700,000	\$ 3.55	\$ 1,800,000	\$ 2,100,000	\$ 1,600,000	\$ 3.38	\$ (0.17)	\$ 2,400
19	25116 Raymond	609	\$ 6,700,000	\$ 900,000	\$ 3.88	\$ 1,500,000	\$ 1,600,000	\$ 900,000	\$ 3.88	\$ -	\$ 2,400
06	22009 Reardan	525	\$ 6,300,000	\$ 1,300,000	\$ 2.61	\$ 1,700,000	\$ 1,800,000	\$ 1,400,000	\$ 2.61	\$ -	\$ 3,200
05	17403 Renton	15,979	\$ 174,800,000	\$ 46,700,000	\$ 2.48	\$ 33,100,000	\$ 40,400,000	\$ 39,400,000	\$ 1.97	\$ (0.51)	\$ 2,100
07	10309 Republic	308	\$ 3,900,000	\$ 500,000	\$ 1.76	\$ 800,000	\$ 800,000	\$ 500,000	\$ 1.76	\$ -	\$ 2,600
08	03400 Richland	13,438	\$ 131,300,000	\$ 23,700,000	\$ 3.26	\$ 28,900,000	\$ 31,500,000	\$ 23,800,000	\$ 3.20	\$ (0.05)	\$ 2,200
17	06122 Ridgefield	2,553	\$ 21,500,000	\$ 5,200,000	\$ 2.44	\$ 5,800,000	\$ 5,800,000	\$ 5,500,000	\$ 2.31	\$ (0.14)	\$ 2,300
09	01160 Ritzville	317	\$ 4,000,000	\$ 1,000,000	\$ 2.84	\$ 700,000	\$ 800,000	\$ 1,000,000	\$ 2.84	\$ -	\$ 2,300
04	32416 Riverside	1,430	\$ 16,100,000	\$ 2,900,000	\$ 3.19	\$ 2,900,000	\$ 3,300,000	\$ 2,900,000	\$ 3.19	\$ -	\$ 2,100
05	17407 Riverview	3,236	\$ 33,100,000	\$ 8,600,000	\$ 2.49	\$ 6,800,000	\$ 8,200,000	\$ 7,200,000	\$ 2.02	\$ (0.47)	\$ 2,100
19	34401 Rochester	2,142	\$ 23,600,000	\$ 4,000,000	\$ 3.68	\$ 4,500,000	\$ 5,100,000	\$ 4,000,000	\$ 3.68	\$ -	\$ 2,100
14	20403 Roosevelt	25	\$ 400,000	\$ 100,000	\$ 0.35	\$ 200,000	\$ 200,000	\$ 100,000	\$ 0.35	\$ -	\$ 7,400
09	38320 Rosalia	167	\$ 3,000,000	\$ 600,000	\$ 2.74	\$ 600,000	\$ 700,000	\$ 600,000	\$ 2.74	\$ -	\$ 3,600
13	13160 Royal	1,697	\$ 16,900,000	\$ 1,400,000	\$ 1.78	\$ 4,700,000	\$ 4,800,000	\$ 1,400,000	\$ 1.78	\$ -	\$ 2,800

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	00000 State Totals:	1,077,838	\$ 11,498,200,000	\$ 2,452,400,000	\$ 2.46	\$ 2,338,900,000	\$ 2,731,300,000	\$ 2,201,800,000	\$ 2.15	\$ (0.31)	\$ 2,170
						Variance from current SY: \$ (250,600,000)				119	
40	28149 San Juan	799	\$ 8,500,000	\$ 2,200,000	\$ 0.73	\$ 1,300,000	\$ 1,600,000	\$ 1,900,000	\$ 0.60	\$ (0.13)	\$ 1,600
19	14104 Satsop	66	\$ 800,000	\$ 100,000	\$ 1.98	\$ 200,000	\$ 200,000	\$ 100,000	\$ 1.98	\$ -	\$ 3,500
11	17001 Seattle	53,628	\$ 646,500,000	\$ 211,500,000	\$ 1.28	\$ 76,400,000	\$ 129,300,000	\$ 158,700,000	\$ 0.90	\$ (0.38)	\$ 1,400
10	29101 Sedro Woolley	4,243	\$ 46,200,000	\$ 10,100,000	\$ 3.69	\$ 8,900,000	\$ 10,600,000	\$ 8,900,000	\$ 3.21	\$ (0.48)	\$ 2,100
13	39119 Selah	3,632	\$ 37,300,000	\$ 5,500,000	\$ 3.32	\$ 10,000,000	\$ 10,500,000	\$ 5,500,000	\$ 3.32	\$ -	\$ 2,700
07	26070 Selkirk	228	\$ 3,300,000	\$ 600,000	\$ 1.94	\$ 900,000	\$ 900,000	\$ 600,000	\$ 1.94	\$ -	\$ 4,000
24	05323 Sequim	2,828	\$ 27,900,000	\$ 5,800,000	\$ 1.41	\$ 6,400,000	\$ 6,500,000	\$ 5,800,000	\$ 1.41	\$ -	\$ 2,300
40	28010 Shaw	8	\$ 200,000	\$ -	\$ -	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ -	\$ 15,900
35	23309 Shelton	4,232	\$ 46,000,000	\$ 7,300,000	\$ 4.40	\$ 8,200,000	\$ 9,500,000	\$ 6,900,000	\$ 4.16	\$ (0.24)	\$ 1,900
32	17412 Shoreline	9,478	\$ 97,200,000	\$ 25,100,000	\$ 2.26	\$ 13,600,000	\$ 17,700,000	\$ 22,700,000	\$ 2.01	\$ (0.26)	\$ 1,400
14	30002 Skamania	73	\$ 800,000	\$ 200,000	\$ 1.23	\$ 200,000	\$ 200,000	\$ 200,000	\$ 1.23	\$ -	\$ 3,100
39	17404 Skykomish	38	\$ 1,900,000	\$ 300,000	\$ 1.82	\$ 500,000	\$ 500,000	\$ 300,000	\$ 1.82	\$ -	\$ 12,900
01	31201 Snohomish	10,057	\$ 107,100,000	\$ 25,800,000	\$ 3.60	\$ 18,600,000	\$ 23,800,000	\$ 21,100,000	\$ 2.78	\$ (0.82)	\$ 1,800
05	17410 Snoqualmie Valley	6,897	\$ 68,300,000	\$ 17,000,000	\$ 2.23	\$ 12,400,000	\$ 15,000,000	\$ 14,500,000	\$ 1.85	\$ (0.38)	\$ 1,800
12	13156 Soap Lake	528	\$ 6,000,000	\$ 900,000	\$ 4.43	\$ 1,500,000	\$ 1,600,000	\$ 900,000	\$ 4.43	\$ -	\$ 2,900
19	25118 South Bend	550	\$ 6,400,000	\$ 700,000	\$ 3.60	\$ 1,400,000	\$ 1,500,000	\$ 700,000	\$ 3.60	\$ -	\$ 2,500
26	18402 South Kitsap	9,543	\$ 102,400,000	\$ 22,700,000	\$ 3.19	\$ 22,100,000	\$ 25,500,000	\$ 20,800,000	\$ 2.93	\$ (0.26)	\$ 2,300
10	15206 South Whidbey	1,324	\$ 14,800,000	\$ 4,000,000	\$ 1.03	\$ 2,800,000	\$ 3,400,000	\$ 3,400,000	\$ 0.84	\$ (0.19)	\$ 2,100
35	23042 Southside	181	\$ 2,200,000	\$ 700,000	\$ 3.57	\$ 400,000	\$ 500,000	\$ 600,000	\$ 3.23	\$ (0.33)	\$ 2,400
03	32081 Spokane	30,361	\$ 331,000,000	\$ 66,600,000	\$ 3.91	\$ 58,800,000	\$ 70,400,000	\$ 60,300,000	\$ 3.50	\$ (0.42)	\$ 1,900
09	22008 Sprague	54	\$ 1,800,000	\$ 300,000	\$ 2.61	\$ 500,000	\$ 500,000	\$ 300,000	\$ 2.61	\$ -	\$ 9,100
09	38322 St John	171	\$ 2,700,000	\$ 500,000	\$ 1.84	\$ 600,000	\$ 600,000	\$ 500,000	\$ 1.84	\$ -	\$ 3,600
10	31401 Stanwood-Camano	4,388	\$ 47,200,000	\$ 11,700,000	\$ 2.27	\$ 9,100,000	\$ 10,600,000	\$ 10,300,000	\$ 1.92	\$ (0.35)	\$ 2,100
09	11054 Star	11	\$ 400,000	\$ -	\$ -	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ -	\$ 11,600
16	07035 Starbuck	29	\$ 500,000	\$ -	\$ -	\$ 200,000	\$ 200,000	\$ -	\$ -	\$ -	\$ 6,100
12	04069 Stehekin	8	\$ 300,000	\$ -	\$ -	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ -	\$ 10,000
28	27001 Steilacoom Hist.	3,161	\$ 31,500,000	\$ 7,200,000	\$ 2.42	\$ 7,300,000	\$ 7,900,000	\$ 7,200,000	\$ 2.41	\$ (0.01)	\$ 2,300
09	38304 Steptoe	43	\$ 700,000	\$ 100,000	\$ 2.12	\$ 200,000	\$ 200,000	\$ 100,000	\$ 2.12	\$ -	\$ 4,900
14	30303 Stevenson-Carson	870	\$ 7,300,000	\$ 800,000	\$ 0.95	\$ 2,100,000	\$ 2,100,000	\$ 800,000	\$ 0.95	\$ -	\$ 2,500
39	31311 Sultan	1,995	\$ 22,000,000	\$ 4,700,000	\$ 4.01	\$ 3,800,000	\$ 4,700,000	\$ 4,000,000	\$ 3.31	\$ (0.70)	\$ 1,900
07	33202 Summit Valley	54	\$ 700,000	\$ 100,000	\$ 1.29	\$ 200,000	\$ 200,000	\$ 100,000	\$ 1.29	\$ -	\$ 4,100

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	00000 State Totals:	1,077,838	\$ 11,498,200,000	\$ 2,452,400,000	\$ 2.46	\$ 2,338,900,000	\$ 2,731,300,000	\$ 2,201,800,000	\$ 2.15	\$ (0.31)	\$ 2,170
						Variance from current SY: \$ (250,600,000)				119	
25	27320 Sumner	9,292	\$ 94,800,000	\$ 21,500,000	\$ 3.28	\$ 17,400,000	\$ 20,800,000	\$ 19,000,000	\$ 2.84	\$ (0.44)	\$ 1,900
15	39201 Sunnyside	6,594	\$ 65,900,000	\$ 2,300,000	\$ 1.85	\$ 19,100,000	\$ 20,200,000	\$ 2,600,000	\$ 1.85	\$ -	\$ 2,900
25	27010 Tacoma	28,768	\$ 332,000,000	\$ 86,000,000	\$ 3.83	\$ 51,000,000	\$ 68,900,000	\$ 79,900,000	\$ 3.56	\$ (0.27)	\$ 1,800
24	14077 Taholah	167	\$ 2,500,000	\$ 200,000	\$ 8.81	\$ 700,000	\$ 700,000	\$ 200,000	\$ 8.81	\$ -	\$ 3,900
05	17409 Tahoma	7,871	\$ 79,500,000	\$ 17,300,000	\$ 3.00	\$ 12,900,000	\$ 15,300,000	\$ 16,800,000	\$ 2.85	\$ (0.16)	\$ 1,600
09	38265 Tekoa	206	\$ 3,100,000	\$ 400,000	\$ 3.69	\$ 900,000	\$ 900,000	\$ 400,000	\$ 3.69	\$ -	\$ 4,200
20	34402 Tenino	1,141	\$ 12,400,000	\$ 2,900,000	\$ 3.19	\$ 3,700,000	\$ 4,000,000	\$ 2,700,000	\$ 2.92	\$ (0.27)	\$ 3,200
13	19400 Thorp	129	\$ 2,500,000	\$ 600,000	\$ 2.48	\$ 800,000	\$ 800,000	\$ 600,000	\$ 2.16	\$ (0.32)	\$ 6,000
20	21237 Toledo	730	\$ 7,800,000	\$ 1,100,000	\$ 2.26	\$ 2,000,000	\$ 2,100,000	\$ 1,100,000	\$ 2.26	\$ -	\$ 2,800
07	24404 Tonasket	1,188	\$ 11,800,000	\$ 1,700,000	\$ 3.10	\$ 2,800,000	\$ 2,900,000	\$ 1,700,000	\$ 3.10	\$ -	\$ 2,300
14	39202 Toppenish	4,137	\$ 40,300,000	\$ 1,200,000	\$ 1.78	\$ 9,000,000	\$ 10,200,000	\$ 1,200,000	\$ 1.78	\$ -	\$ 2,200
16	36300 Touchet	215	\$ 3,400,000	\$ 700,000	\$ 3.02	\$ 600,000	\$ 700,000	\$ 700,000	\$ 3.02	\$ -	\$ 2,900
20	08130 Toutle Lake	605	\$ 6,300,000	\$ 1,100,000	\$ 3.01	\$ 1,500,000	\$ 1,600,000	\$ 1,100,000	\$ 3.01	\$ -	\$ 2,500
14	20400 Trout Lake	211	\$ 2,800,000	\$ 400,000	\$ 2.65	\$ 700,000	\$ 700,000	\$ 400,000	\$ 2.65	\$ -	\$ 3,400
11	17406 Tukwila	2,946	\$ 35,000,000	\$ 11,400,000	\$ 3.31	\$ 5,100,000	\$ 7,400,000	\$ 10,000,000	\$ 2.82	\$ (0.48)	\$ 1,700
02	34033 Tumwater	6,811	\$ 68,800,000	\$ 15,000,000	\$ 3.23	\$ 13,900,000	\$ 16,100,000	\$ 13,600,000	\$ 2.88	\$ (0.35)	\$ 2,000
14	39002 Union Gap	643	\$ 6,700,000	\$ 1,000,000	\$ 1.96	\$ 2,400,000	\$ 2,400,000	\$ 900,000	\$ 1.96	\$ -	\$ 3,700
28	27083 University Place	5,410	\$ 58,100,000	\$ 13,900,000	\$ 4.29	\$ 9,600,000	\$ 12,800,000	\$ 11,900,000	\$ 3.65	\$ (0.64)	\$ 1,800
07	33070 Valley	736	\$ 7,400,000	\$ 200,000	\$ 1.12	\$ 2,000,000	\$ 2,000,000	\$ 200,000	\$ 1.12	\$ -	\$ 2,700
17	06037 Vancouver	23,266	\$ 243,200,000	\$ 45,700,000	\$ 2.98	\$ 47,100,000	\$ 52,100,000	\$ 46,200,000	\$ 2.98	\$ -	\$ 2,000
34	17402 Vashon Island	1,559	\$ 16,300,000	\$ 4,100,000	\$ 1.59	\$ 2,400,000	\$ 3,000,000	\$ 3,600,000	\$ 1.36	\$ (0.22)	\$ 1,500
19	35200 Wahkiakum	448	\$ 5,100,000	\$ 1,000,000	\$ 2.35	\$ 1,100,000	\$ 1,200,000	\$ 1,000,000	\$ 2.35	\$ -	\$ 2,500
13	13073 Wahluke	2,336	\$ 23,500,000	\$ 1,600,000	\$ 2.49	\$ 7,000,000	\$ 7,200,000	\$ 1,700,000	\$ 2.49	\$ -	\$ 3,000
16	36401 Waitsburg	276	\$ 3,700,000	\$ 600,000	\$ 3.22	\$ 800,000	\$ 800,000	\$ 600,000	\$ 3.22	\$ -	\$ 2,800
16	36140 Walla Walla	5,796	\$ 62,400,000	\$ 11,100,000	\$ 3.44	\$ 12,200,000	\$ 13,900,000	\$ 11,200,000	\$ 3.44	\$ -	\$ 2,100
14	39207 Wapato	3,298	\$ 31,700,000	\$ 1,000,000	\$ 1.64	\$ 8,000,000	\$ 8,800,000	\$ 1,100,000	\$ 1.64	\$ -	\$ 2,400
09	13146 Warden	953	\$ 9,700,000	\$ 1,400,000	\$ 2.81	\$ 2,900,000	\$ 3,000,000	\$ 1,400,000	\$ 2.81	\$ -	\$ 3,100
14	06112 Washougal	3,160	\$ 32,000,000	\$ 6,700,000	\$ 2.90	\$ 8,300,000	\$ 8,800,000	\$ 6,800,000	\$ 2.89	\$ (0.00)	\$ 2,600
09	01109 Washtucna	46	\$ 2,000,000	\$ 200,000	\$ 2.87	\$ 400,000	\$ 500,000	\$ 200,000	\$ 2.87	\$ -	\$ 9,200
12	09209 Waterville	253	\$ 3,300,000	\$ 800,000	\$ 3.98	\$ 900,000	\$ 1,000,000	\$ 800,000	\$ 3.92	\$ (0.06)	\$ 3,500
07	33049 Wellpinit	441	\$ 4,700,000	\$ -	\$ 1.05	\$ 1,200,000	\$ 1,300,000	\$ -	\$ 1.05	\$ -	\$ 2,800

Local School District Estimated Funding Changes for School Year 2018-19

Leg District	School District	Current School Year 2016-17				Governor Inslee Proposed School Year 2018-19					
		Student FTE	Total Funding State and Local	Local School Levy	Estimated Tax Rate	Net New Funding State and Local	Change in State Apportionment	Lower of Levy Authority or Voter Approved Levy	Estimated Tax Rate	Estimated Tax Rate Cut	Per Student Net Increase
	00000 State Totals:	1,077,838	\$ 11,498,200,000	\$ 2,452,400,000	\$ 2.46	\$ 2,338,900,000	\$ 2,731,300,000	\$ 2,201,800,000	\$ 2.15	\$ (0.31)	\$ 2,170
						Variance from current SY: \$ (250,600,000)				119	
12	04246 Wenatchee	8,064	\$ 81,200,000	\$ 12,000,000	\$ 2.72	\$ 22,300,000	\$ 22,800,000	\$ 12,200,000	\$ 2.72	\$ -	\$ 2,800
03	32363 West Valley (Spo)	3,715	\$ 40,200,000	\$ 8,200,000	\$ 4.39	\$ 7,100,000	\$ 8,900,000	\$ 7,600,000	\$ 4.00	\$ (0.39)	\$ 1,900
14	39208 West Valley (Yak)	4,938	\$ 49,200,000	\$ 6,900,000	\$ 2.48	\$ 11,200,000	\$ 11,900,000	\$ 6,900,000	\$ 2.48	\$ -	\$ 2,300
20	21303 White Pass	407	\$ 4,700,000	\$ 900,000	\$ 1.41	\$ 1,100,000	\$ 1,100,000	\$ 900,000	\$ 1.41	\$ -	\$ 2,800
31	27416 White River	3,511	\$ 38,000,000	\$ 9,200,000	\$ 3.60	\$ 6,800,000	\$ 8,700,000	\$ 7,600,000	\$ 2.88	\$ (0.72)	\$ 1,900
14	20405 White Salmon	1,237	\$ 12,400,000	\$ 2,600,000	\$ 2.39	\$ 2,900,000	\$ 3,000,000	\$ 2,600,000	\$ 2.39	\$ -	\$ 2,400
13	22200 Wilbur	272	\$ 3,700,000	\$ 700,000	\$ 3.48	\$ 600,000	\$ 800,000	\$ 700,000	\$ 3.29	\$ (0.19)	\$ 2,400
19	25160 Willapa Valley	311	\$ 4,000,000	\$ 700,000	\$ 2.73	\$ 1,000,000	\$ 1,000,000	\$ 700,000	\$ 2.73	\$ -	\$ 3,100
13	13167 Wilson Creek	129	\$ 2,700,000	\$ 300,000	\$ 3.07	\$ 500,000	\$ 600,000	\$ 300,000	\$ 3.07	\$ -	\$ 4,000
19	21232 Winlock	642	\$ 7,200,000	\$ 800,000	\$ 2.35	\$ 1,500,000	\$ 1,600,000	\$ 800,000	\$ 2.35	\$ -	\$ 2,300
24	14117 Wishkah Valley	151	\$ 2,400,000	\$ 400,000	\$ 5.40	\$ 600,000	\$ 700,000	\$ 400,000	\$ 4.63	\$ (0.77)	\$ 4,200
14	20094 Wishram	74	\$ 1,700,000	\$ -	\$ -	\$ 500,000	\$ 500,000	\$ -	\$ -	\$ -	\$ 6,500
20	08404 Woodland	2,294	\$ 25,600,000	\$ 4,000,000	\$ 2.51	\$ 6,200,000	\$ 6,400,000	\$ 4,000,000	\$ 2.51	\$ -	\$ 2,700
14	39007 Yakima	16,381	\$ 164,100,000	\$ 14,000,000	\$ 2.79	\$ 45,400,000	\$ 48,300,000	\$ 14,000,000	\$ 2.79	\$ -	\$ 2,800
02	34002 Yelm	5,596	\$ 57,100,000	\$ 10,700,000	\$ 3.83	\$ 12,800,000	\$ 14,600,000	\$ 10,200,000	\$ 3.67	\$ (0.17)	\$ 2,300
15	39205 Zillah	1,288	\$ 12,300,000	\$ 800,000	\$ 1.77	\$ 2,900,000	\$ 3,200,000	\$ 800,000	\$ 1.77	\$ -	\$ 2,200

This analysis assumes:

- Student FTE includes students enrolled in grades K-12, Running Start, career and technical education, alternative learning experience and dropout reengagement programs as reported by the Office of Superintendent of Public Instruction on October 2016 apportionment reports.
- “Total Funding State and Local” and “Net New Funding State and Local” include revenue for the following programs: general apportionment, transportation, learning assistance, transitional bilingual instruction, highly capable, special education, local effort assistance (also known as LEA or levy equalization) and local school levies.
- Local school levy is converted to school year using collection assumptions for the state property tax levy (approximately 47 percent in April and 52 percent in October).
- Local effort assistance is converted to school year based on the percentages in RCW 28A.500.040.
- Adjusted assessed values for calendar year 2015 are used for estimating tax rates and tax savings.
- Change in state apportionment includes compensation policies and policies that affect the prototypical school model. It does not include maintenance-level increases for K-3 class size reductions; Initiative 732 COLA; inflationary increase to materials, supplies and operating costs; or enrollment growth.
- Voter-approved levies reflect approved local levies as of August 2016.

Local School District Estimated Funding Changes for School Year 2018-19

Leg District	School District	Current School Year 2016-17				Governor Inslee Proposed School Year 2018-19					
		Student FTE	Total Funding State and Local	Local School Levy	Estimated Tax Rate	Net New Funding State and Local	Change in State Apportionment	Lower of Levy Authority or Voter Approved Levy	Estimated Tax Rate	Estimated Tax Rate Cut	Per Student Net Increase
00000	State Totals:	1,077,838	\$ 11,498,200,000	\$ 2,452,400,000	\$ 2.46	\$ 2,338,900,000	\$ 2,731,300,000	\$ 2,201,800,000	\$ 2.15	\$ (0.31)	\$ 2,170
	<ul style="list-style-type: none"> Voter-approved levies reflect approved local levies as of August 2016. 					Variance from current SY:	\$ (250,600,000)			119	



THE WASHINGTON STATE BOARD OF EDUCATION

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Title: BEA Waiver Requests	
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 the Option One requests presented for waiver of the minimum 180-day school year requirement be approved, based upon the criteria for evaluation in WAC 180-18-040? Are there deficiencies in any application that may warrant resubmittal of the application, with corrections, for consideration by the Board at a subsequent meeting per WAC 180-18-050? Does the request by Paterson School District for renewal of its waiver of the minimum 180-day school year requirement for purposes of economy and efficiency meet the criteria for approval in WAC 180-18-065
Relevant to business item:	Approval of Option One waiver requests from Central Kitsap School District and renewal for Zillah School District. Approval of Option Two waiver renewal request from Paterson School District
Materials included in packet:	<ul style="list-style-type: none">• A memo summarizing the two Option One and one Option Two waiver requests.• The Option One applications submitted by Central Kitsap and Zillah School District.• A copy of WAC 180-18-040 (Waivers from minimum one hundred-eighty day school year requirement).• Evaluation worksheets for both waiver applications.• The Option Two application from Paterson School District.• A copy of RCW 28A.140.141.• A copy of WAC 180-18-065 (Waiver from one hundred eighty-day requirement for purposes of economy and efficiency)
Synopsis:	The Board has before it two requests for Option One requests for waiver under RCW 28A.305.140 of the BEA program requirement of a minimum 180-day school year and a request for renewal of a 180-day waiver for purposes of economy and efficiency under RCW 28A.305.141, termed Option Two. The Option One requests are from Central Kitsap and Zillah School Districts. Paterson School District requests renewal for three years of the Option Two waiver of 34 days granted to the district in May 14, 2015.



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OPTION ONE AND TWO BASIC EDUCATION PROGRAM WAIVER REQUESTS

Policy Considerations

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

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

Summary of Option One Waiver Applications

District	Number of Waiver Days Requested	Number of Years Requested	Purpose of Waiver	Student Instructional Days	Additional Work Days Without Students	New or Renewal
Central Kitsap	3	3	Parent-Teacher Conferences	177	7	New
Zillah	3	3	Professional Development	173 (With four PT-Conf Days)	11.5	Renewal

Background: Option One Waivers

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

WAC 180-18-040 implements this statute. It provides that "A district desiring to improve student achievement for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement . . . while offering the equivalent in annual minimum instructional hours . . . in such grades as are conducted by the school district." The Board may grant a request for up to three school years. There is no limit on the number of days that may be requested. Rules adopted in 2012 as WAC

180-18-040(2) and (3) establish criteria for evaluating the need for a new waiver and renewal of an existing one.

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

Summary of Current Option One Requests

Central Kitsap, a district of about 11,000 students on the Kitsap Peninsula in western Washington, requests waiver of three days for the 2017-18, 2018-19, and 2019-20 school years. The district states that it plans to use all three days for elementary school, two days for middle school, and high schools if needed. This is a new request.

The waiver plans to reduce the number of half-days by six at the elementary level and three at the middle school. Two half days will remain on the calendar. Central Kitsap will continue to meet its minimum instructional hour requirements.

Central Kitsap states that the purpose of the waiver is to replace the current use of half-days for parent-teacher conferences with full days. The district states that quality learning will happen better on full days than half-days. The district notes issues with absenteeism during half days used for conferences. Also, programs are shortened, students miss out on interventions and extensions, and food services are impacted by half days. The district provides a timeline for the implementation of these parent-teacher conference days.

The district aligns the waiver request to its Strategic Plan, offers a description of multiple measures that the district will use to measure performance under the waiver. Furthermore, the district is using a climate survey to understand the effectiveness of the conferences. The district has a goal of 100% of families involved in conferences during a year. The district plans to use the climate survey data to build on successes throughout the three years of the waiver.

The Central Kitsap bargaining team began negotiations with staff and outreach to the community during the 2015-16 school year regarding these waiver days. The team was supportive of the full days rather than half days. So were parents and teachers who were surveyed regarding the change. District administrators were also supportive of the change.

Additionally, Central Kitsap has seven additional workdays beyond the required 180-day schedule that are used for professional development for staff related to the Strategic Plan and School Improvement Plan.

Zillah, a district of about 1,300 students in Eastern Washington, requests renewal of a waiver of three days for the purpose of professional development for the 2017-18, 2018-19, and 2019-2020 school years. Zillah is also approved to use four days for the sole purpose of parent-teacher conferences.

As a renewal of a waiver, the approval will not result in any fewer half days. Zillah will still meet its minimum instructional hour requirements. In fact, one of the goals of Zillah is to use the waiver to increase total instructional time.

Zillah states the goal of the three professional development days is directly benefit the students through meeting with individual students, data analysis, intervention strategies, GLAD, TPEP, alignment to learning standards, implementing research-based instructional strategies, curriculum implementation, and use of technology in instruction.

Zillah has two schools in improvement status and the waiver plan addresses specific areas of the seven key areas for improvement in Indistar that the school is focusing on. These are communication and efforts with families and community, high quality professional development, and maximizing instructional time for students. In particular, the full day schedule allows time for trainers to improve practice within the school and for an overall increase in instructional time.

The district provided detailed information on the specific activities that will take place on the waiver days. The greatest focuses were on Transitional Bilingual support, Washington State Learning Standards, and TPEP, among others.

Zillah states that the Smarter Balanced Assessment in math and English and the English Language Proficiency Assessment of the 21st century will be used to measure if the goals have been met.

Waiver activities will be connected year-after-year to professional development that is centered on student achievement and use of research-based instructional strategies by staff. As the plan develops, Zillah will examine the needs of the students to offer the best professional development. The district will also be looking at best practices from the state and ESDs.

The development of the waiver was done by the Zillah District Improvement Team, which is made up of administrators, teachers, other district staff, parents, and the community. They also gathered input on the waiver in school buildings, at parent meetings, and at community meetings.

In addition to the waiver days and instructional days, the collective bargaining agreement provides for 11 and a half teacher work days without students. Five of these days are teacher-directed optional days and six and a half are district-directed optional days. Zillah notes the importance of these days to a variety of improvement efforts.

In response to the renewals questions for Zillah's waiver request, the district stated that the days in the original waiver were used as set forth by the plan and that they plan to move forward with a similar plan to the one they are renewing. They note the benefits of collaborative time for staff during professional development and data analysis. They cited high rates of graduation and graduates going on to postsecondary education.

Zillah states that there have been significant gains with the students. The changing demographics and increased poverty will mean that their students will have increased needs. They also state that staff needs for professional development in order to benefit the most from teacher evaluation, Common Core, curriculum, assessment, and other initiatives.

Zillah stated that they had widespread support in the community through a variety of groups. They noted the difficulty of moving back to a school year that relied on half days.

Background: Option Two Waivers

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

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

- A demonstration of how the BEA program requirement for instructional hours will be maintained by the district;

- An explanation of the economies and efficiencies to be gained from compressing the instructional hours into fewer than 180 days;
- An explanation of how monetary savings will be redirected to support student learning.

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

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

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

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

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

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

Current Option Two Waiver Request

Paterson, a district of about 140 students in Southeastern Washington, is requesting renewal of an Option Two waiver for 34 days for the 2017-18, 2018-19, and 2019-20 school years. The district has stated that it will meet the minimum instructional hour requirements.

Paterson estimates that it saved \$51,350 in the 2015-16 school year due to savings on classified personnel, benefits, substitutes, utilities, food, and transportation. The included chart indicated that the amount of savings has grown for at least three consecutive years. From 2009 to August 2017, the district has been able to redirect \$370,000 to Tier 1, Tier 2, and enrichment programs.

The unscheduled days have been used for building staff meetings and professional development, teacher team planning outside of the school day, to make up snow days on the unused Fridays, and for educational field trips or experiences on "Adventure Fridays," and for extended day interventions.

The district provided a wide variety of public testimonials in support of the waiver. In summary, they noted the importance of the waiver days to their learning, educational experiences, and flexible scheduling in their community. These public testimonials included:

- Testimonials from teachers at each grade level;
- Parent comments
- Petitions of support
- Letters from students
- A letter from the district to Senator Steve Litzow, Chair of the Senate Early Learning and K-12 Committee

In response to questions 19 and 20, Paterson noted multiple benefits to students and families, including a list of academic benefits, among them:

- Longer blocks of time to delve into academic learning
- Lowered absenteeism
- More personalized education
- Fewer long commutes
- Opportunity to do field trips on Friday
- Ability to deal with snow storms and emergencies by making up days on Fridays
- Savings that were able to be redirected to instructional supports
- Reduced disruption to the student schedule

Paterson notes some benefits to employee retention due to the remote location of Paterson School District. For instance, employees who commute 70 or more miles are better retained with a four day week.

Paterson attached a considerable amount of data showing promising academic results for the students. Among the attachments, Paterson has received multiple Washington Achievement Awards and School of Distinction awards in recent years. The Washington State Achievement Index composite rating and tier rating has raised from 6.73 at “good” tier in 2013 to 7.08 “very good” tier in 2014 to 8.29 “exemplary” tier in 2015.

Actions

The Board will consider whether to approve the requests for Option One waivers presented in the applications by Central Kitsap and Zillah School Districts and summarized in this memorandum.

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

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



THE WASHINGTON STATE BOARD OF EDUCATION

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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
360-725-6035
parker.teed@k12.wa.us

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

– Board of Directors –

ERIC K. GREENE JEANIE SCHULZE
ROBERT C. MACDERMID SCOTT R. WOHRMAN
BRUCE J. RICHARDS



Central Kitsap School District

DAVID MCVICKER
SUPERINTENDENT

9210 SILVERDALE WAY NW
MAILING ADDRESS: PO BOX 8
SILVERDALE, WASHINGTON 98383
(360) 662-1610 • Fax: (360) 662-1611
www.ckschools.org

Resolution No. 24-16-17

A RESOLUTION of the Board of Directors of Central Kitsap School District, Kitsap County Washington, to request a waiver for the 2017-18, 2018-19, and 2019-20 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, RCW 28A.305.141, and RCW 28A.655.180(1), as provided for in WAC 180-18-030, WAC 180-18-040, and WAC 180-40-050:

WHEREAS, the Central Kitsap School District seeks a three (3) day waiver from the 180-day calendar for elementary, and a two (2) day waiver for middle schools within the District, and high schools if needed, for the purpose of implementing full-day parent/guardian/teacher conferences;

WHEREAS, Central Kitsap School District will continue to meet the minimum instructional hours requirement of RCW 28A.150.220(2);

WHEREAS, parents and staff have supported full-day family/teacher conference schedule over the more traditional half-day schedule with early dismissals;

WHEREAS, Central Kitsap School District educators believe that the conference time with limited early dismissal disruptions, allowed by having full-day conferences twice per year at the K-5 level and once at the secondary, creates a more productive teaching and learning environment;

WHEREAS, the Washington 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 or for individual schools in a school system (WAC 180-18);


WHEREAS, the waiver for the purpose of full day conferences for K-12 schools supports increased academic achievement by: (1) eliminating half days of schedule changes in favor of full-days (less disruption for teachers and students and it protects instructional time); (2) allowing teachers to focus on teaching when teaching and conferencing when conferencing; (3) maintaining the focus on teaching and learning; (4) reducing the burden of families to provide alternative childcare arrangements in odd increments and for a greater number of days, mitigating financial impact and disruption of family routines and work schedules.

NOW, THEREFORE BE IT RESOLVED, that the Central Kitsap School District will operate on a 177-day student/teacher contact along with three (3) family/teacher conference days at the elementary level; and 178-day student/teacher contact along with two (2) family/teacher conference days at the middle school level and high schools that choose to conference.

ADOPTED by the Board of Directors of Central Kitsap School District No. 401, Kitsap County, Washington, at its regular meeting held on the 30th day of November, 2016.



Robert MacDermid

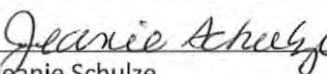


Eric Greene



Scott Woehrman

Bruce J. Richards



Jeanie Schulze

ATTEST:


Secretary, Board of Directors

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	Central Kitsap School District
Superintendent	Mr. David McVicker
County	Kitsap
Phone	(360) 662-1610
Mailing Address	Central Kitsap School District PO Box 8 Silverdale, WA 98383
Contact Person Information	
Name	Jeanne Beckon
Title	Assistant Superintendent Human Resources
Phone	(360) 662-1680
Email	Jeanneb@ckschools.org
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?	All elementary and middle schools (15 schools) must offer conference days for parents. High schools in the District may choose to offer conferences or have 180 student days.
How many days are requested to be waived, and for which school years?	
Number of Days	Three (3) day waiver for elementary, and a two (2) day waiver for middle schools within the District, and high schools if needed.
School Years	2017-18, 2018-19 and 2019-20
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days reduced or avoided through the proposed waiver plan	Six (6) for elementary Three (3) for secondary
Remaining number of half days in calendar	Two (2) (2 for schools that hold conferences and 1 for high schools that do not hold conferences.)
Will the district be able to meet the minimum instructional hour offering required by RCW	
Yes or No	Yes

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

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

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

The purpose of the waiver is to reduce the number of half days the District currently offers and provide full days of release to hold parent conferences in all our elementary and middle schools across the District. High schools will still have the option to hold parent teacher conferences as in our current Collective Bargaining Agreement.

The [Central Kitsap School District Strategic Plan](#), provides the framework for initiatives within our district. The District has heard concerns from members of the community regarding the number of half days and the difficulties families face with these days. The purpose of the reduced number of half days provides families with fewer days to have to “scramble” for childcare and other concerns.

Half days of instruction are certainly not the best means to provide a quality learning environment for our students. In the secondary schools, often periods are cut in half, or classes are missed on certain days. In the elementary schools, programs are shortened and students sometimes miss out on intervention or extension groups. Absenteeism usually increases on half days for all levels. Transportation and food service operations are also impacted across the district on these half days.

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 [Central Kitsap School District Strategic Plan](#), Goal 1 states, *Assist students in creating achievable academic goals and in monitoring their own progress toward these goals.* Our proposal of moving conferences earlier in the school year supports progress toward this goal. Also, Goal 4, *Promote effective communication between home and school to strengthen family support for student learning...* is another focus for us at Central Kitsap. This proposal is a means to provide better opportunities for families to engage in communications between family and home.

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.

Measure	Description	Data Set
English Language Arts, Math and Science	The percentage of students meeting standard on the 3rd, 8th and 11th grade statewide English Language Arts (ELA) and math assessments, and 8th-grade statewide science assessment.	State Report Card Central Kitsap

Student Growth Percentiles in ELA and Math	Percentage of students making adequate growth toward proficiency in ELA/math as determined by Student Growth Percentiles in 4th and 6th grades.	SBA State Student Growth Central Kitsap
Graduation Rates	Four and five year graduation rates.	Graduation Rate Data
9 th Grade Course Failure	ELA, math and science course failure rates	Central Kitsap School District Course Failure Rates
Discipline	Suspension and expulsion rates	Student Discipline
Attendance	Chronic absenteeism	Attendance

Central Kitsap School District will use the OSPI Performance Indicators outlined above to measure the success of the changing structure of conferences for our families. Our belief is that improved opportunity for families to attend conferences, aligned with moving to more of a goal setting time of the year will help to improve the outcomes in the above areas.

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.

Starting in the fall of 2017, the proposed waiver will be for two (2) full days devoted to parent conferences at all our elementary and middle schools, and any high school that chooses to conference. These days will replace the half days that are currently used for conferencing.

In the Spring of 2018, the proposal would eliminate two (2) half days for elementary conferences (only K-5 schools conference in the spring) and replace with one (1) full day.

The elementary schools schedule parents into specific times within the two (2) days for conferencing. In the secondary schools, families are scheduled into broader time slots in an attempt to meet with all the teachers the child may have during the day. At the high school level, conferences are usually arena style, while in the middle school, it is more of a mix of student led and arena style.

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?

STAR, DIBELS and state assessments are metrics in our Strategic Plan. These tests can be used for evidence in support of increased student achievement as we work on our Strategic Plan goals.

Our district climate survey is another measure that will be used to determine the effectiveness of the conferences. Also, the percentages of conferences that schools hold each year is a measure principals use to determine effectiveness. The goal for buildings is 100% of families are conferenced with in the fall of each year.

6. Waiver requests may be for up to three school years. If the request is for multiple years, how will activities conducted under the waiver in the subsequent years be connected to those in the first year?

The majority of the activities and process for conferences will be ongoing from year to year. Individual schools measure the effectiveness of the building level conference experience for their families. These exit surveys are used at the school level to adjust as necessary for more

effective conferences each year. Additionally, the District's climate survey is analyzed annually in order to determine the effectiveness of our communication between family and school.

Increasing family engagement will be a continued focus for the three (3) years of the waiver. Our Innovation and Achievement Director works with buildings to improve strategies to include increased engagement during conference time.

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

The Central Kitsap Bargaining team (Central Kitsap Education Association/Central Kitsap School District) entered into negotiations during the 2015-2016 school year. The team agreed a change from half days to full days for conferencing would support communication between home and school. It would also support families in making alternate plans for fewer days during the school year. Lastly, instruction would improve within a full day model over fragmented half days. Teachers were surveyed regarding a potential change to the conferencing schedule. The majority of teachers were in favor of moving conferences to a full day schedule, as well as to earlier in the fall. Parents and community were also given an opportunity to provide feedback regarding the benefits or challenges that a change like this would have on the community. The vast majority of the respondents were in favor of a move to full days of conferences for the District. District administrators were also overwhelmingly in support of a two-day model for improved instructional purposes.

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.

[CKEA Collective Bargaining Agreement 2016 Ratification Agreements](#)

There are seven (7) professional development days for our staff. Every Thursday is an early release (36 days), there are:

Type of Day	Number of Days
Professional Development (Full days outside of the 180)	7
Early Release (90 minutes)	36
Conference Days (Half days)	7 (K-5) and 4 (6-12)
Full Instructional Days	135

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	7
Total	187

10. If the district has teacher work days over and above the 180 school days (as identified in row three of the table), please provide the following information about the days: In columns 3 – 5, describe the specific activities being directed by checking those that apply.

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100	X		
2	100		X	
3	100		X	
4	100		X	
5	100	X		
6	100	X		
7	100	X		
Check those that apply				

11. If the district has teacher work days over and above the 180 school days (row three of table in item 9 above), please also explain the rationale for the additional need of waiver days.

Central Kitsap School District has seven (7) additional workdays beyond the required 180-day schedule. These days are used for professional development for staff for activities related to the District's strategic plan, as well as the building's school improvement plan. These days have been specifically negotiated in order to provide opportunities for training and collaboration toward the goals of the District.

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



DRAFT

2017-2018 School Calendar

ADOPTED:

August

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

September

Mon	Tue	Wed	Thu	Fri
				1
4	5	FD	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	[22]	23	24
27	28	29	30	

December

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

January

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

February

Mon	Tue	Wed	Thu	Fri
			1	*2
5	6	7	8	9
12	13	14	15	*16
19	20	21	22	23
26	27	28		

March

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

April

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

May

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

June

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	LD	*20	*21	*22
*25	26	27	28	29

July

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Significant Dates

September 4 Labor Day
 September 6 First Day of School
 October 9 Non-Student Day/Columbus Day Holiday
 October 26-27 Non-Student Day/Parent Conferences
 November 10 Veterans' Day Holiday
 November 22 Half-Day Release/Parent Conferences
 November 23-24 Thanksgiving Holiday
 December 18-January 1 Winter Break
 January 15 Martin Luther King, Jr. Holiday
 February 2 Non-Student Day/Possible Make-up Day
 February 16 Non-Student Day/Possible Make-up Day
 February 19 Presidents' Day Holiday
 March 12 Elem Non-Student Day/Parent Conferences
 April 2-6 Spring Break
 May 28 Memorial Day Holiday
 June 14 OHS Graduation
 June 15 ALT Graduation
 June 15 CKHS Graduation
 June 16 KSS Graduation
 June 19 Last Day of School
 June 20-25 Possible Make-up Days

LEGEND

- FD First Day of School
- Bold** 90 Minutes Early Release
- Parent Conference Day—No School
MAR: (Elem Only)
- [] Parent Conference Day—Half-Day Release
- Holiday/Break—No School
- Non-Student—No School
- ☒ Snow/Emergency Closure Day
- LD Last Day of School
- * Possible Make-up Day

ZILLAH SCHOOL DISTRICT NO. 205
State of Washington

RESOLUTION NO. 392
Waiver of 180-Day Calendar

WHEREAS, pursuant to WAC 180-18-040, a school district may request a waiver of the minimum 180-day school year for the purpose of a local restructuring plan to provide an effective educational system to enhance the educational program for all students in the district; and

WHEREAS, the Zillah School District has an improvement plan to improve student learning and achievement, and

WHEREAS, the Zillah Education Association is working with the Zillah School District to enhance educational opportunities for staff, and

WHEREAS, the Zillah School District Improvement Plan involves: improving instruction, increasing academic achievement, meeting individual student needs, data analysis, intervention strategies, GLAD, TPEP, Washington State Learning Standards, researched based instructional practices, curriculum development and implementation, and technology integration into instruction. The number of students meeting State Assessment Standards and High School Graduation Requirements is monitored by the Zillah Board of Directors and the Building Staff Teams;

WHEREAS, the Zillah School District No. 205 Board of Directors recognizes that:

1. Planning time is essential for implementing the identified goals and to align curriculum with state and federal guidelines for instruction and assessment.
2. Even with reduced student days of 177, the district will continue to offer programs that exceed minimum compliance requirements of teacher student contact time. Moving away from all early release days increases the student-teacher contact time for instructional purposes at every building.
3. Full days designated for planning, professional development, and inservice training for certified and classified employees are essential for school improvement to continue.
4. The state assessment scores and student growth data are of a high priority for improvement in the Zillah School District.

5. Building and District School Improvement Teams have produced plans that designate goals and actions that address improving student achievement.

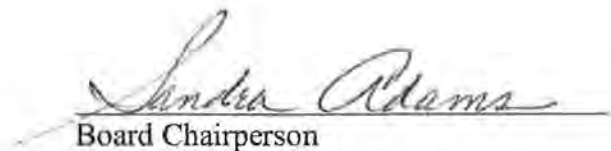
WHEREAS, the Zillah School District Board of Directors, attests that the district will meet the minimum instructional hours requirement of RCW 28A.150.220(2).

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC180-18);

NOW THEREFORE BE IT RESOLVED, that the Zillah School District Board of Directors requests a 180-day waiver of three school days to begin with the 2017-2018 school year through the 2019-2020 school year so that the three full school days per year can be devoted to instructional planning, staff professional development and school improvement efforts.

Respectfully submitted this October 27, 2016.


Secretary of the Board


Board Chairperson

Director


Director


Director


Director

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	Zillah School District #205
Superintendent	Doug Burge
County	Yakima
Phone	509-829-5911
Mailing Address	213 Fourth Avenue Zillah, WA 98953
Contact Person Information	
Name	Doug Burge
Title	Superintendent
Phone	509-829-5911
Email	doug.burge@zillahschools.org
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	7=4 parent/student conference days, 3 professional development days
School Years	2017-18, 2018-19, 2019-20
Will the waiver days result in a school calendar with fewer half-days? Same (none)	
Number of half-days reduced or avoided through the proposed waiver plan	0
Remaining number of half days in calendar	0
Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?	
Yes or No	Yes

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

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

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

The purpose of this waiver is to provide three (3) full days of professional development training for our district staff and four (4) full days of parent/teacher conferences. The goal of the professional development training is to provide our staff with the skills and knowledge that will directly benefit and impact our students in the Zillah School District. The focus is to increase academic achievement for all students. The District's Professional Development Plan includes; meeting individual student needs, student achievement data analysis, intervention strategies, GLAD, TPEP, Washington State Standards, researched based instructional practices, curriculum development and implementation, and technology integration into instruction. The goal is to have four full days of parent/teacher conferences (two in fall and two in spring) which provide opportunities for all of our parents to communicate effectively with teachers about their child's academic progress. We also strive to better engage our parents in their child's educational activities. Additionally, another purpose of this waiver is to increase instructional time. By eliminating half days and going to a one-hundred seventy-three (173) full day calendar we have increased the amount of instructional time for our students.

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 district has two schools in improvement status and have strategic plans to address their needs. The district has also adopted similar goals for the entire district. The turnaround principles, which are provided through the states monitoring tool, Indistar, identifies seven key areas for improvement. Specific areas the district and schools are focusing on; our communication and efforts with families and the community, providing high quality professional development aligned to best practices, and maximizing instructional time for students. The waiver plan supports these efforts by providing full day professional development opportunities for staff that are spread throughout the year. It is challenging to schedule and fund trainers to come to our district multiple times for different groups because of their different needs. A full day schedule allows us to secure trainers and allows for flexibility during those days to meet different group needs. The waiver also allows for the district to have ample dedicated time to meet the needs of our families. The structure of four full days of conferences allows the district to have different models of conferences at various times of a given day so families have options to be able to attend. We are also able to provide longer time slots for conferences so teachers can go over improvement efforts and share the progress of each child. Lastly, the waiver helps our district maximize instructional time. Two half days do not equate to one full day of instruction. The main reason for this is because we do not have to reduce class time/periods or reduce content to meet a time constraint.

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.

2015-16 Results (Administration Info)		
Grade Level	SBA ELA	SBA Math
<u>3rd Grade</u>	61.6%	77.9%
<u>4th Grade</u>	55.3%	55.3%
<u>5th Grade</u>	56.1%	60.6%
<u>6th Grade</u>	38.0%	13.3%
<u>7th Grade</u>	60.5%	42.5%
<u>8th Grade</u>	62.5%	41.9%
<u>11th Grade</u>	<u>Suppressed</u>	<u>Suppressed</u>

The district has goals to increase student achievement in a number of areas. We have a focus to increase overall grade level performance in Mathematics and English Language Arts by 10%. Even though this is our annual goal, we also look at student growth as a better measure of success. The way we intend to measure this is by reducing the number of student scoring at level 1 by 10% and by calculating the number of level 2 students who have moved to a level 3. Our goal is for 10% to make that move.

Our last goal is to increase the percentage of students being exited from the Bilingual Program. Last year, approximately 17% of students in program were exited. This year, our goals is for 30% of students to be exited.

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.

Day 1

Differentiated Instruction Training

- Interventions Support
- Supporting the Achievement Gap
- TPEP – Best Practices
- Tie to Washington State Standards and Curriculum

Transitional Bilingual Part I Training

- Supporting Sub-Group with Best Practices and Review of English Language Proficiency Standards
- Tie to Washington State Standards and Curriculum
- Introduction to GLAD

Day 2

Substance of Talk Training

- TPEP – Best Practices
- Tie to Washington State Standards and Curriculum

Transitional Bilingual Part II Training

- Supporting Sub-Group with Best Practices and Review of English Language Proficiency Standards
- Tie to Washington State Standards and Curriculum

- **GLAD Participant Presentation**

Day 3

Ownership of Learning Training

- **TPEP – Best Practices**
- **Tie to Washington State Standards and Curriculum**

Transitional Bilingual Part III Training

- **Supporting Sub-Group with Best Practices and Review of English Language Proficiency Standards**
- **Tie to Washington State Standards and Curriculum**
- **GLAD Review**

5. What state or local assessments or metrics will be used to collect evidence of the degree to which the goals of the waiver are attained?

The Smarter Balanced Assessment for Mathematics and English Language Arts as well as the English Language Proficiency Assessment of the 21st Century will be used to measure if the goal was obtained.

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? **Waivers in subsequent years are also for professional development purposes. The focus of the professional development has been and will continue to center on student achievement as well as providing more opportunities for research based instructional strategy practices for our staff. How the Zillah School District determines the exact type of professional development will be determined by the needs of our students in our school district. We also look at how we can better prepare our staff and give them opportunities for individual and team growth to better serve our students on a daily basis. We focus on meeting the needs of our students with reflection and evaluation of our current practices which are always taken into consideration. The district works closely with our ESD and state agencies to stay up with current trends and best practices that will continue to push us forward. The core purpose of the Zillah School District is to ensure high levels of learning for all students. Our district vision, “Educational Excellence for Everyone” is something we take great pride in and we feel this is extremely important to our community!**
7. Describe in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the waiver. **The development and implementation of the waiver is done by the Zillah School District Improvement Team. This district leadership team is responsible for developing the district calendar and professional development at the district level and within each building in our district. The team is made up of all people listed within this question. Input is also gathered at building level and district level parent meetings and community meetings.**

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.

6.5 District Directed Optional Days (District determines agenda for the day)

5 Teacher Directed Optional Days (Individual teacher works with administrator for approval of work duties)

173 Full Instructional Days

4 Student/Parent Conference Days

3 Required Contract Days (District-wide information, building, district determines agenda for the day)

0 Half Days

0 Late Start Days

0 Early Release Days

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	11.5
Total	191.5

10. If the district has teacher work days over and above the 180 school days (as identified in row three of the table), please provide the following information about the days: In columns 3 – 5, describe the specific activities being directed by checking those that apply.

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional			X
2	Optional			X
3	Optional			X
4	Optional			X
5	Optional			X
6	Optional	X	X	
7	Optional	X	X	
8	Optional	X	X	
9	Optional	X	X	
10	Optional	X	X	
11	Optional	X	X	

.5	Optional	X	X	
Check those that apply				

11. If the district has teacher work days over and above the 180 school days (row three of table in item 9 above), please also explain the rationale for the additional need of waiver days.
- Yes, the district does have other days during the year. These are extremely important to the Zillah School District. Five (5) of these days are Teacher Directed Optional Days that by contract are days that the district can not plan activities for. The focus of the professional development has been and will continue to center on student achievement as well as providing more opportunities for research based instructional strategy practices for our staff. How the Zillah School District determines the exact type of professional development will be determined by the needs of our students in our school district. We also look at how we can better prepare our staff and give them opportunities for individual and team growth to better serve our students on a daily basis. It is imperative that the district continues it's work with regards to increasing student achievement by providing quality professional development to our staff. This has been invaluable to our staff, and significant gains have been made with our students. The demographics of our students continue to change and our students who are considered at poverty continue to rise. This means that our students and their needs are increasing at the same time. In addition to the needs of students, our staff needs have increased in the area of professional development. Training with the teacher evaluation system, common core standard work, curriculum, assessment, intervention strategies, best practice research, and language acquisition strategies continue to be important professional growth opportunities for our staff. The need for the waiver continues to be of great importance to our district if we are going to improve student achievement and teacher effectiveness and quality.**

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

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

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

Days were used as set forth by the plan. Days were used for the professional development of the Zillah School District staff. Opportunities were given to staff that enhanced their abilities to meet the needs of students.

2. To what degree were the purposes and goals of the previous waiver met? Using the performance metrics for the prior waiver plan, describe how effective the activities implemented have been in achieving the goals of the plan for student achievement. If goals have not been met, please describe why the goals were not met, and any actions taken to date to increase success in meeting the goals.

The Zillah School District has accomplished what it has set out to do many years ago and the district continues to do so each and every year. The waiver has allowed our staff to gain professional development during the school year and has allowed us to collaborate and implement instructional strategies that are making impacts on our students. Data analysis has also forced our staff to focus on the needs of our students as well as looking at student achievement. An extremely high percentage (95%) of our students graduate from high school on time and with the skills to pursue their interests in furthering their education or a career. According to data from 2014, 61% percent of the state's public school graduates enrolled in postsecondary education (colleges, universities, trade schools) within one year of graduation. Zillah led the way in the ESD 105 districts at 67%. The district puts a lot of stock in our high school graduation rates. This is very important to our community. Other data in the district is used to help make changes in programs, and continue to make our buildings better as we transition students through our buildings.

3. Describe any proposed changes in the waiver plan going forward, including any changes to the stated goals or the means of achieving the stated goals, and explain the reasons for proposing the changes.

N/A Continue with similar plan.

4. Explain why approval of the request for renewal of the waiver is likely to result in advancement of the goals of the waiver plan.

It is imperative that the district continues it's work with regards to increasing student achievement by providing quality professional development to our staff. This has been invaluable to our staff, and significant gains have been made with our students. The demographics of our students continue to change and our students who are considered at poverty continue to rise. This means that our students and their needs are increasing

at the same time. In addition to the needs of students, our staff needs have increased in the area of professional development. Training with the teacher evaluation system, common core standard work, curriculum, assessment, intervention strategies, best practice research, and language acquisition strategies continue to be important professional growth opportunities for our staff. The need for the waiver continues to be of great importance to our district if we are going to improve student achievement and teacher effectiveness and quality.

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

The district calendar and information about the waiver is published on our district website. Students, administrators, teachers, classified employees, parents and community members all support our current schedule and the waiver. All union groups (ZEA, ZPSE, ZPA, ZCA) support this proposal. Our community is use to this schedule and are in great support of it continuing. Specifically, the parents of the Zillah School District are supportive of the waiver due to the fact of not having half days which would impact day care, and other supervision issues. Parents like to know that everyday their child goes to school it is a complete full school day. It would be very difficult for the Zillah School District to go back to a school calendar with half days, early release and/or late start days. The current model works extremely well for our school district, and we are hopeful we can continue with this format.

C. Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page. (E-mail is preferable.)
- Ensure supplemental documents clearly identify the questions that the documents support.

Thank you for completing this application.

**ZILLAH SCHOOL DISTRICT NO. 205
2017-2018 CALENDAR**

AUGUST 2017		FEBRUARY 2018											
S	M	T	W	T	F	S	S	M	T	W	T	F	S
August 17—1 st District Directed Optional Day/Certified Staff/Non-Student Day 21—1 st Teacher Contracted Work Day/Non-Student Day 22—All Staff In-service Day/2 nd Teacher Contracted Work Day/Non-Student Day 23—3 rd Teacher Contracted Work Day/Non-Student Day 24—Student's First Day of School-1 st Semester Begins (-Days) 24—Board Meeting-ZMS 7:00 pm							February 16—5 th District Directed Optional Day/Certified Staff/ Non-Student Day 19—President's Day/Non-Student Day 22—Board Meeting-ZMS 7:00 PM						
		1	2	3	4	5					1	2	3
6	7	8	9	10	11	12	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24
27	28	29	30	31			25	26	27	28			
					6							18/113	
SEPTEMBER 2017							MARCH 2018						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
September 4--Labor Day/Non-Student Day 22—Board Meeting-ZMS 7:00 PM 25—2 nd District Directed Optional Day/Certified Staff/Non-Student Day							March 6—2 nd Semester Ends 7—6 th District Directed Optional Day/Certified Staff/ Non-Student Day 8—3 rd Semester Begins (-Days) 22—Board Meeting-ZMS 7:00 PM 29-31—Parent/Teacher/Student Conferences						
					1	2					1	2	3
3	4	5	6	7	8	9	4	5	6	7	8	9	10
10	11	12	13	14	15	16	11	12	13	14	15	16	17
17	18	19	20	21	22	23	18	19	20	21	22	23	24
24	25	26	27	28	29	30	25	26	27	28	29	31	31
					19/25							19/133	
OCTOBER 2017							APRIL 2018						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
October 13—3 rd District Directed Optional Day/Certified Staff/Non-Student Day 26—Board Meeting-ZMS 7:00 PM 26-27—Parent/Teacher/Student Conferences							April 2-6—Spring Break/Non Student Days 26—Board Meeting-ZMS 7:00 PM						
1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					29	30					
					19/44							15/147	
NOVEMBER 2017							MAY 2018						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
November 10—Veteran's Day/Non-Student Day 16—Board Meeting-ZMS 7:00 PM 21—1 st Semester Ends 22-24—Thanksgiving Break/Non-Student Days 27—4 th District Directed Optional Day/Certified Staff/Non-Student Day 28—2 nd Semester Begins(-Days)							May 24—Board Meeting-ZMS7:00 PM 28—Memorial Day/Non-Student Day						
			1	2	3	4			1	2	3	4	5
5	6	7	8	9	10	11	6	7	8	9	10	11	12
12	13	14	15	16	17	18	13	14	15	16	17	18	19
19	20	21	22	23	24	25	20	21	22	23	24	25	26
26	27	28	29	30			27	28	29	30	31		
					17/63							22/169	
DECEMBER 2017							JUNE 2018						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
December 14—Board Meeting-ZMS 7:00 PM 18-29—Winter Break/Non-Student Days							June 6—Last Day of School 7--.5-District Directed Optional Day/Certified Staff 28—Board Meeting ZMS 7:00 PM						
					1	2						1	2
3	4	5	6	7	8	9	3	4	5	6	7	8	9
10	11	12	13	14	15	16	10	11	12	13	14	15	16
17	18	19	20	21	22	23	17	18	19	20	21	22	23
24	25	26	27	28	29	30	24	25	26	27	28	29	30
31						11/74						4/173	
JANUARY 2018							JULY 2018						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
January 1—New Year's Day observed/Non-Student Day 2—Student's Return from Winter Break 15—Martin Luther King, Jr. Day/Non-Student Day 25—Board Meeting-ZMS 7:00 PM							July 26-Board Meeting-ZMS 7:00 PM						
	1	2	3	4	5	6	1	2	3	4	5	6	7
7	8	9	10	11	12	13	8	9	10	11	12	13	14
14	15	16	17	18	19	20	15	16	17	18	19	20	21
21	22	23	24	25	26	27	22	23	24	25	26	27	28
28	29	30	31				29	30	31				
						21/95							

180 Certificated Contract Days = (173 student days/4 conference days/3 contracted (non-student days) Plus 5.5 District Directed Optional Days

☐ 173 Student Days ☐ Non-Student Days ☐ Board Meeting

Board Approved:

Kekoa K. Gabriel
141 Temby Lane
Granger, WA 98932
(509)895-4935

To Whom It May Concern:

The purpose of this letter is to express my personal support and the support of the Zillah Education Association for the continuation of the 173 student day school year in the Zillah School District. Prior to implementing the 173 student day school year, we had the traditional 180 day student school year with half days monthly with the intention of using the monthly half days for staff development, some conference time and a variety of other uses. The overwhelming majority of staff came to feel that the monthly half days were useless for a variety of reasons, (1) shortened days fragmented education in the classroom, (2) attendance was negatively impacted, (3) staff development was fragmented, little meaningful could be done in the short time allotted. The Zillah School District listened to staff, community and students in determining to go a 173 student day, full day school year. We never have half days. Student seat time was actually increased by the 173 day schedule and doing away with half days versus the 180 day schedule with monthly half days. The student day, never being shortened by half, remained consistent and isn't fragmented. The 7 non-student days are used for concerted staff development, or conference time or whatever the Zillah School District along with the Zillah Education Association and our community determines is the best use of time. Parents in the Zillah School District appreciate the schedule as well because we don't have to go scrambling to find day care for younger children on half days or worry about where older children are going to be on those days.

As a high school teacher, I have been positively impacted by the 173 student day full day schedule. Along with implementing the 173-day schedule Zillah High School implemented a 5 period, 3 trimester school year. Over time numerous successful class offerings and programs within the school day and outside have evolved enriching the education of Zillah students and inspiring the creativity of staff. A committed staff, supportive community, and an engaged student body have made Zillah High School a great school with opportunities for students that aren't often found at small schools or found at schools with the traditional 180 day, 6 period, two semester school year schedule. Losing the 173 day schedule would have a horrendous impact on those programs, students and staff. It hardly seems that it would be intent of the State of Washington and the Office of the Superintendent of Public Instruction to devastate a school that has successfully functioned for the past twenty years using the 173 day school year that has the whole hearted approval of all the stakeholder within that school.

The Zillah School District, ZEA, and our community support the way our school year is constructed and wish to remain as it has been for the past twenty years. The way we collectively arrived at and implemented the 173 student day is a model of how communities and educators (and for many of us in Zillah the two are inseparable) can come together and create and sustain ideas that work and encourage the better education of our children. Frankly, the State of Washington would be well served to come here and see how we have created a school system that works and works well.

Sincerely,



Kekoa Gabriel

Zillah High Teacher
Zillah Education Association, Co-President

11/1/16

To whom it may concern,

My name is Bev Sevigny. I am the president of the Zillah School District classified employee's local union.

I am writing this letter to give my support of school waivers.

Zillah School District uses our waivers to make sure each school day is the best it can be for all involved.

Students know that all school days are full school days – we don't have to change our schedule to accommodate early release, so students work each day because it is "normal."

Parents don't worry about their children needing part time daycare.

Our staff, both teachers and classified work diligently to make each day we are in school productive.

The ability to have a full day for conferences gives working parents time to meet with teachers.

We also have the added advantage to have full days of district directed optional days which gives us training we would not have time for if we did not receive the waiver.

Sincerely,

A handwritten signature in cursive script that reads "Bev Sevigny".

Bev Sevigny

Public School Employees of Washington, Zillah Chapter

WAC 180-18-040

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

WAC 180-18-050

Procedure to obtain waiver.

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

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

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

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

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

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

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

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

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

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

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

Option One Waiver Application Worksheet

District: Central Kitsap
Date: 1/12/2017

Days requested: 3
Years requested: 3
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						

Option One Waiver Application Worksheet

District: Zillah
Date: 1/12/2017

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

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

District:

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

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



Option Two Waiver from 180-Day School Year Requirement for Purposes of Economy and Efficiency

Districts with fewer than 500 students are eligible to receive a 180-day waiver for the purposes of economy and efficiency. The application materials must be submitted to the State Board of Education (SBE) no later than 30 days before the regular SBE meeting at which the request will be considered. The schedule of SBE meetings can be found at the SBE home page at the tab titled "Meetings."

Under the pilot program created in RCW 28A.305.141, SBE may grant waivers from the basic education requirement of a 180-day school year to districts that propose to operate one or more schools for purposes of economy and efficiency. The SBE has termed these "Option Two waivers." The waivers may be granted to no more than five districts. Two of the five may be granted to school districts with student populations of less than 150 students, and three to school districts with student populations of between 150 and 500. Waivers may be granted for up to three years.

Districts approved for the waiver must still offer an annual instructional hour offering of at least 1,000 hours, pursuant to RCW 28A.150.220.

The economy and efficiency waiver program expires on August 31, 2014.

The SBE has adopted criteria for evaluation of requests for Option Two waivers as WAC 180-18-065.

Application materials must include:

1. A proposed calendar for the school day and school year that demonstrates how the instructional hour requirement will be maintained.
2. A school board resolution requesting the waiver and affirming that the district will meet the requirements of RCW 28A.150.220(2) for minimum offerings of instructional hours.
3. The completed application form (attached).

Completed application materials should be submitted by e-mail no later than 30 days before each SBE meeting to:

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

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



PATERSON SCHOOL DISTRICT No. 50

P.O. Box 189 Paterson, WA 99345 Phone (509)875-2601 Fax (509) 875-2067

Option 2 Waiver from 180-Day Requirements for Economy and Efficiency RESOLUTION # 05-2016

WHEREAS, the Paterson School District is applying to the State Board of Education for an **Option 2 Waiver from 180-Day Requirements for Economy and Efficiency**; and,

WHEREAS, the Paterson School District #50 requests a waiver of 34 days for each of the 2017/2018, 2018/2019 and 2019/2020 school years; and,


WHEREAS, the Paterson School District #50 understands at the end of each school year, if the State Board of Education determines student learning is adversely affected, Paterson School District #50 shall discontinue the flexible calendar as soon as possible, but not later than the beginning of the next school year after the determination has been made; and,

WHEREAS, the Paterson School District #50 assures it will meet an annual instructional hour offering of at least 1,000 hours, pursuant to RCW 28A.150.220; and,

WHEREAS, the Paterson School District #50 assures it will collect and provide data upon request on attendance rates, student achievement, and staff and parent satisfaction.

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of Paterson School District, Benton County, Washington, the request for an **Option 2 Waiver from the 180-day Requirements for Economy and Efficiency** be approved.


Adopted and Signed this
21st day of November, 2016



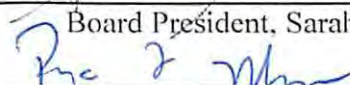
John Seaton, Clerk of the Board

Board of Directors,

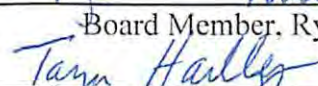
PATERSON SCHOOL DISTRICT NO. 50




Board President, Sarah Maddox



Board Member, Ryan Munn, Vice-President



Board Member, Jarrod Boyle



Board Member, Taryn Hartley

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

1. Contact Information (Please complete all information below)

Name	JOHN SEATON
Title	SUPERINTENDENT
School District	PATERSON NO. 50
Phone	509-875-2601
Email	johnse@paterson.wednet.edu
Mailing Address	PO Box 189, Paterson, WA 99345

2. Student Count:

	Count	Year
Most recent student count for the district (please identify year)	139	2016-17
Forecast for the next student count (if available)	140 est.	2017-18

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

YES	<i>In the May of 2015, the State Board of Education renewed Paterson School District's Option Two waiver of 34 days for 2015-16 and 2016-17. At this time, Paterson has been on an alternate academic calendar for nearly eight school years.</i>
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4. Is the request for all schools in the district? If no, which schools or grades are included?

Yes	If no:	Schools	Grades
		Paterson School District	K-8

5. Number of waiver days requested:

School Years	2017-18	2018-19	2019-20
Number of Days	34	34	34

6. If the request is granted, will the district meet the requirement of RCW 28A.150.220(2) that all districts offer a minimum 1,080 instructional hours in each of grades 7-12 and 1,000 instructional hours in each of grades 1-6?

Yes, Paterson will exceed the minimums set by RCW.28A.150.220.2a ("...at least one thousand instructional hours for students in grades one through eight...") in fact, Paterson's grades K-8 all follow the same school calendar. The calendar has 1046 instructional hours and, additionally, 24 hours for conferences.

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

The Paterson District anticipates that we will continue to see the same economies and efficiencies that are evident in the prior seven-eight years of the modified flexible calendar. Monetary savings on fuel, food, utilities and salaries of some classified workers has been noted.

8. Estimate the expected savings in expenditures for substitutes, fuel, food service, utilities, and salaries of district and school employees.

	Pre-December 2009 SAVINGS(est.)	2010-11 SY SAVINGS	2013-14 SY SAVINGS	2014-15 SY SAVINGS	2015-16 SY SAVINGS
Personnel (Classified):	\$(11,000)	\$(21,171)	\$ (22, 250)	\$ (22, 600)	\$ (23,000)
Benefits (34%):	\$ (3,350)	\$ (7,198)	\$(7,565)	\$(7,680)	\$(7,850)
Substitutes:	\$ (1,500)	\$ (8,030)	\$(8,500)	\$(8,500)	\$(8,500)
Utilities:	\$(3,000)	\$ (2,470)	\$(2,800)	\$(3,000)	\$(3,200)
Food:	\$ (5,120)	\$ (5,862)	\$(6,100)	\$(6,700)	\$(7,300)
Transportation (Fuel/Tires):	\$ (4,500)	\$ (717)	\$(1,500)	\$(1,500)	\$(1,500)
TOTAL SAVINGS:	\$ (28,470)	\$ (44,014)	\$ (48,715)	\$ (49,980)	\$ (51,350)

9. Explain how monetary savings from the proposal will be redirected to support student learning.

The waiver has allowed Paterson to maintain the fidelity of proven, successful programs. During fiscally challenging times, beginning in 2009, Paterson has been able to redirect the Economy and Efficiency monetary savings (nearly \$370,000 over the duration of the waiver from inception to August 31, 2017 est.) into Tier 1, Tier 2, and enrichment programs.

10. Explain how unscheduled days may be used for activities such as professional development, planning, tutoring, special programs, and to make up for lost days due to weather or other disruptions to the calendar.
- Building staff meetings and staff development opportunities are planned outside of the regular instructional day
 - Reduced the need for substitutes
 - Reduced the disruption to the student learning process
 - Maintains instructional momentum for staff and predictability for families regarding child-care, etc.
 - Teachers do extended individual and block/team planning outside of the regular student day

- Provides additional time during the student instructional calendar for direct instruction, projects, Socratic seminars, writing and reading as well as working with students in the classroom.
- Opportunities for teachers to attend ESD Foundational Science LASER and NGSS workshops as part of Paterson's development of a aligned STEM curriculum
- Days lost to inclement weather (a.k.a. Snow Days) are made up on the unscheduled Fridays
 - This has allowed the District to maintain the integrity of the calendar year.
- Adventure Friday concept was developed, implemented, and expanded because of the opportunities afforded by the modified 146-day calendar
 - Children return to the school on selected Fridays during the calendar year for enrichment programs: e.g., "Engineering is Everywhere" made available by the Boston Museum of Science the theme for 2014-16
 - Furthermore, ove the last two years, Paterson revised its Science Fair to become a STEM Fair (grades 1-8) and at least two Adventure Fridays helped students prepare their projects. Adventure Fridays supported studetns projects for the 2015-16 STEM Fair theme "One Agriculture, One Science" as we worked to focus on our local, rural strengths.
 - In May, 2016—in collaboration with our PTO—Paterson took 100% of its students to the Portland Zoo in order provide all students an opportunity that many families could not afford on their own.
 - During 2016-17 we are continuing to use field trips or outside specialists to energize student enthusiasm for STEM and the art:
 - ✓ Two trips to the mammoth excavation and dig site near Kennewick as well as its Ice Age Flood museum (September and October)
 - ✓ Ft. Sacajawea Heritage Days (September)
 - ✓ The B-Reactor Tour at Hanford (October)
 - ✓ Traveling Lantern Theater (at school in December and March)
 - ✓ Doktor Kaboom! Look Out! Science is coming! (Capital Theater, February)
 - ✓ LIGO Tour Hanford, spring 2017
 - Please, in addition to the funds generated by the Economy and Efficiency waiver , the district
 - uses funding from appropriate federal and state sources as well as BEA and M&O monies to support these activities.
- Paterson uses monetary savings from the unscheduled days to provide an extended day intervention program beyond the regular student day, Monday—Thursday.
 - The monetary savings pays for staffing and transportation costs
 - The extended day runs from 3:45 to 4:30
 - Students work at the school on Fridays for homework support as staff are present.

11. Summarize the comments received at one or more public hearings on the proposal and how concerns will be addressed.

(see APPENDIX D: Advocacy Documents as well as comments below)

The issue of the modified/flexible calendar continues to be supported parents, staff and the school board. It has been discussed at a variety of different meetings (PTO, PAC, professional development/staff meetings, school board, 1:1 and small group discussions.

Paterson's daily schedule has the student day start at 8:05AM and end at 3:40 PM. This day provides 7.16hrs of instruction daily, with 146 calendar days per year (1045.4 hrs). Kindergarten students have the same schedule as the 1st-8th grades.

General Comments:

- “The longer blocks of time blocks of time for instruction really help—especially in math.”
- “This schedule makes it easier to do projects for the STEM Fair, lab experiments, and reading.”
- “I feel that we will be better able to provide interventions to struggling students.”
- “On Fridays I can work with students projects or in enrichment activities or field trips. It makes kids see teachers and learning in a different light.”

Kindergarten:

The modified schedule allows more observation time and 1::1 time with students. Most assessments in kindergarten take place by observation and direct student/teacher interaction (such as the WA-Kids evaluation). Additionally, the extra time in the Kindergarten day is used for learning centers/stations or intervention activities. This gives the children a chance to review, build upon, enhance and complete activities they have worked on throughout the day and week. They also have the time to play and interact one with another—learning necessary social and community skills. In the past, I have felt this piece was missing with such a fast pace and rigorous learning schedule. The students look forward to the last forty minutes for these reasons. -- **Mrs. Patty Clark, Kindergarten**

Grade 1:

In my opinion, the four day schedule has been very beneficial to my students. We are able to spend the extra time in the day in developing the depth and breadth of knowledge that our students need to attain mastery of the subjects they study. Having the extra time in the day helps us keep the momentum of learning. If the day were shorter, we would not have as much time to finish lessons, and learning would be lost.

Parents have responded favorably to our schedule. Families have related that they now schedule appointments on Fridays so that students don't have to miss school. There are very few students who are gone for appointments now.

Professionally, the four day week has been beneficial to me. I am able to lesson plan better, and attend professional development opportunities without disruption to my class.

--**Mrs. Brandi Thornbrugh, Grade 1**

Grade 2:

In my opinion, the four-day school schedule has been extremely beneficial for my students. The additional time we now spend in school has allowed me to spend more time in all subjects. Previously, it was not uncommon to run out of class time before finishing a lesson. The lesson would then have to be carried over to the next school day which often resulted in the momentum of the lesson being lost in reviewing. My students have been better prepared for class since we switched to the four-day week. They appear to be more rested and I have witnessed fewer absences. Additionally, I currently have two students who have professional weekly therapy on Fridays. One receives psychological therapy every Friday and the other receives vision therapy on Fridays. If our district were required to begin attending school on Fridays again; these students would be missing a minimum of one school day per week in order to attend these appointments due to the rural location of their homes.

Professionally, having no students on Fridays has allowed me necessary time to prepare better lessons for my students. Lastly, I have noticed an increase in the number of students turning in completed homework assignments.

--**Mrs. Tonya Steinbock 2nd grade**

Grade 3:

After years of teaching in a school system with a traditionally structured calendar, I was lucky to be hired by Paterson. Three words describe how I feel about our modified calendar—I love it! First of all, our kids have more time for either remediation or enrichment which ever they may need which means that students are more engaged with what they learn. We have time to use a variety of instructional strategies and even more importantly it feels like we have more 1::1 time with students. I also like to work on my lessons on Fridays—it allows me to be more thoughtful. Student absences and attendance issues are not the problem other systems have since, as my colleagues may have noted, our families, staff, and teachers are able schedule medical, dental, and personal appointments on Fridays. Plus, any weather cancellations or things like that are built into the calendar so the year isn't unnecessarily extended. I've worked all the Adventure Fridays and really appreciate the fact that kids are able to come to school or go on field trips for enrichment activities (e.g., Mammoth Site Dig, trip to Hanford). Finally our professional development happens without shortening the day for students or lengthening the day for teachers—using Fridays means that teachers are rested and able to be more engaged and collaborative.

--Kimberly Wheeler, 3rd Grade

Grade 4:

The quality of learning has increased since the inception of the shorter week. The students are able to be immersed within instructional settings for a longer period of time and it promotes more meaningful teaching and learning. Students have more time to practice the skills they are learning with an extended period and day--, students' scores are an example of this. Also, the students are excited to learn and know they get Fridays to do their homework or catch up on their projects. So they are working diligently all four days and take their learning seriously. The discipline problems have decreased because students are more engaged in learning.

The modified schedule has prevented students from having to miss school because of needs like dental appointments since they can be scheduled on a Friday.

Finally, the modified schedule allows me to plan for the next week and the next units more efficiently.

--Ms. Kerry Evans, 4th Grade.

Middle Grades Social Studies and History

*The modified schedule has provided me with additional time to incorporate current event research that helps supplement our history curriculum. This allows students to gain a diverse perspective on various historical content and how it relates and corresponds with our current state of affairs. The modified schedule has allowed for 15-20 more minutes of instruction time for each of my classes that helps complete topics in a more timely fashion. The modified schedule has been a positive benefit to our History classes. We are able to tackle projects, hold seminars in an extended manner, and this is the third year we have incorporated the National History Day project into our curriculum. The extended day provides students additional work time to develop research and collaborate on these projects. I strongly believe the modified calendar has been one of the most positive developments within our school district.-- **Mr. Corey Ingvanson -- History, Social Studies***

Middle Grades Science and Math:

The extended class time, as allowed with the four day week, allows for increased student exposure to the scientific practices. Students have more time to collaborate, ask questions, and design and carry out investigations. Additionally, we have the class time to have active discussions, participate in scientific argumentation, and work as a community of learners to further classroom learning and understanding. During this time students have been able to work on many different investigations addressing the crosscutting concepts and content standards, and dissections in our advanced science afternoon class.

Students have productively used their out of school time to complete detailed STEM Fair projects, as well as complete homework. --Ms. Jessica Wheeler, Math, Grade 5 and Science Grades 6-8

Middle Grades ELA Block:

It is hard to believe that Paterson has been on a modified calendar for over seven years already. Our students and families are thriving, and our student population continues to grow. As a teacher, the benefits I found in the first few years of the modified calendar, still stand true.

1. The kids do not have an "it's-Friday-afternoon-and-I-Am-tired" attitude. They work from bell to bell everyday of the week.
2. We continue to bring students back to school approximately one Friday a month (funded through Option Two savings as well as M&O dollars) this allows for educational enhancements including fieldtrips.
3. I am in my classroom every Friday so students are welcome to come in for additional assistance.
4. We continue to meet students' needs. The fifth through eighth grade students have additional time everyday for math, language arts, and or science. Our seventh and eighth graders have two periods of science this year and our fifth and sixth grades are receiving two periods of language arts. Some students have additional math as well. The education the students are receiving is quite rigorous.
5. Fridays have given me additional time for lesson planning and correcting of papers.

The modified calendar has become part of the culture of our school. The students and families enjoy the extra day together. The students continue to work diligently to complete their work and are engaged in their lessons. The teachers continue to have high expectations of the students.

--Mrs. Monica Burnett -- Language Arts, Honors Reading, HS Algebra, 6th-8th Math

Parent Comments, Petition of Support, and Student Letters: (see APPENDIX D as well)

- Children and I enjoy the schedule!
- I love having my children home more.
- It was hard to adjust to the homework schedule and longer days at first. Now we use our Fridays to get homework completed and our weekends are free to do family activities.
- Love all of the activities on Adventure Fridays!
- We now schedule all of our appointments on Fridays. My children are missing less school.
- Absolutely love it!!! We feel very blessed to be in such a great environment for our kids. We are spoiled!
- My children are doing better in their classes.
- As a parent, I have found the extended day/no Friday weeks superior to the traditional shorter day/five day a week program. I find that we are able to spend more time together when we have a full day. We have more time to do educational activities at home and to discuss how they are doing in general. Furthermore, we are able to schedule medical and dental appointments for these days, thereby eliminating having to do so during school time. My children prefer the four-day week as well. Thank you for creating this opportunity for our families.

12. Explain the expected impact on students who rely upon free and reduced-price school child nutrition services.

- *All Paterson children will continue to be provided with FREE breakfast and lunch.*
- *The District's long history of community support to ensure that ALL children are provided with FREE breakfast and lunches will continue and is part of the commitment in the M&O levy funding.*
- *Further, the District will continue to provide up to 15 extra enhancing and enriching days (e.g., Adventure Friday, academic remediation days or test prep days) on the non-scheduled Fridays. All students who attend on these days are provided with a free snack and lunch. (The meals provided on non-scheduled Fridays are not reimbursable meals – the total cost for these meals is supported by the community.)*

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

- *The District receives reimbursement for approximately 55% of the total cost that we spend for food and labor.*
- *The unfunded balance of these costs has been support by the community through their M&O taxes and/or absorbed through basic education dollars.*
- *By moving to the modified/flexible calendar we have been able to save approximately \$6000-\$7000/in the overall cost for running this program allowing the BEA funds to support instructional programs*

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

Some time ago, during the heightened funding difficulties beginning in the 2009/10 school year, Paterson School District found itself in a situation where we had to eliminate two classified teacher assistant positions. Furthermore, the District lost the funding for part of its certificated reading specialist. However, the savings due to the Efficiency and Economy waiver allowed Paterson to retain the classified support staff that otherwise would have been eliminated.

- *The loss of hours for classified employees as Paterson moved from a 5-day/week calendar to a 4-day/week calendar is still partially recouped by offering the staff the option of working on the non-scheduled Fridays for enrichment or remediation activities when we use federal dollars as well as support through our M&O levy. Naturally, the longer school day itself keeps many of the hours intact.*

We cannot stress enough that Paterson is a remote location (30+/- miles from Prosser and 35+/- miles to the Tri-Cities), and the lack of housing in the district, requires nearly all employees to travel up to 70 miles per day to work. By moving to a modified calendar, staff is able to save up to 20% of their out-of-pocket travel expenditures.

On professional development days held on Fridays, the staff meets at the Benton County Fire Station or the PUD building in Prosser—thus, teachers can meet effectively for several hours (3-4 hours) to collaborate without having those PD hours at the end of the traditional school day, and due to our remote location, PD of that duration within a traditional model would get staff home to their families at around 8:30 or 9:00pm.

Many smaller remote schools express difficulty finding and retaining staff members. Many of the Paterson staff have worked together for several years: as the district recruits and selects new staff

members, the modified calendar—when coupled with the academic successes of the students, the strong bonds between the school and families of the students, the commitment to equity and closing the opportunity gap—provides a “tipping point” when making an employment decision that weighs “quality of the environment”, “work/life balance”, where to work and why. Paterson School’s improved quality of life for students, staff, and families is enhanced by the modified calendar whose instructional time clearly exceeds the minimum requirements by approximately 5%—the additional hours are the equivalent of 7-8 days of instruction, or think of it this way: a school with a 180 day calendar and meeting a minimum standard would need to increase to an 187-day calendar in order to match Paterson’s instructional time.

How can we feel confident about these conclusions? Simple. Paterson’s student population is growing: in October, 2010—78 students; October, 2012—111 students; October, 2014—132 students ; October 2015—135 student; and October 2016—139 students. Paterson’s enrollment has grown approximately 56% in seven years.

Parents from neighboring districts are ‘choicing in’ their children to Paterson. Thus, Paterson can add additional staff members and increase opportunities. Currently, over 55% of Paterson’s enrolled students have “waived in” to the district—despite the distance and the travel time, they have chosen Paterson because of its success, climate of high expectations, and discernible student-centered mission. And when families talk about a successful school such “word of mouth” spreads quickly which, again, makes recruitment and retention of employees less difficult—and it improves the talent pool of interested candidates.

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

- *Paterson is a unique, remote, and rural farming community. Many families are multi-generational households and have at least one parent or one grandparent off work throughout the year or from the time harvest ends in the Fall until crops are again ready to be planted in the spring.

 - *In order to adapt to the needs of the families, Adventure Friday dates are clustered in early fall and late spring when parents might be working. Even remediation days or test prep days can be scheduled readily.**
- *In our agricultural community, many parents or households work a modified, shortened schedule (Monday thru Thursday) during the winter months. So, a non-school Friday becomes an advantage during long period of the academic year. (see the next bullet)*
- *The pay day for many of the agricultural workers is Thursday evening. So families plan their shopping trips and appointments for Fridays. The long distance (up to 45 miles one way) for parents to travel for services, food, medical/dental/legal appointments, means they often plan routine appointments for their children on the same day that they do their banking and shopping—which is on Friday.*
- *The modified calendar has resulted in lower student absenteeism.*
- *The longer educational day (8:05--3:40 PM) has not had a negative impact for our students

 - *Prior to the implementation of the modified calendar, many students would arrive at the school before 8:00 AM and would stay for after-school activities on most evenings until staff left at 4:10 PM**

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

- *PACING CALENDARS: In preparation to implement the modified calendar in January 2010, the staff adjusted their instructional calendars so they could complete a full year's worth of student learning (180 day) in a 146 day schedule. Due to the extended length of the day and its class periods, the change to a 146 day calendar continues to be neither onerous for staff nor rushed for students. As an example, we have implemented the use of engageNY/Eureka Math which has a specific 180day pace; however, due to our longer day, we are able to adapt the curriculum to fit our calendar as well as properly prepare our students for the SBAC.*
- *INTEGRITY OF INSTRUCTIONAL BLOCKS: The educational week has been structured to maintain the number of minutes provided in each core curricular area.*
 - *For example, the older 90 minute daily reading blocks became 113 minute instructional blocks. (450 minutes per week)*
- *INTERRUPTIONS: Interruptions are kept to a minimum during the regular school week.*
 - *Many of the "other" activities (field trips, student leadership meetings, etc.) have been shifted to Adventure Fridays.*
- *ABSENTEEISM for both staff and students has been greatly reduced.*
 - *Parents and staff have been able to take advantage of the unscheduled Fridays to take care of personal appointments—which previously meant that staff and students would miss hours of school for medical/dental appointments due to Paterson's geographical distance from Prosser or the Tri-Cities. Thus, during a time when "subs" are notoriously difficult to find for so many districts, Paterson has reduced its need for substitute teachers since staff generally schedule personal appointments for Friday and PD is conducted on a non-school day Friday.*
- *INTERVENTION TIME: More Tier 1 and Tier 2 Intervention time is available in the core curriculum areas every day.*
 - *Additional 10-25 minutes in math, language arts and science*
 - *Further, students can take advantage of remediation or tutoring opportunities on Friday.*
- *ADVANCED LEARNERS: More learning opportunities are available for advanced students:*
 - *Advanced Middle School Science, Advanced Math/HS Algebra, HS Geometry, Honors Reading and National History Day Competitions.*

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

The Paterson School District will continue to use iReady or IXL assessment results (Grade 2-8 throughout the year), Dibels, MSP State Assessments), WELPA, MSP results from previous years, SBAC results from the current and future years, student and staff attendance records, end of unit tests, teacher created assessments, and student work itself to analyze student achievement over the course of the waiver.

18. Provide a set of student achievement data for the two previously-analyzed years (provide attachments, if preferred). If the district is applying for a renewal, skip this question and answer Question 30 instead.

GO TO #30 AND APPENDIX C: Achievement Data, Demographics, et al)

19. Indicate the potential academic benefits that the district expects from a flexible calendar and why the district anticipates such results (e.g. lower absenteeism of students and staff, fewer long commutes for students, additional time on off day to provide enrichment and enhancement activities, enhanced quality of instruction).

Academic Benefits for Paterson Students and Families due to modified calendar:

- *Longer blocks of time available to complete lessons or projects such as lab, STEM projects, National History Day projects, community service events, drafting and editing essays*
- *More opportunities to personalize education to meet the needs of our students*
- *Lower absenteeism of students and teachers*
 - *Staff schedule more routine appointments on Fridays*
 - *Reduced need for substitute teachers has reduced the disruption to the student learning process and has increased the direct instructional time students spend with their regular classroom teacher*
 - *Parents schedule more routine appointments for their children on Fridays*
- *Additional direct instruction time and academic remediation is available for math and reading interventions. (This will positively impact our fragile learners, and in particular Paterson’s ELL students.)*
- *More opportunities to continue our curriculum review, improve professional development and create an enhanced PLC aligned with the state’s aspirations for improving teacher quality*
- *Building staff meetings and staff development are planned outside of the student instructional day*
 - *Reduced the need for substitutes*
 - *Reduced the disruption to the student learning process*
- *Teachers do all individual and block/team planning outside of the regular student day*
 - *Provides additional time during the student instructional day for direct instruction*
- *Overall quality of teaching and the lessons has improved through the use of the modified calendar*
- *Fewer long commutes for students and staff: some students spend 1.5-2 hours/day on the bus; all certificated staff drive 70+/- miles/day*
- *Paterson has continued our Adventure Friday opportunities to provide enrichment and enhancement activities such as field trips, fine arts, special project-based learning (STEM Fair, National History Day, “Engineering is Everywhere”), homework support – this will limit the disruptions to the regular instructional schedule. The Adventure Friday days are in addition to the 146-days (1046+/-hours) of instructional time. A plan was approved by voters in 2016 to use M&O Levy funds to support Adventure Fridays as well as provide transportation to expand the number of students who can participate in the extended day in the event that federal dollars or other grant dollars are lost or reduced.*
- *Days lost to unforeseen emergencies or inclement weather (Snow Days)*
 - *Made up as soon as possible on the first available unscheduled Friday. This has allowed the District to maintain the integrity of the calendar year.*

For Renewal Requests

20. Explain and estimate the economies and efficiencies that were gained from compressing the instructional hours into fewer days.

	Pre-December 2009 SAVINGS(est.)	2010-11 SY SAVINGS	2013-14 SY SAVINGS	2014-15 SY SAVINGS	2015-16 SY SAVINGS
Personnel (Classified):	\$ (11,000)	\$ (21,171)	\$ (22, 250)	\$ (22, 600)	\$ (23,000)
Benefits (34%):	\$ (3,350)	\$ (7,198)	\$ (7,565)	\$ (7,680)	\$ (7,850)
Substitutes:	\$ (1,500)	\$ (8,030)	\$ (8,500)	\$ (8,500)	\$ (8,500)
Utilities:	\$ (3,000)	\$ (2,470)	\$ (2,800)	\$ (3,000)	\$ (3,200)
Food:	\$ (5,120)	\$ (5,862)	\$ (6,100)	\$ (6,700)	\$ (7,300)
Transportation (Fuel/Tires):	\$ (4,500)	\$ (717)	\$ (1,500)	\$ (1500)	\$ (1500)
TOTAL SAVINGS:	\$ (28,470)	\$ (44,014)	\$ (48,715)	\$ (49,980)	\$ (51,350)

21. Explain the effect that the waiver had on the financial condition of the district, including savings in expenditures for substitutes, fuel, food service, utilities, and salaries of district and school employees.

The successful model that we have in place at Paterson has allowed us to weather some of the current and ongoing fiscal storms. The waiver has allowed Paterson to maintain the fidelity of our basic programs; however, we have also been able to expand some of the more personalized instructional opportunities for both our fragile learners and our advanced students.

- *Classified positions (TAs, kitchen staff, and bus drivers) were modified to reflect the longer student day, but reduced school week*
- *Reduced benefits are a direct reflection of the reduced wages*
- *Staff missed fewer days due to illness, appointments, staff development during the regular instructional day—consequently, Paterson had a reduced need for substitutes*
- *Utility savings aren't quite as high as initially projected but still significant. But, the modified calendar has made it easier to absorb rate spikes in power, natural gas, waste management, etc.*
- *The savings we found in our food services budget is significant. ALL children are provided with FREE breakfast and lunches. Since the district started the "all kids eat for free" program in September 2010, we have seen a dramatic increase in the average daily meals that are served to students. Breakfast counts went from 40% participation to 75-85 %. Lunch participation went from 72% to 85-90%.*
- *The full day kindergarten program runs on the same 146-day schedule*
- *Our Pre-K program is 60 days with two, 2.5 hour blocks each day – AM class and PM class*
- *This year we are introducing an art appreciation and enrichment component using the services of a local artist who has BFA in Illustration.*

22. Explain how monetary savings from the proposal were redirected to support student learning.

The waiver has allowed Paterson to maintain the fidelity of proven, successful programs. With the loss of state and federal grants beginning in 2009, Paterson has been able to redirect the monetary savings we have recouped (almost \$100,000 during the years 2012-13 and 2013-14 SY; nearly \$370,000 over the duration of the waiver through August 2017 est.) into Tier 1 and Tier 2 programs.

Specifically, the savings has allowed for the following:

- Monetary savings on fuel, food, utilities and salaries of some workers have been redirected to maintain the integrity of Tier 1 and Tier 2 programs
 - Allowed for continuation of the preschool program
 - Maintain part-time bilingual specialist
 - Has conducted a full day Kindergarten on a 146-day calendar schedule (1046 hours) for two and one-half years
- Personalized education meets the needs of students
 - Additional 55 minutes of instruction time is provided during the school day for math, language arts as well as reading intervention and enrichment
 - Personalized education has positively impacted fragile learners, and in particular ELL students
 - Personalized education has positively impacted higher-level learners (HS Algebra, HS Geometry, Honors Reading, Speech)

Additional positive impacts:

- *The savings in our food services budget is significant. ALL children are provided with FREE breakfast and lunches. Since the district started the “all kids eat for free” program in September 2010, we have seen a dramatic increase in the average daily meals that are served to students. Breakfast counts went from 40% participation to 75-85 %. Lunch participation went from 72% to 85-90%.*
- *Our Pre-K program includes 60 days with two, 2.5 hour blocks each day – AM class and PM class*
- *This year we are introducing an art appreciation and enrichment component using the services of a local artist who has BFA in Illustration.*

23. Describe how non-school days were used (e.g. for activities such as professional development, planning, tutoring, special programs, and to make up for lost days due to weather or other disruptions to the calendar).

Building staff meetings and staff development are planned outside of the student instructional day

- *Reduced the need for substitutes and keeps the teacher with her/his students*
- *Reduced the disruption to the student learning process*
- *Maintains instructional momentum for staff and predictability for families regarding child-care, etc.*

Teachers do extended individual and block/team planning outside of the regular student day

- *Provides additional time during the student instructional calendar for direct instruction, projects, Socratic seminars, writing and reading as well as working with students in the classroom.*
- *Opportunities for teachers to attend ESD Foundational Science LASER and NGSS workshops as part of Paterson development of a aligned STEM curriculum*

Days lost to inclement weather (Snow Days) are made up on the unscheduled Fridays

- This has allowed the District to maintain the integrity of the calendar year.

Adventure Friday concept was developed, implemented, and expanded because of the opportunities afforded by the modified 146-day calendar

- Children return to the school on selected Fridays during the calendar year for enrichment programs: e.g., “Engineering is Everywhere” made available by the Boston Museum of Science the theme for 2014-16
- Furthermore, over the last two years, Paterson revised its Science Fair to become a STEM Fair (grades 1-8) and at least two Adventure Fridays helped students prepare their projects. Adventure Fridays supported student projects for the 2015-16 STEM Fair theme “One Agriculture, One Science” as we worked to focus on our local, rural strengths.
- In May, 2016—in collaboration with our PTO—Paterson took 100% of its students to the Portland Zoo in order to provide all students an opportunity that many families could not afford on their own.
- During 2016-17 we are continuing to use field trips or outside specialists to energize student enthusiasm for STEM and the art:
 - ✓ Two trips to the mammoth excavation and dig site near Kennewick as well as its Ice Age Flood museum (September and October)
 - ✓ Ft. Sacajawea Heritage Days (September)
 - ✓ The B-Reactor Tour at Hanford (October)
 - ✓ Traveling Lantern Theater (at school in December and March)
 - ✓ Doktor Kaboom! Look Out! Science is coming! (Capital Theater, February)

Please note, in addition to the funds generated by the Economy and Efficiency waiver, the district uses funding from appropriate federal and state sources as well as BEA and M&O monies to support these activities.

Paterson uses monetary savings from the unscheduled days to provide an extended day intervention program beyond the regular student day, Monday—Thursday.

- The monetary savings pays for staffing and transportation costs
- The extended day runs from 3:45 to 4:30
- Adventure Fridays used federal grant dollars (e.g. Gear UP grant ended in 2015) to bring children back into the school during the year for enhancing and enriching activities
 - Allows the District to maintain and, in some cases, expand important enrichment activities
 - Shifts the financial burden from our basic operating budget for these additional days
 - The AF program is dependent on continuation of federal or other appropriate grant dollars
- Adventure Friday model allows us to maximize the staffing resources
 - For any small rural district, the greatest challenge that we face is finding quality staff to deliver enriching programs
 - The District’s certificated staff and classified staff have been involved in teaching and supporting activities held on non-school Fridays: e.g., “Engineering is Everywhere”; National History Day; community service projects.
 - Our delivery model has allowed us to maximize the resources that we already have available....and has created a win-win situation for children

- Delivery model has allowed us to bring in local experts for special projects, as well as lengthen our instructional program time to better support “project learning”
 - A local Benton County fisheries biologist is working with elementary students as a partnership of our “Salmon in the Classroom” program
 - All of Paterson’s students will tour McNary Dam after the salmon release in May
 - Medieval enthusiasts, dressed in the attire of the era, presented a program on the Middle Ages to students
 - Traveling Lantern Theater performs 1-2 times a year at the school
 - Portland Opera comes to the school every other year.
 - The STEM Fair at the end of March involves all grade levels and uses community members as part of the evaluation and awards process.
 - Use of local artist with BFA in Illustration for art enrichment

24. Summarize the comments received at one or more public hearings on the proposal and how concerns were addressed.

Please refer to APPENDIX D: ADVOCACY DOCUMENTS

25. Explain the impact on students who rely upon free and reduced-price school child nutrition services and the impact on the ability of the child nutrition program.

All children will continue to be provided with FREE breakfast and lunch.

The District’s long history of community support to ensure that ALL children are provided with FREE breakfast and lunches; they will continue and it is part of the commitment in the M&O levy funding. Since the district started the “all kids eat for free” program in September 2010, we have seen a dramatic increase in the average daily meals that are served to students. Breakfast counts went from 40% participation to 75-85% (85-95 students). Lunch participation went from 72% to 85-90% (105-115 students).

Further, the District will continue to provide up to 15 extra enhancing and enriching days (e.g., Adventure Friday, academic remediation days or test prep days) on the non-scheduled Fridays. All students who attend on these days are provided with a free snack and lunch. (The meals provided on non-scheduled Fridays are not reimbursable meals – the total cost for these meals is supported by the community.)

26. Describe the impact on the district’s ability to recruit and retain employees.

Some time ago, during the heightened funding difficulties beginning in the 2009/10 school year, Paterson School District found itself in a situation where we had to eliminate two classified teacher assistant positions. Furthermore, the District lost the funding for part of its certificated reading specialist. However, the savings due to the Efficiency and Economy waiver allowed Paterson to retain the classified support staff that otherwise would have been eliminated.

- *The loss of hours for classified employees as Paterson moved from a 5-day/week calendar to a 4-day/week calendar is still partially recouped by offering the staff the option of working on the non-scheduled Fridays for enrichment or remediation activities when we use federal dollars as well as support through our M&O levy. Naturally, the longer school day itself keeps many of the hours intact.*

We cannot stress enough that Paterson is a remote location (30+/- miles from Prosser and 35+/- miles to the Tri-Cities), and the lack of housing in the district, requires nearly all employees to travel up to 70 miles per day to work. By moving to a modified calendar, staff is able to save up to 20% of their out-of-pocket travel expenditures.

On professional development days held on Fridays, the staff meets at the Benton County Fire Station or the PUD building in Prosser—thus, teachers can meet effectively for several hours (3-4 hours) to collaborate without having those PD hours at the end of the traditional school day, and due to our remote location, PD of that duration within a traditional model would get staff home to their families at around 8:30 or 9:00pm.

Many smaller remote schools express difficulty finding and retaining staff members. Many of the Paterson staff have worked together for several years: as the district recruits and selects new staff members, the modified calendar—when coupled with the academic successes of the students, the strong bonds between the school and families of the students, the commitment to equity and closing the opportunity gap—provides a “tipping point” when making an employment decision that weighs “quality of the environment”, “work/life balance”, where to work and why. Paterson School’s improved quality of life for students, staff, and families is enhanced by the modified calendar whose instructional time clearly exceeds the minimum requirements by approximately 5%—the additional hours are the equivalent of 7-8 days of instruction, or think of it this way: a school with a 180 day calendar and meeting a minimum standard would need to increase to an 187-day calendar in order to match Paterson’s instructional time.

How can we feel confident about these conclusions? Simple. Paterson’s student population is growing: in October, 2010—78 students; October, 2012—111 students; October, 2014—132 students; October 2015—135 student; and October 2016—139 students. Paterson’s enrollment has grown approximately 56% in seven years.

Parents from neighboring districts are ‘choicing in’ their children to Paterson. Thus, Paterson can add additional staff members and increase opportunities. Currently, over 55% of Paterson’s enrolled students have “waived in” to the district—despite the distance and the travel time, they have chosen Paterson because of its success, climate of high expectations, and discernible student-centered mission. And when families talk about a successful school such “word of mouth” spreads quickly which, again, makes recruitment and retention of employees less difficult—and it improves the talent pool of interested candidates.

27. Describe the impact on students whose parents work during the missed school day.

- *Paterson is a unique, remote, and rural farming community. Many families are multi-generational households and have at least one parent or one grandparent off work throughout the year or from the time harvest ends in the Fall until crops are again ready to be planted in the spring.*
 - *In order to adapt to the needs of the families, Adventure Friday dates are clustered in early fall and late spring when parents might be working. Even remediation days or test prep days can be scheduled readily.*

- *In our agricultural community, many parents or households work a modified, shortened schedule (Monday thru Thursday) during the winter months. So, a non-school Friday becomes an advantage during long period of the academic year. (see the next bullet)*
- *The pay day for many of the agricultural workers is Thursday evening. So quite a few families plan their shopping trips and appointments for Fridays. The long distance (up to 45 miles one way) for parents to travel for services, food, medical/dental/legal appointments, means they often plan routine appointments for their children on the same day that they do their banking and shopping—which is on Friday.*
- *The modified calendar has resulted in lower student absenteeism.*
- *The longer educational day (8:05--3:40 PM) has not had a negative impact for our students*
 - *Prior to the implementation of the modified calendar, many students would arrive at the school before 8:00 AM and would stay for after-school activities on most evenings until staff left at 4:10 PM*

28. Describe how instruction was adjusted to accommodate the waiver calendar for elementary and secondary grade levels.

- *PACING CALENDARS: In preparation to implement the modified calendar in January 2010, the staff adjusted their instructional calendars so they could complete a full year's worth of student learning (180 day) in a 146 day schedule. Due to the extended length of the day and its class periods, the change to a 146 day calendar continues to be neither onerous for staff nor rushed for students. As an example, we have implemented the use of engageNY/Eureka Math which has a specific 180day pace; however, due to our longer day, we are able to adapt the curriculum to fit our calendar as well as properly prepare our students for the SBAC.*
- *INTEGRITY OF INSTRUCTIONAL BLOCKS: The educational week has been structured to maintain the number of minutes provided in each core curricular area.*
 - *For example, the older 90 minute daily reading blocks became 113 minute instructional blocks. (450 minutes per week)*
- *INTERRUPTIONS: Interruptions are kept to a minimum during the regular school week.*
 - *Many of the "other" activities (field trips, student leadership meetings, etc.) have been shifted to Adventure Fridays.*
- *ABSENTEEISM for both staff and students has been greatly reduced.*
 - *Parents and staff have been able to take advantage of the unscheduled Fridays to take care of personal appointments—which previously meant that staff and students would miss hours of school for medical/dental appointments due to Paterson's geographical distance from Prosser or the Tri-Cities. Thus, during a time when "subs" are notoriously difficult to find for so many districts, Paterson has reduced its need for substitute teachers since staff generally schedule personal appointments for Friday and PD is conducted on a non-school day Friday.*
- *INTERVENTION TIME: More Tier 1 and Tier 2 Intervention time is available in the core curriculum areas every day.*
 - *Additional 10-25 minutes in math, language arts and science*
 - *Further, students can take advantage of remediation or tutoring opportunities on Friday.*
- *ADVANCED LEARNERS: More learning opportunities are available for advanced students:*
 - *Advanced Middle School Science, Advanced Math/HS Algebra, HS Geometry, Honors Reading and National History Day Competitions.*

29. Provide a set of student achievement data for the previous waiver years (provide attachments, if preferred). Describe and explain student achievement trends.

SEE APPENDIX C: Achievement Data, Demographics, et al

30. Describe the academic benefits that the district gained from the flexible calendar (e.g. lower absenteeism of students and staff, fewer long commutes for students, additional time on off day to provide enrichment and enhancement activities, enhanced quality of instruction).

Academic Benefits for Paterson Students and Families due to modified calendar:

- *Longer blocks of time available to complete lessons or projects such as science labs, STEM projects, National History Day projects, community service events, drafting and editing essays*
- *More opportunities to personalize education to meet the needs of our students*
- *Lower absenteeism of students and teachers*
 - *Staff schedule more routine appointments on Fridays*
 - *Reduced need for substitute teachers has reduced the disruption to the student learning process and has increased the direct instructional time students spend with their regular classroom teacher*
 - *Parents schedule more routine appointments for their children on Fridays*
- *Additional direct instruction time and academic remediation is available for math and reading interventions. (This will positively impact our fragile learners, and in particular Paterson's ELL students.)*
- *More opportunities to continue our curriculum review, improve professional development and create an enhanced PLC aligned with the state's aspirations for improving teacher quality*
- *Building staff meetings and staff development are planned outside of the student instructional day*
 - *Reduced the need for substitutes*
 - *Reduced the disruption to the student learning process*
- *Teachers do all individual and block/team planning outside of the regular student day*
 - *Provides additional time during the student instructional day for direct instruction*
- *Overall quality of teaching and the lessons has improved through the use of the modified calendar*
- *Fewer long commutes for students and staff: some students spend 1.5-2 hours/day on the bus; all certificated staff drive 70+/- miles/day*
- *Paterson has continued our Adventure Friday opportunities to provide enrichment and enhancement activities such as field trips, fine arts, special project-based learning (STEM Fair, National History Day, "Engineering is Everywhere"), homework support – this will limit the disruptions to the regular instructional schedule. The Adventure Friday days are in addition to the 146-days (1046+/-hours) of instructional time. A plan was approved by voters in 2016 to use M&O Levy funds to support Adventure Fridays as well as provide transportation to expand the number of students who can participate in the extended day in the event that federal dollars or other grant dollars are lost or reduced.*
- *Days lost to unforeseen emergencies or inclement weather (Snow Days)*
 - *Made up as soon as possible on the first available unscheduled Friday. This has allowed the District to maintain the integrity of the calendar year.*

Appendix C—Achievement Data

1. Achievement Awards
2. Demographics—OSPI Report Card
3. State Board of Education Achievement Index Summary:
 - a. 2014-2015 Exemplary 8.29
 - b. 2013-2014 Very Good 7.08
 - c. 2012-2013 Good 6.73
4. Longitudinal Grade Level Comparison
 - a. SBAC/MSP Science 2015 and SBAC/MSP Science 2016
5. MSP Data 8th Grade Classes of 2015-2021
6. Comparison of Paterson/Valley Schools/State
 - a. MSP 2013, 2014
 - b. SBAC 2015, 2016
7. EOC Algebra results-2014 and Comparison Paterson/Valley Schools/State WLPT

ACHIEVEMENT AWARDS

2008

*State Superintendent's Learning Improvement Award
School of Distinction*

2009

Washington Achievement Award: Overall Excellence

2013

Washington Achievement Award: High Progress

2014

Washington Achievement Award: High Progress

2015

*State Superintendent's Learning Improvement Award
School of Distinction*

2016

*State Superintendent's Learning Improvement Award
School of Distinction*

2016 School of Distinction

One of the 5% highest improving schools in the State of Washington
for increased ELA/Math achievement and Graduation Rate over the past 5 years.

Presented to

Paterson Elementary School

Paterson School District



A handwritten signature in black ink, appearing to read 'Greg Lobbell'.

Greg Lobbell, CEO



The Center for Educational Effectiveness



2016 School of Distinction Repeat Winners

ESD	District	School	School ID	Winning Years										Awards
				2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	
ESD 121	Tacoma	Wilson High	3246					2011	2012	2013	2014	2015	2016	6
ESD 101	Mead	Mead Education Partnership Prog	1858					2011	2012	2013	2014		2016	5
ESD 121	Bethel	Evergreen Elementary	4099					2011	2012	2013	2014		2016	5
ESD 121	Federal Way	Technology Access Foundation Academy	5138						2012	2013	2014	2015	2016	5
ESD 171	Coulee-Hartline	Almira Coulee Hartline High	2968			2009	2010			2013		2015	2016	5
ESD 113	Olympia	Avanti High	1768					2011		2013	2014		2016	4
ESD 121	Bethel	Centennial Elementary	4331							2013	2014	2015	2016	4
ESD 121	Seattle	Cleveland High	2392							2013	2014	2015	2016	4
ESD 121	Seattle	Hazel Wolf K-8	5175						2012	2013		2015	2016	4
ESD 121	Seattle	Olympic Hills Elementary	2976	2007			2010					2015	2016	4
ESD 101	Odessa	Odessa High	2443		2008			2011					2016	3
ESD 105	Yakima	Discovery Lab	3023	2007								2015	2016	3
ESD 113	Grapeview	Grapeview Elementary & Middle	2145	2007			2010						2016	3
ESD 113	Raymond	Raymond Jr Sr High	2357								2014	2015	2016	3
ESD 113	Southside	Southside Elementary	2744								2014	2015	2016	3
ESD 121	Clover Park	Carter Lake Elementary	3457	2007								2015	2016	3
ESD 123	Paterson	Paterson Elementary	2133		2008							2015	2016	3
ESD 101	Almira	Almira Elementary	2860			2009							2016	2
ESD 101	Mary Walker	Mary Walker High	3311									2015	2016	2
ESD 101	Ritzville	Ritzville Grade School	2719			2009							2016	2
ESD 101	Spokane	Bryant Center	3008									2015	2016	2
ESD 101	Tekoa	Tekoa Elementary	2052									2015	2016	2
ESD 105	Sunnyside	Sunnyside High	2959									2015	2016	2
ESD 105	Yakima	Barge-Lincoln Elementary	3138									2015	2016	2
ESD 105	Yakima	Robertson Elementary	3264									2015	2016	2
ESD 105	Zillah	Zillah Middle	4481									2015	2016	2
ESD 112	Castle Rock	Castle Rock Elementary	2762									2015	2016	2
ESD 112	Longview	R A Long High	2416									2015	2016	2
ESD 112	Washougal	Canyon Creek Middle	4549	2007									2016	2
ESD 113	Aberdeen	Central Park Elementary	3216			2009							2016	2
ESD 113	Montesano	Montesano Jr-Sr High	2180			2009							2016	2

2009 WASHINGTON ACHIEVEMENT AWARDS

by award category

schools listed alphabetically by level – districts in parentheses

OVERALL EXCELLENCE

Elementary Schools

- Audobon (Lake Washington)
- Beacon Hill International (Seattle)
- Bryant (Seattle)
- Cascade View (Snoqualmie Valley)*
- Challenge (Edmonds)*
- Clyde Hill (Bellevue)*
- Crestwood (Sumner)
- Crownhill (Bremerton)*
- East Ridge (Northshore)*
- Enatai (Bellevue)*
- Evergreen Forest (North Thurston)
- Fall City (Snoqualmie Valley)*
- Fidalgo (Anacortes)*
- Fisher (Lyden)*
- Glacier Park (Tahoma)*
- Grant (Ephrata)
- Grant (Eastmont)
- Happy Valley (Bellingham)
- Hay (Seattle)*
- Hutton (Spokane)*
- Island Park (Mercer Island)*
- Juanita (Lake Washington)
- Kettle Falls (Kettle Falls)
- Lakeridge (Mercer Island)
- Lakeview Terrace (Moses Lake)
- Larrabee (Bellingham)
- Laurelhurst (Seattle)
- Liberty Lake (Central Valley)
- Lincoln (Kennewick)
- Mann (Lake Washington)*
- Martin Sortun (Kent)
- McAuliffe (Lake Washington)
- McGilvra (Seattle)*
- Mead (Lake Washington)
- Mill Creek (Everett)*
- Moran Prairie (Spokane)*
- Morgen Owings (Lake Chelan)*
- Nooksack (Nooksack)*
- Prosser Heights (Prosser)
- Redmond (Lake Washington)
- Ridge View (Kennewick)*
- Rock Creek (Tahoma)
- Rock Island (Eastmont)
- Samish (Sedro-Woolley)
- Sherwood Forest (Bellevue)
- Silver Firs (Everett)
- Skyline (Tacoma)
- Smith (Lake Washington)*
- Sunrise (Northshore)*
- Washington (Kennewick)*
- Wellington (Northshore)
- Wilder (Lake Washington)*
- Wilson (Spokane)

Middle & Junior High Schools

- Chief Kanim (Snoqualmie Valley)*
- Fairhaven (Bellingham)
- Federal Way Public Academy (Federal Way)
- Gateway (Everett)
- Icicle River (Cascade)

- Illahee (Federal Way)
- Inglewood (Lake Washington)
- Kellogg (Shoreline)*
- Liberty (Camas)
- Mercer (Seattle)
- Nooksack Valley (Nooksack)
- Orcas Island (Orcas Island)
- Sakai (Bainbridge)
- Skyridge (Camas)
- Sterling (Eastmont)
- Stevens (Port Angeles)
- Tahoma (Tahoma)*
- Tillicum (Bellevue)
- Tyee (Bellevue)

High Schools

- Almira Coulee Hartline (Coulee-Hartline)*
- Aviation (Highline)*
- Bainbridge (Bainbridge Island)*
- Bellevue (Bellevue)*
- Bridgeport (Bridgeport)*
- Camas (Camas)*
- Chelan (Lake Chelan)*
- Colville (Colville)
- Eastlake (Lake Washington)
- Friday Harbor (San Juan)
- Hazen (Renton)*
- Kettle Falls (Kettle Falls)
- Mercer Island (Mercer Island)
- Newport (Bellevue)
- Orcas Island (Orcas Island)*
- Palouse (Palouse)*
- Quincy (Quincy)*
- Taholah (Taholah)*
- Tonasket (Tonasket)
- Waitsburg (Waitsburg)*

Comprehensive Schools

- Almira Elementary (Almira)
- CAM Junior Senior (Battle Ground)*
- Clallam Bay High & Elementary (Cape Flattery)
- Colton (Colton)*
- Continuous Curriculum (East Valley – Spokane)
- Curlew Elementary & High (Curlew)*
- Lacrosse Elementary (Lacrosse)
- Liberty Bell Junior Senior (Methow Valley)
- Maplewood Parent Cooperative (Edmonds)
- Napavine Junior Senior (Napavine)
- Naselle Junior Senior (Naselle)*
- Pateros (Pateros)*
- Paterson (Paterson)
- Ritzville Grade (Ritzville)
- Vancouver School of Arts and Academics (Vancouver)
- Wilson Creek (Wilson Creek)

LANGUAGE ARTS

Elementary Schools

- Captain Charles Wilkes (Bainbridge Island)
- Challenge (Edmonds)*
- Clyde Hill (Bellevue)*
- Crownhill (Bremerton)*
- Discovery (Lake Washington)
- East Ridge (Northshore)*
- Fidalgo (Anacortes)*
- Fisher (Lyden)*
- Island Park (Mercer Island)*
- Mill Creek (Everett)*
- Morgen Owings (Lake Chelan)*
- Ridge View (Kennewick)*
- Washington (Kennewick)*
- Wilder (Lake Washington)*

Middle & Junior High Schools

- Kellogg (Shoreline)*
- Tahoma (Tahoma)*

High Schools

- Academy of Citizenship (Highline)
- Almira Coulee Hartline (Coulee-Hartline)*
- Bridgeport (Bridgeport)*
- Camas (Camas)*
- Chelan (Lake Chelan)*
- Eagle Harbor (Bainbridge Island)
- Health Sciences & Human Services (Highline)
- Lincoln (Port Angeles)
- Lindbergh (Renton)
- Mariner (Mukilteo)
- Mount Baker (Mount Baker)
- North Thurston (North Thurston)
- Onalaska (Onalaska)*
- Quincy (Quincy)*
- Republic (Republic)
- South Bend (South Bend)
- Sprague (Sprague)
- Waitsburg (Waitsburg)*

Comprehensive Schools

- Naselle Junior Senior (Naselle)*
- Wilson Creek (Wilson Creek)*

MATH

Elementary Schools

- Challenge (Edmonds)*
- Crestwood (Sumner)*
- Crownhill (Bremerton)*
- East Ridge (Northshore)*
- Garfield (Garfield)
- Hay (Seattle)*

High Schools

- Almira Coulee Hartline (Coulee-Hartline)*
- Taholah (Taholah)*

* Indicates a school receiving recognition in multiple categories

The children we serve have multiple at-risk characteristics that jeopardize their academic success. Below are the demographics for our student body over the last two years as compared to the state demographics.

Paterson School District Student Demographics School Year 2015-2016

Enrollment

October 2015 Student Count	136
May 2016 Student Count	136

Gender (October 2015)

Male	79	58.1%
Female	57	41.9%

Race/Ethnicity (October 2015)

Hispanic / Latino of any race(s)	64	47.1%
American Indian / Alaskan Native	1	0.7%
Native Hawaiian / Other Pacific Islander	1	0.7%
White	70	51.5%

Special Programs

Free or Reduced-Price Meals (May 2016)	>95%
Special Education (May 2016)	12 8.8%
Transitional Bilingual (May 2016)	37 27.2%
Migrant (May 2016)	23 16.9%
Section 504 (May 2016)	0 0.0%

Paterson School District Student Demographics School Year 2014-2015

Enrollment

October 2014 Student Count	135
May 2015 Student Count	130

Gender (October 2014)

Male	77	57.0%
Female	58	43.0%

Race/Ethnicity (October 2014)

Hispanic / Latino of any race(s)	61	45.2%
American Indian / Alaskan Native	1	0.7%
Native Hawaiian / Other Pacific Islander	1	0.7%
White	72	53.3%

Special Programs

Free or Reduced-Price Meals (May 2015)	>95%
Special Education (May 2015)	13 10.0%
Transitional Bilingual (May 2015)	39 30.0%
Migrant (May 2015)	24 18.5%
Section 504 (May 2015)	0 0.0%
Foster Care (May 2015)	N<10

Other Information (more info)

Unexcused Absence Rate (2014-15)	0 0.0%
----------------------------------	--------

State Student Demographics

Enrollment

October 2015 Student Count	
May 2016 Student Count	

Gender (October 2015)

Male	559,073
Female	525,286

Race/Ethnicity (October 2015)

Hispanic / Latino of any race(s)	243,149
American Indian / Alaskan Native	13,911
Asian	79,427
Black / African American	47,852
Native Hawaiian / Other Pacific Islander	11,191
White	608,390
Two or More Races	80,413

Special Programs

Free or Reduced-Price Meals (May 2016)	477,828
Special Education (May 2016)	146,807
Transitional Bilingual (May 2016)	117,223
Migrant (May 2016)	19,826
Section 504 (May 2016)	33,130

Other Information (more info)

Unexcused Absence Rate (2015-16)	691,478
----------------------------------	---------

State Student Demographics

Enrollment

October 2014 Student Count	
May 2015 Student Count	

Gender (October 2014)

Male	554,168
Female	520,939

Race/Ethnicity (October 2014)

Hispanic / Latino of any race(s)	233,616
American Indian / Alaskan Native	16,221
Asian	77,421
Black / African American	48,248
Native Hawaiian / Other Pacific Islander	10,680
White	612,625
Two or More Races	76,274

Special Programs

Free or Reduced-Price Meals (May 2015)	482,024
Special Education (May 2015)	143,304
Transitional Bilingual (May 2015)	111,325
Migrant (May 2015)	19,909
Section 504 (May 2015)	28,937
Foster Care (May 2015)	8,612

Other Information (more info)

Unexcused Absence Rate (2014-15)	625,971
----------------------------------	---------

The children we serve have multiple at-risk characteristics that jeopardize their academic success. Below are the demographics for our student body over the last two years as compared to the state demographics.

Paterson School District Student Demographics 2013-2014

Enrollment		
October 2013 Student Count		104
May 2014 Student Count		117
Gender (October 2013)		
Male	56	53.8%
Female	48	46.2%
Race/Ethnicity (October 2013)		
Native Hawaiian / Other Pacific Islander	1	1.0%
Hispanic / Latino of any race(s)	45	43.3%
White	58	55.8%
Special Programs		
Free or Reduced-Price Meals (May 2014)	114	97.4%
Special Education (May 2014)	7	6.0%
Transitional Bilingual (May 2014)	36	30.8%
Migrant (May 2014)	26	22.2%
Section 504 (May 2014)	0	0.0%
Foster Care (May 2014)	0	0.0%
Other Information (more info)		
Unexcused Absence Rate (2013-14)	0	0.0%

Student Demographics 2012-2013

Enrollment		
October 2012 Student Count		111
May 2013 Student Count		110
Gender (October 2012)		
Male	57	51.4%
Female	54	48.6%
Race/Ethnicity (October 2012)		
Hispanic / Latino of any race(s)	56	50.5%
White	55	49.5%
Special Programs		
Free or Reduced-Price Meals (May 2013)	107	97.3%
Special Education (May 2013)	14	12.7%
Transitional Bilingual (May 2013)	36	32.7%
Migrant (May 2013)	34	30.9%
Section 504 (May 2013)	0	0.0%
Foster Care (May 2013)	0	0.0%
Other Information (more info)		
Unexcused Absence Rate (2012-13)	15	0.1%

State-Wide Student Demographics 2013-2014

Enrollment	
Gender (October 2013)	
Male	51.6%
Female	48.4%
Race/Ethnicity (October 2013)	
Native Hawaiian / Other Pacific Islander	1.0%
Hispanic / Latino of any race(s)	21.1%
White	58.0%
Special Programs	
Free or Reduced-Price Meals (May 2014)	45.9%
Special Education (May 2014)	13.2%
Transitional Bilingual (May 2014)	9.7%
Migrant (May 2014)	1.9%
Section 504 (May 2014)	2.4%
Foster Care (May 2014)	0.7%
Other Information (more info)	
Unexcused Absence Rate (2013-14)	0.5%

State-Wide Student Demographics 2012-2013

Enrollment	
Gender (October 2012)	
Male	51.6%
Female	48.4%
Race/Ethnicity (October 2012)	
Native Hawaiian / Other Pacific Islander	0.9%
Hispanic / Latino of any race(s)	20.4%
White	59.1%
Special Programs	
Free or Reduced-Price Meals (May 2013)	46.1%
Special Education (May 2013)	13.0%
Transitional Bilingual (May 2013)	9.0%
Migrant (May 2013)	1.7%
Section 504 (May 2013)	2.3%
Foster Care (May 2013)	0.2%
Other Information (more info)	
Unexcused Absence Rate (2012-13)	0.5%

District | Non-District | ESD | P-20 High School Feedback

Tools: Compare My School

Summary | AYP | CTE | AMO | WaKIDS | HS Dual Credit | Graduation Progress Report

MSP/HSPE | EOC | Smarter Balanced | WAAS PORT | WA-AIM | ELPA21 | NAEP

Summary Paterson School District

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Paterson School District

Superintendent John Seaton
509.875.2601

51409 W PRIOR RD PATERSON 99345-0189
Educational Service District 123

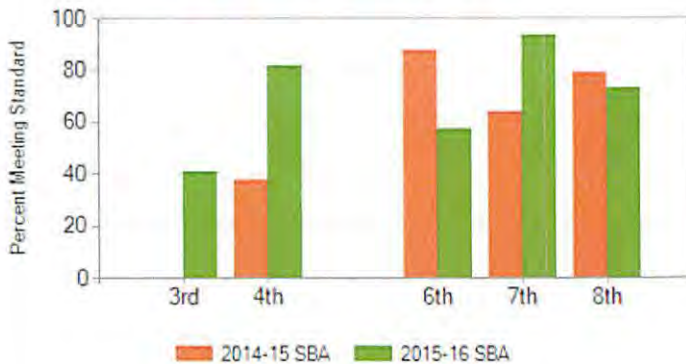
Select a year: 2015-16

2015-16 Results (Administration Info)

Grade Level	SBA ELA	SBA Math
3rd Grade	41.1%	29.4%
4th Grade	81.8%	90.9%
5th Grade	Suppressed	Suppressed
6th Grade	57.1%	57.1%
7th Grade	93.3%	80.0%
8th Grade	72.7%	45.4%

Grade Level	MSP Science
5th Grade	Suppressed
8th Grade	63.6%

English Language Arts



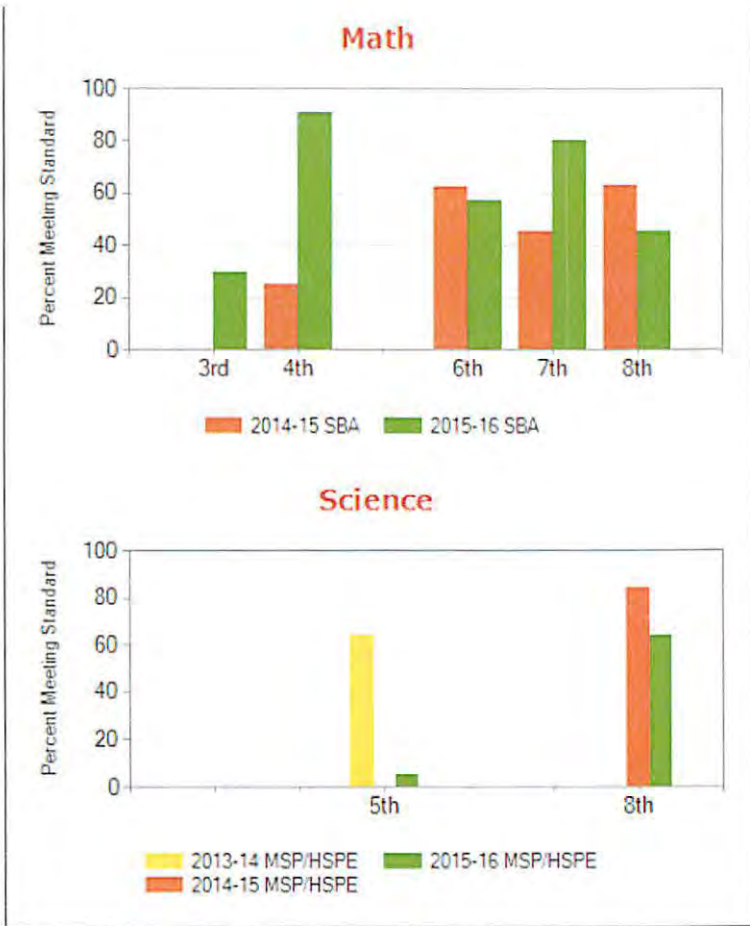
Student Demographics

Enrollment		
October 2015 Student Count		136
May 2016 Student Count		136
Gender (October 2015)		
Male	79	58.1%
Female	57	41.9%
Race/Ethnicity (October 2015)		
Hispanic / Latino of any race(s)	64	47.1%
American Indian / Alaskan Native	1	0.7%
Native Hawaiian / Other Pacific Islander	1	0.7%
White	70	51.5%
Special Programs		
Free or Reduced-Price Meals (May 2016)	>95%	
Special Education (May 2016)	12	8.8%
Transitional Bilingual (May 2016)	37	27.2%
Migrant (May 2016)	23	16.9%
Section 504 (May 2016)	0	0.0%

Teacher Information (2015-16) (more info)

Classroom Teachers	9
White	9
Average Years of Teacher Experience	15.4
White	15.4
Teachers with at least a Master's Degree	66.7%
Total number of teachers who teach core academic classes	5
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.0%
Total number of core academic classes	6
ESEA Highly Qualified Teacher Information	
% of classes taught by teachers meeting ESEA highly qualified (HQ) definition	100.0%
% of classes taught by teachers who do not meet ESEA HQ definition	0.0%
% of classes in high poverty schools taught by teachers who meet ESEA HQ definition	100.0%
% of classes in high poverty schools taught by teachers who do not meet ESEA HQ definition	0.0%
% of classes in low poverty schools taught by teachers who meet ESEA HQ definition	100.0%

% of classes in low poverty schools taught by teachers who do not meet ESEA HQ definition	0.0%
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Washington State Board of Education - Achievement Index

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

2014-2015 | Educational Service District 123 | Paterson | Paterson Elementary School

- Home
- Achievement Index
- Ed. System Health
- School Code Lookup
- Historic Index Data
- Index FAQ

School Details

Name: Paterson Elementary School
 Code: 2133
 Type: Public
 Category: Comprehensive
 District: Paterson
 ESD: Educational Service District 123

2014-2015 Smarter Balanced Assessment Participation Rate		
ELA	87.36%	School Did Not Meet Federal Accountability Participation Requirements
Math	86.21%	

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

Achievement Index	Awards and Designations	Performance Details
-------------------	-------------------------	---------------------

Proficiency					
	ELA	Math	Science	Average	Proficiency Average
All Students	7.00	5.00	7.00	6.33	5.72
Targeted Subgroups	5.00	3.33	7.00	5.11	

Growth				
	ELA	Math	Average	Growth Average
All Students	10.00	10.00	10.00	10.00
Targeted Subgroups	10.00	10.00	10.00	

2015 INDEX RATING	8.29
--------------------------	-------------

[Printable Index Data Report](#)

Participation Rates

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

[Learn more about Index ratings.](#)

| [Index FAQ](#) | [Index Methodology](#) | [Index Glossary](#) | [Achievement Excel Data](#) | [Washington Achievement Awards](#) |

State Board of Education Achievement Index Summary:

2014-2015	Exemplary	8.29
2013-2014	Very Good	7.08
2012-2013	Good	6.73



Washington State Board of Education - Achievement Index

[Index Help](#) [Printing Help](#)

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

2013-2014 | Educational Service District 123 | Paterson | Paterson Elementary School

- Home
- Achievement Index
- Ed. System Health
- School Code Lookup
- Historic Index Data
- Index FAQ

School Details

Name: Paterson Elementary School
 Code: 2133
 Type: Public
 Category: Comprehensive
 District: Paterson
 ESD: Educational Service District 123

PERFORMANCE LEVEL	RATING RANGE	
	From	To
HIGHEST ↑ ↓ LOWEST	7.94	10.00
	6.97	<7.94
	5.93	<6.97
	4.88	<5.93
	3.82	<4.88
	1.00	<3.82

Achievement Index	Awards and Designations	Performance Details
Proficiency		
	Reading	Math
All Students	8.00	7.00
Targeted Subgroups	7.00	6.00
Growth		
	Reading	Math
All Students	7.00	7.00
Targeted Subgroups	7.50	7.00
2014 INDEX RATING		
7.08		

[Printable Index Data Report](#)

[Index FAQ](#) | [Index Methodology](#) | [Index Glossary](#) | [Achievement Excel Data](#) | [Washington Achievement Awards](#) |



Washington State Board of Education - Achievement Index

[Index Help](#) [Printing Help](#)

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

2012-2013 | Educational Service District 123 | Paterson | Paterson Elementary School

- Home
- Achievement Index
- Ed. System Health
- School Code Lookup
- Historic Index Data
- Index FAQ

School Details

Name: Paterson Elementary School
 Code: 2133
 Type: Public
 Category: Comprehensive
 District: Paterson
 ESD: Educational Service District 123

PERFORMANCE LEVEL	RATING RANGE	
	From	To
HIGHEST ↑ ↓ LOWEST	7.85	10.00
	6.81	<7.85
	5.86	<6.81
	4.84	<5.86
	3.77	<4.84
	1.00	<3.77

Achievement Index	Awards and Designations	Performance Details				
Proficiency						
	Reading	Math	Writing	Science	Average	Proficiency Average
All Students	8.00	6.00			7.00	6.50
Targeted Subgroups	7.00	5.00			6.00	
Growth						
	Reading		Math		Average	Growth Average
All Students	6.00		8.00		7.00	6.88
Targeted Subgroups	5.50		8.00		6.75	
2013 INDEX RATING						6.73
Printable Index Data Report						

| [Index FAQ](#) | [Index Methodology](#) | [Index Glossary](#) | [Achievement Excel Data](#) | [Washington Achievement Awards](#) |



Washington State Board of Education - Achievement Index

[Index Help](#) [Printing Help](#)

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

2011-2012 | Educational Service District 123 | Paterson | Paterson Elementary School

- [Home](#)
- [Achievement Index](#)
- [Ed. System Health](#)
- [School Code Lookup](#)
- [Historic Index Data](#)
- [Index FAQ](#)

School Details

Name: Paterson Elementary School
 Code: 2133
 Type: Public
 Category: Comprehensive
 District: Paterson
 ESD: Educational Service District 123

PERFORMANCE LEVEL	RATING RANGE	
	From	To
HIGHEST ↑ ↓ LOWEST	7.85	10.00
	6.81	<7.85
	5.86	<6.81
	4.84	<5.86
	3.77	<4.84
	1.00	<3.77

Achievement Index	Awards and Designations	Performance Details				
Proficiency						
	Reading	Math	Writing	Science	Average	Proficiency Average
All Students	7.00	6.00	4.00	7.00	6.00	5.63
Targeted Subgroups	5.50	4.50	4.00	7.00	5.25	
Growth						
	Reading	Math	Average	Growth Average		
All Students	4.00	4.00	4.00	3.75		
Targeted Subgroups	3.50	3.50	3.50			
2012 INDEX RATING						4.50
Printable Index Data Report						

[Index FAQ](#) | [Index Methodology](#) | [Index Glossary](#) | [Achievement Excel Data](#) | [Washington Achievement Awards](#) |

PATERSON SBAC RESULTS TRACKING SAME COHORT OF STUDENTS

SBAC (Level 3 and Level 4) % COMPARISON: YEAR TO YEAR** / LONGITUDINAL

SBAC ELA

Grade	# tested	%	# tested	%
		2015		2016
3	9	67	15	47
4	12	50	10	90
5	13	46	14	57
6	15	93	19	63
7	10	70	15	93
8	17	88	8	100

**Matching colors are the same cohorts of students in 2015 and 2016
(e.g., 2015 3rd graders are the same cohort of 2016 4th graders)

SBAC MATH

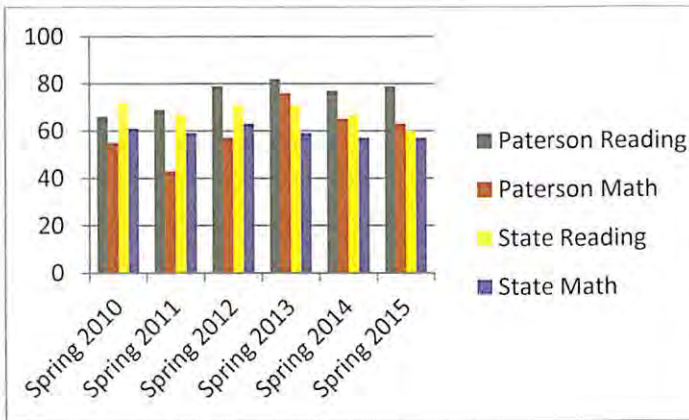
Grade	# tested	%	# tested	%
		2015		2016
3	9	44	15	33
4	12	33	10	100
5	13	54	14	57
6	15	67	20	60
7	10	50	15	80
8	16	75	8	63

MSP SCIENCE

Grade	# tested	%	# tested	%
		2015		2016
5	15	50	14	64
8	19	84	8	88

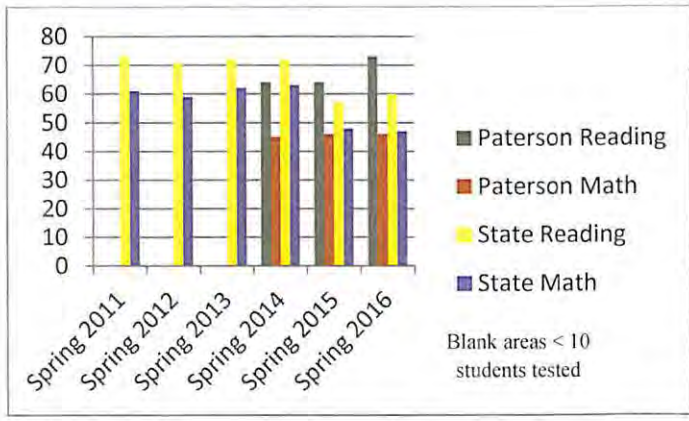
A Longitudinal Look at Paterson SBAC Scores: 2015 and 2016

Paterson School implemented the modified calendar in January of 2010. That spring, the state changed state assessments from WASL to MSP. In SY 2014-15 the state fully implemented SBAC testing. The following information is individual grade state testing progress throughout the modified calendar from for those two years. Please note--- some fluctuation in scores could be due to the change of tests in the Spring of 2015 from MSP to SBAC.



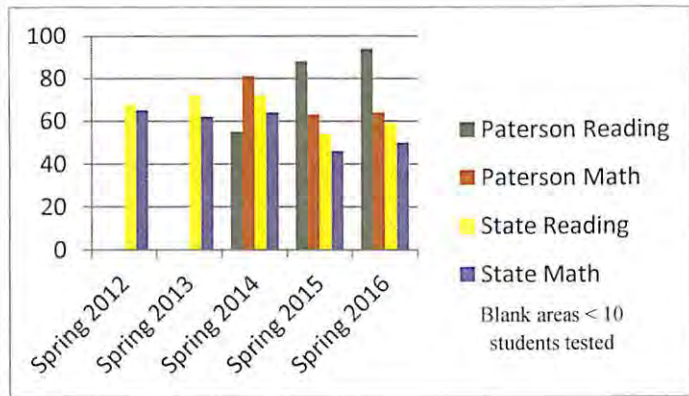
Paterson Class of 2015

Spring 2015 was the first year students took the SBAC at Paterson. As a class, the 8th grade students performed remarkably well. Not only did they flourish during the modified calendar pilot, they showed continued growth on the SBAC. In reading they grew from a passing rate of 68% in third grade to a passing rate of nearly 80% in eighth grade. In math their passing rate grew from 43% to 63%. These students performed above state passing rates.



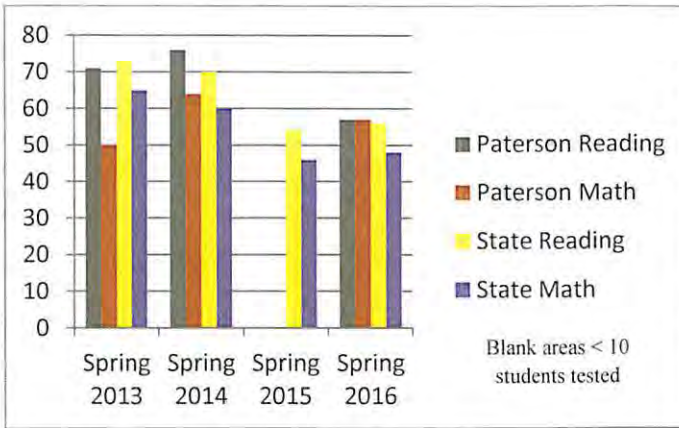
Paterson Class of 2016

The Paterson Class of 2016, currently freshmen in high school, was very small and their enrollment fluctuated due to migrant movement. This class has suppressed information beginning in 3rd grade. However, their last two years they had 11 students testing as two new students came to us from Mexico. Each student accounts for 9 percentage points. They graduated achieving high passing rates in both reading and math. During their eighth grade year, 3 students moved and did not test; they were counted as not meeting standard. However, the remaining student, 100% passed the reading SBAC at level 3 or higher.



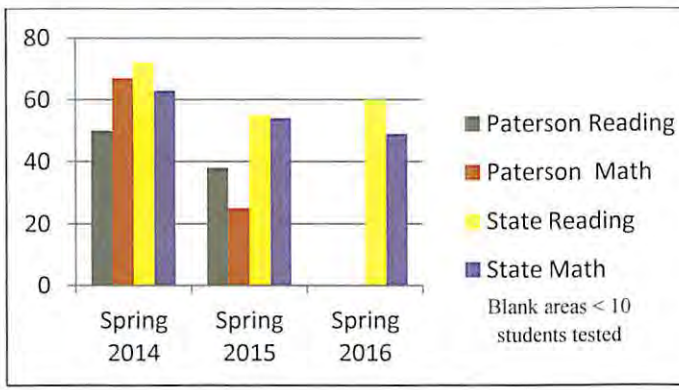
Paterson Class of 2017

The Paterson Class of 2017, our current eighth grade had their scores in 3rd and 4th suppressed due to the low enrollment. Their class grew to 11 students in the fifth grade and they passed reading at 54.5% and math at 81.8%. They have grown again and are currently 16 strong. The students are outperforming the state in passing rates and have grown dramatically in reading.



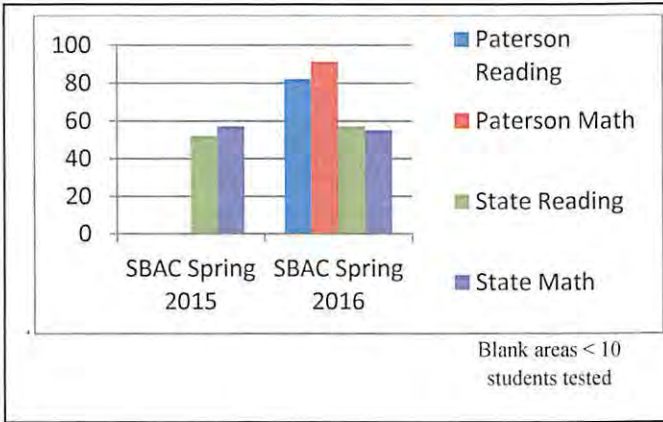
Paterson Class of 2018

The Paterson Class of 2018, our current seventh grade had 14 students tested in the spring of 3rd grade. Each student represented approximately 7 percentage points. For the first year testing, the students performed statistically at the state average in reading. Our students were slightly below the state average of passing in math. In fourth grade their scores increased to 76.4% passing reading and 64.7% passing math. Their fifth grade scores were suppressed, but their 6th grade scores show them to be on par with the state as a whole.



Paterson Class of 2019

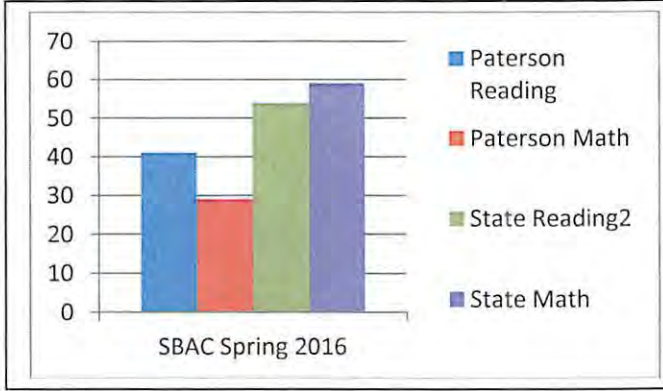
The Paterson Class of 2019, our current sixth grade had 12 students tested in the spring of 3rd grade. Each student represented approximately 8.3 percentage points. For the first year testing, the students averaged of 50% passing in reading and 66.6% passing in math. This class had the unfortunate experience of having two teachers who would not engage in common core. They are no longer teaching at Paterson School. Additionally, the numbers in their class shrunk in 2016, but they will have available test results this spring.



Paterson Class of 2020

Note Change in colors: Students who have only take SBAC

The Paterson Class of 2020, our current fifth grade is achieving above state levels. 82% passed ELA in the fourth grade, and approximately 91% passed math. Their third grade test results are suppressed due to the small number that took the exam.



Paterson Class of 2021

Note Change in colors: Students who have only take SBAC

The Paterson Class of 2021, our current fourth grade had the unfortunate experience of having a teacher who would not engage in common core math. She is no longer teaching at Paterson School. Our current fourth grade teacher assures us that the students are growing by leaps and bounds this year.

COMPARISON INFORMATION: PATERSON SCHOOL, VALLEY SCHOOLS, AND WASHINGTON STATE

SBAC State Test Results – Spring 2016: Overall, the District’s students continue to show strong academic growth. The Paterson District met the State’s AYP (Adequate Yearly Progress) again for 2015/16. The demographics of the District mirror the school districts in the Yakima Valley – *high poverty and ESL*. The charts below compare the Spring 2016 SBAC results of the Paterson District to the other Yakima Valley schools and to the over-all statewide scores.

ELA	State	Valley Feeder Schools*	PATERSON	PATERSON WA Comprehensive Assessment Program
3	54.3%	33.1%	41.1%***	47%
4	57.0%	36.63%	81.8%	90%
5	60.1%	39.55%	suppressed	57%
6	56.5%	30.53%	57.1%	63%
7	58.5%	36.35%	93.9%	93%
8	59.7%	38.5%	72.7%	100%

MSP Science	State	Valley Feeder Schools*	PATERSON	PATERSON WA Comprehensive Assessment Program
5	65.3%	40.9%	Suppressed	64%
8	67.5%	49.13%	63.6%	88%

MATH	State	Valley Feeder Schools*	PATERSON	PATERSON WA Comprehensive Assessment Program
3	58.9%	44.53%	29.4%***	33%
4	55.4%	41.75%	90.9%	100%
5	49.2%	31.58%	suppressed	57%
6	48.0%	25.33%	57.1%	60%
7	49.8%	31.53%	80.0%	80%
8	47.8%	31.35%	45.4%	63%

*Valley Feeder Schools have included Prosser, Ki-Be, Grandview, and Sunnyside Schools
 ***Our 3rd grade teacher from this testing cycle has changed positions and is no longer teaching at Paterson School District.

COMPARISON INFORMATION: PATERSON SCHOOL, VALLEY SCHOOLS, AND WASHINGTON STATE

SBAC State Test Results – Spring 2015: Overall, the District’s students continue to show strong academic growth. The Paterson District met the State’s AYP (Adequate Yearly Progress) again for 2014-2014. The demographics of the District mirror the school districts in the Yakima Valley – high poverty and ESL. The charts below compare the Spring 2015 SBAC results of the Paterson District to the other Yakima Valley schools and to the over-all statewide scores.

ELA	State	Valley Feeder Schools*	PATERSON	PATERSON WA Comprehensive Assessment Program
3	52.1%	30.75%	suppressed	67%
4	54.6%	34.35%	37.5***	50%
5	57.6%	34.35%	suppressed	46%
6	54.0%	33.28%	87.5%	93%
7	56.9%	35.92%	63.6%	70%
8	56.9%	39.37%	78.9%	88%
MSP Science	State	Valley Feeder Schools*	PATERSON	PATERSON WA Comprehensive Assessment Program
5	63.4%	36.52%	suppressed	50%
8	60.7%	39.4%	84%	84%
MATH	State	Valley Feeder Schools*	PATERSON	PATERSON WA Comprehensive Assessment Program
3	56.7%	46.25%	suppressed	44%***
4	54.0%	33.8%	25.0%***	33%***
5	48.1%	25.78%	suppressed	54%
6	45.5%	23.63%	62.5%	67%
7	48.0%	29.0%	45.4%	50%
8	46.1%	31.88%	63.1%	75%

*Valley Feeder Schools have included Prosser, Ki-Be, Grandview, and Sunnyside Schools

*** The teacher from this particular year has retired as he did not believe in common core.

COMPARISON INFORMATION: PATERSON SCHOOL AND VALLEY SCHOOLS

End of Course (EOC) Exam – High School Algebra

During the 2013/14 school year the District offered High School Algebra to sixteen students (4- 8th graders and 12- 7th graders). All sixteen students took the State's EOC Algebra exam. 87.5% successfully passed this high school test and have fulfilled this part of their obligation for graduation.

Paterson WLPT II Student Scores Spring 2014:

Transitional (English Proficient)		7.6%
Level 4 (Transitional)		7.6%
Not Transitional (Limited English)		92.3%
Level 3 (Advanced English)		66.6%
Level 2 (Intermediate English)		25.6%
Level 1 (Beginning English)		0.0%
No Score*		0.0%
Total	39	100.0%

Valley Feeder Schools WLPT II Student Scores Spring 2014:

Transitional (English Proficient)		6.15%
Level 4 (Transitional)		6.15%
Not Transitional (Limited English)		93.85%
Level 3 (Advanced English)		59.5%
Level 2 (Intermediate English)		31.3%
Level 1 (Beginning English)		2.06%
No Score*		0.99%
Total		100.0%

*Valley Feeder Schools have included Prosser, Ki-Be, Grandview, and Sunnyside Schools

COMPARISON INFORMATION: PATERSON SCHOOL, VALLEY SCHOOLS, AND WASHINGTON STATE

MSP State Test Results – Spring 2014: Overall, the District’s students continue to show academic growth in all areas. The Paterson District met the State’s AYP (Adequate Yearly Progress) again for 2013/14. The demographics of the District mirror the school districts in the Yakima Valley – *high poverty and ESL*. The charts below compare the Spring 2014 MSP results of the Paterson District to the other Yakima Valley schools and to the over-all statewide scores.

READING	State	Valley Feeder Schools*	PATERSON
3	72.0%	52.1%	50.0%
4	70.0%	47.83%	76.4%
5	72.4%	48.6%	54.5%
6	72.7%	50.2%	63.6%
7	67.7%	43.97%	76.4%
8	71.6%	50.07%	suppressed

NOTE: suppressed = <10 students

WRITING	State	Valley Feeder Schools*	PATERSON
4	62.1%	46.2%	41.1%
7	71.1%	58.9%	76.4%

MATH	State	Valley Feeder Schools*	PATERSON
3	63.0%	46.8%	66.6%
4	60.8%	37.47%	64.7%
5	63.5%	35.97%	81.8%
6	63.6%	45.6%	45.4%
7	57.8%	44.93%	64.7%
8	55.9%	45.66%	suppressed
EOC Algebra	58.3%	47.26	87.5%

NOTE: suppressed = <10 students

*Valley Feeder Schools have included Prosser, Ki-Be, Grandview, and Sunnyside Schools

COMPARISON INFORMATION: PATERSON SCHOOL, VALLEY SCHOOLS, AND WASHINGTON STATE

MSP State Test Results – Spring 2013: Overall, the District's students continue to show academic growth in all areas. The Paterson District met the State's AYP (Adequate Yearly Progress) again for 2012/13. The demographics of the District mirror the school districts in the Yakima Valley – high poverty and ESL. The charts below compare the Spring 2013MSP results of the Paterson District to the other Yakima Valley schools and to the over-all statewide scores.

READING	State	Valley Feeder Schools*	PATERSON
3	73.0%	59.5%	71.4%
4	72.5%	56.5%	suppressed
5	72.7%	56.75%	suppressed
6	71.5%	54.3%	82.3%
7	68.7%	48.825%	suppressed
8	66.3%	55.9%	suppressed

NOTE: suppressed = <10 students

WRITING	State	Valley Feeder Schools*	PATERSON
4	62.1%	54.2%	suppressed
7	71.0%	50.9%	suppressed

MATH	State	Valley Feeder Schools*	PATERSON
3	65.2%	46.8%	50.0%
4	62.5%	51.3%	suppressed
5	62.6%	53.73%	suppressed
6	59.3%	54.6%	76.4%
7	63.8%	45.5%	suppressed
8	53.3%	45.66%	suppressed
EOC Algebra	53.1%	42.4%	suppressed

NOTE: suppressed = <10 students

*Valley Feeder Schools have included Prosser, Ki-Be, Grandview, and Sunnyside Schools

Appendices

Appendix A—Paterson School District Calendars

Appendix B—Paterson School Board Resolution #05-2016

Appendix C—Achievement Data

1. Achievement Awards
2. Demographics—OSPI Report Card
3. State Board of Education Achievement Index Summary:
 - a. 2014-2015 Exemplary 8.29
 - b. 2013-2014 Very Good 7.08
 - c. 2012-2013 Good 6.73
4. Longitudinal Grade Level Comparison
 - a. SBAC/MSP Science 2015 and SBAC/MSP Science 2016
5. MSP Data 8th Grade Classes of 2015-2021
6. Comparison of Paterson/Valley Schools/State
 - a. MSP 2013, 2014
 - b. SBAC 2015, 2016
7. EOC Algebra results-2014 and Comparison Paterson/Valley Schools/State WLPT

Appendix D—Additional Supporting Documents

1. Petition of Support
2. Student Letters
3. Letter to Senator Steve Litzow, Chair and
Members of the Senate Early Learning & K-12 Committee

PATERSON School District No. 50

2016-2017 Student School Calendar for Website Start 8/22/16

July 2016					August 2016					September 2016				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
				1	1	2	3	4	5				1	2
4	5	6	7	8	8	9	10	11	12	5	6	7	8	9/AFri
11	12	13	14	15	15	16	17	18	19	12	13	14	15	16
18	19	20	21	22	22	23	24	25	26	19	20	21	22	23
25	26	27	28	29	29	30*	31			26	27	28	29	30
					7DAYS					16 DAYS				
October 2016					November 2016					December 2016				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
				7/AFri		1	2	3	4/AFri				1	2
10	11	12	13	14	7	8	9	10	11	5	6	7	8	9
17	18	19	20	21	14	15	16	17**	18	12	13	14	15	16
24	25	26	27	28	21	22	23	24	25	19	20	21	22	23
31					28	29	30			26	27	28	29	30
					16 DAYS					10 DAYS				
January 2017					February 2017					March 2017				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
2	3	4	5	6			1	2	3			1	2**	3
9	10	11	12	13	6	7	8	9	10	6	7	8	9	10/AFri
16	17	18	19	20/AFri	13	14	15	16	17/AFri	13	14	15	16	17
23	24	25	26	27	20	21	22	23	24	20	21	22	23	24
30	31				27	28				27	28	29	30	31-Mar
					15 DAYS					18 DAYS				
April 2017					May 2017					June 2017				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
3	4	5	6	7	1	2	3	4	5				1**	2
10	11	12	13	14/AFri	8	9	10	11	12	5	6	7	8	9
17	18	19	20	21	15	16	17	18	19	12	13	14	15	16
24	25	26	27	28/AFri	22	23	24	25	26	19	20	21	22	23
					29	30	31			26	27	28	29	30
					18 DAYS					1 DAYS				

Aug 22	First Day of School
Aug 24	Open house
Aug 30	First day for Prosser Schools
Sep 5	No School / Labor Day
Sep 9	Adventure Friday
Sep 23	Staff Prof Development
Oct 7	Adventure Friday
Oct 17-21	Conferences
Oct 28	Staff Prof Development
Nov 4	Adventure Friday
Nov 11	No School / Veterans' Day
Nov 17	End of First Trimester
Nov 23-24	No School / Thanksgiving Holiday
Dec 2	Staff Prof Development
Dec 15	Holiday Program
Dec 19	No School / Winter Holiday 12/19-01/02

Jan 3	Back to School-Happy New Year
Jan 16	No School / MLK Holiday
Jan 20	Adventure Friday
Feb 20	No School / Presidents' Day
Feb 17	Adventure Friday
Mar 2	End of Second Trimester
Mar 10	Adventure Friday
Mar 27-31	STEM Fair & Conferences
Apr 3-7	Spring Break
Apr 14	Adventure Friday
Apr 28	Adventure Friday
May 1-11	State Testing Period, grades 3-8
May 17-18	MSP Science Testing Gr 5th & 8 th
May 29	No School / Memorial Day
May 31	Graduation
Jun 1	Last Day of School

TRIMESTER END DATES**: (1) NOVEMBER 17 (2) MARC (3) June 1

146 Day Student Year / 8:00 to 3:40 Instructional Day



PATERSON SCHOOL DISTRICT No. 50

P.O. Box 189 – Paterson, WA 99345 – Phone (509)875-2601 – Fax (509) 875-2067

Daily Schedule (7.17 hrs/day x 146 days/yr = 1046.82 instructional hours):

- 7:45 Building Opens/Certificated Staff Arrival
- 7:45-8:00 Buses Arrive
- 8:05-8:15 Homeroom/Academic check-in
- 8:15-11:45AM Instructional Block
- 11:45 – 12:25Lunch and recess for students (teachers at lunch)
- 12:25-3:40 PM Instructional Block
- 3:40 Student Dismissal
- 3:45 Buses Depart
- 3:45-4:30 Extended Day Program/Academic Assistance w/ Intervention Staff
- 4:10 Certificated Staff Departure

Appendix D – Additional Supporting Documents

In Appendix D, Paterson School District included three petitions of support for this waiver request from students and parents in the community and sixteen student letters in support of the waiver days. These letters highlighted the importance of their waiver to the students' learning, engagement, and flexible scheduling in the community. These letters are not included in this packet due to printing volume, please contact Parker Teed at parker.teed@k12.wa.us if you wish to request these letters.

This appendix also contains a letter to Senator Steve Litzow, Chair and Members of the Senate Early Learning and K-12 Committee



PATERSON SCHOOL DISTRICT No. 50

P.O. Box 189 – Paterson, WA 99345 – Phone (509)875-2601 – Fax (509) 875-2067

February 23, 2016

The Honorable Steve Litzow, Chair
Members of the Senate Early Learning & K-12 Education Committee
464 J. A. Cherbourg Building
Olympia, Washington 98504

Senator Litzow and Committee Members:

Due to my current position as the Superintendent of the Paterson School District, I am unable to travel across the state today to Olympia, but please accept my testimony as follows in this letter.

Paterson School District is one of the two districts (both rural) who have been able to utilize the Option Two 180 Day Waiver for Purposes of Economy and Efficiency in a manner that provides a successful learning environment for its students while reinvesting budget monies saved by using an alternate academic calendar in which students meet four days a week into programs that serve children. Here are a few of the benefits the Paterson School students, staff and community experiences:

- An increased academic day that has longer blocks of instructional time available to complete lessons or projects such as labs, STEM projects, National History Day projects, community service events, drafting and editing essays. Consequently, we have more opportunities to personalize our teaching to meet the needs of our students.
- Additional direct instruction time and academic remediation is available for math and reading interventions. This positively impacts our fragile learners, and in particular Paterson's ELL students.
- Lower rates of absenteeism for students and teachers because staff and families schedule routine appointments on Fridays.
- Reduces the need for substitute teachers so there is less disruption to the student learning process. It has increased the direct instructional time students spend with their regular classroom teacher.
- Building staff development is planned outside of the student instructional day which reduces the need for substitutes and reduces disruption to the student learning process.
- Fewer long commutes for students and staff: some students spend 1.5-2 hours/day on the bus; all certificated staff drive 70+/- miles/day.
- Paterson has Adventure Friday opportunities during select Fridays to provide enrichment and enhancement activities such as field trips, fine arts, special project-based learning (STEM Fair, National History Day, "Engineering is Everywhere"), homework support – this limits the disruptions to the regular instructional schedule. Our Adventure Friday enrichment days are in addition to the 146-days (1046+/-hours) of instructional time.
- Days lost to unforeseen emergencies or inclement weather (Snow Days) are made up on available Fridays so the integrity of the calendar year is maintained

Our School Board is deeply supportive of the Option Two alternative calendar that has been part of the Paterson success for many years; so much so, that at the February 16th Board meeting they affirmed Resolution #01-2016, supporting House Bill 2476.

Please note that Paterson has received the Washington State School of Distinction award in 2008 and 2015 as well as the Washington State Achievement award in 2009, 2013, and 2014. Additionally, Paterson's testing results have been consistently high, well-exceeding state averages—even on the SBAC. Should the Option Two waiver terminate in 2017, the required shift in funds will have a significant impact on our annual budget and that shift in funding will have dramatic affect on the successful school programs that currently serve our students and community so well.

Sincerely,

John Seaton, Superintendent

RCW 28a.305.141

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NOTES:

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

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

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

WAC 180-18-065

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

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

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

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



THE WASHINGTON STATE BOARD OF EDUCATION

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Title: Washington Teacher of the Year Camille Jones		
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:	John Boyd, Superintendent of Quincy School District, is scheduled to introduce Teacher of the Year Camille Jones. Ms. Jones is known for her local-and-global approach, both engaging her elementary students in international projects and technology-driven study, and being connected to the local community, which is heavily agricultural.	
Relevant to business item:	Jones majored in Spanish and studied abroad before returning to her hometown to encourage students there to aspire to professions and studies they may not encounter at home. She has perspective on the opportunity gap, equity in education and high-quality education.	
Materials included in packet:	Biography of Ms. Jones	
Synopsis:	Washington’s Teacher of the Year is Camille Jones, an elementary Science, Technology, Engineering, Art and Math (STEAM) teacher from Quincy.	



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Presentation and Discussion: Ms. Camille Jones



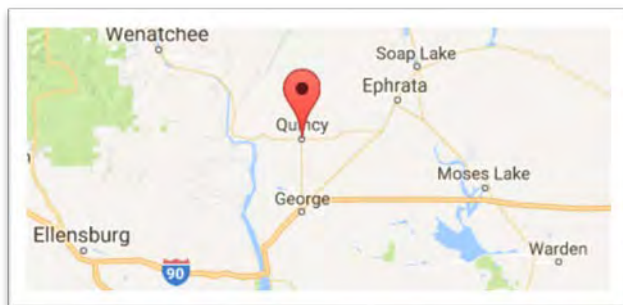
“Jones grew up on a farm where she learned that people work with the soil they have, and that people can bloom where they are planted,” from Quincy School District’s release.

Camille Jones, Washington’s Teacher of the Year (third from left) with her husband and parents.

Quincy School District’s Camille Jones is Washington’s 2017 Teacher of the Year. She teaches in Pioneer Elementary’s Science, Technology, Engineering, Arts and Math (STEAM) Lab. She’s known for helping her students to think both locally and globally, which she practices herself. In 2014, Jones helped reach out to area farmers and young households to explain the need for a school bond measure that was approved. She also worked on her school’s first international project, uniting students in seven countries to build a “big friendly monster.”

“Students in her Enrichment and Highly Capable Program come from poverty, ELL, and Special Ed backgrounds,” said her principal, Nik Bergman, “and Camille’s ability to bring out the best in all students is an absolute pleasure to watch.”

Jones believes giving her students challenging tasks and having high expectations reinforces their progress and helps them develop “confidence within their struggle.” She knows she’s on the right track when she hears students say, “I’m being gritty!” Jones says success is when her kids leave Pioneer knowing what a civil engineer, a sculptor or a chemist is, and aspiring to those careers themselves.



After majoring in Spanish, studying abroad in Mexico and Spain, and pursuing an MA in Teaching the Gifted and Talented, she returned to Quincy to cultivate all farm kids with her unique perspective on language and roots. Part of the relationship Camille has with her hometown includes her “passion to be a positive impact.”



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Title: Career Readiness Discussion with the Workforce Board 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 checked="" type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	The Board will consider approving a joint resolution on career readiness with the Workforce Training and Education Coordinating Board. The resolution would provide a framework for pursuing joint legislative priorities. The draft resolution addresses: <ul style="list-style-type: none">• Developing and identifies career readiness standards intended to inform and guide educators in teaching career readiness knowledge and skills.• Restoring enhanced Career and Technical Education funding.• Strengthening high school and beyond planning through the development of a model framework for a high school credit-bearing course in career exploration and social studies personal finance or civics.	
Relevant to business item:	Adoption of Joint Career Readiness Resolution with the Workforce Training and Education Coordinating Board.	
Materials included in packet:	The memo for this section includes a description of the format for the discussion and background information to inform the discussion, including a summary of other states' definitions of career readiness. Also in this section is a draft joint resolution.	
Synopsis:	This part of the agenda will include large and small group discussions about career readiness. Small group discussions may focus on <ul style="list-style-type: none">• Strategies and policies that increase alignment and reduce silos• The role of the boards and partners in helping all students become career ready• A student perspective of career readiness	



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CAREER READINESS DISCUSSION WITH THE WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD

Policy Considerations

The State Board of Education (SBE) and the Workforce Training and Education Coordinating Board (Workforce Board) share the goal of career and college readiness for all K12 students. At the January 2017 meeting there will be a joint meeting of both Boards to continue the discussion of statewide work to support career readiness. The Boards will consider adopting a joint resolution on career readiness, that would provide a framework to pursue shared legislative priorities during the 2017 session.

Included in this section of the Board packet are:

1. A description of the format for the discussion (this memo)
2. Background information provided for reference (this memo)
 - A description of SBE and Workforce Board aligned legislative priorities
 - A summary of other states' career readiness definitions and their impact on policy
3. A draft joint board resolution (following this memo)

Format for the Joint Board Discussion

This three hour segment of the agenda will include a joint SBE and Workforce Board discussion that will include:

1. Introduction (45 minutes)—Large group discussion
 - Purpose of the joint meeting and what members are hoping to accomplish
 - A brief presentation by Workforce Board staff on youth unemployment
2. Small group discussions in a “world café” format (90 minutes)
 - Members, guests and audience members will cycle through small groups. Discussion topics may include:
 - Strategies and policies that increase alignment and reduce silos
 - The role of the boards and partners in helping all students become career ready
 - A student perspective of career readiness
3. Report Out (45 minutes)
 - Notes on the discussion will be taken, and may result in edits to the draft joint resolution and in identifying next steps in support of career readiness for all students. A facilitator will help keep the process running smoothly.

Background Information

Workforce Board and SBE Overlapping Legislative Priorities

In November 2016 the SBE approved legislative priorities for 2017 and the Workforce Board approved the Workforce System Legislative Agenda based on input from the Workforce Board's stakeholders. The Workforce System Legislative Agenda aligns with the Talent and Property for All Plan (TAP), the state's plan for the federal Workforce Innovation and Opportunity Act (WIOA). There are overlapping priorities of the two Boards in regard to K-12 education. The Workforce System Legislative Agenda items for K-12

education are based on stakeholder input from the Office of the Superintendent of Public Instruction (OSPI).

Table 1 summarizes SBE Legislative Priorities that are shared or similar to the Workforce System Legislative Agenda. The full SBE Legislative Priorities may be found at: http://www.sbe.wa.gov/documents/legislative/2017/2017_SBE_Legislative_Priorities.pdf

The complete Workforce System Legislative Agenda and overview of stakeholder input may be found at: <http://www.wtb.wa.gov/Documents/Tab4.pdf>

Table 1: Shared and Similar SBE Legislative Priorities and Workforce System Legislative Agenda

SBE Legislative Priority	Workforce System Legislative Agenda
<p>Priority: Resolve McCleary Implementation</p> <p>Restore funding enhancement to per pupil allocation provided for career and technical education</p>	<p>Agenda Item: Vocational education funding formula</p> <p>OSPI stakeholder request: Address the disparity in funding enhancements for Career and Technical Education (CTE) programs and skills centers, which generally have a higher cost to schools to operate. The enhancement for this program has declined from 28 percent in 1995 to only 2.2 percent in 2016, which limits program enrollment, operation and growth potential.</p>
<p>Priority: Strengthen Career Readiness and Fortify the High School and Beyond Plan in the Program of Basic Education for All students</p> <p>The Legislature is requested to define and fund the following minimum elements of the plan:</p> <ul style="list-style-type: none"> • Identification of career goals • Identification of educational goals in support of anticipated career and life goals • A four-year plan for course-taking aligned with career and educational goals • Identification of assessments needed to earn a diploma and achieve postsecondary goals. <p>Develop career readiness standards for all students, as a guide for K-12 curricula and a support for students, parents and counselors.</p>	<p>Agenda Item: K-12 Career and College Readiness</p> <p>OSPI stakeholder request: This proposal would expand and strengthen specific K-12 career guidance and CTE programs and services with proven results to help students identify connections between school and post-high school aspirations. CTE and focused career guidance programs are particularly appealing for students looking for real-world linkages between their education and their future plans.</p>

The Workforce Board has long supported increased availability and quality of career and education guidance in high school. For example, establishing statewide expectations for the high school and beyond plan is a recommendation of the [2014 Workforce Board report to the Legislature on Young Adult Unemployment](#), and enhancing career guidance and partnering with employers to help students explore workplaces and careers is part of Objective 1 of [High Skills, High Wages, Washington’s 10 Year Strategic Plan for Workforce Development](#).

The shared resolution that both the SBE and the Workforce Board will consider approving at this meeting will help leverage the efforts of both agencies to develop policies that support career readiness for all students.

Summary of State Definitions of Career Readiness

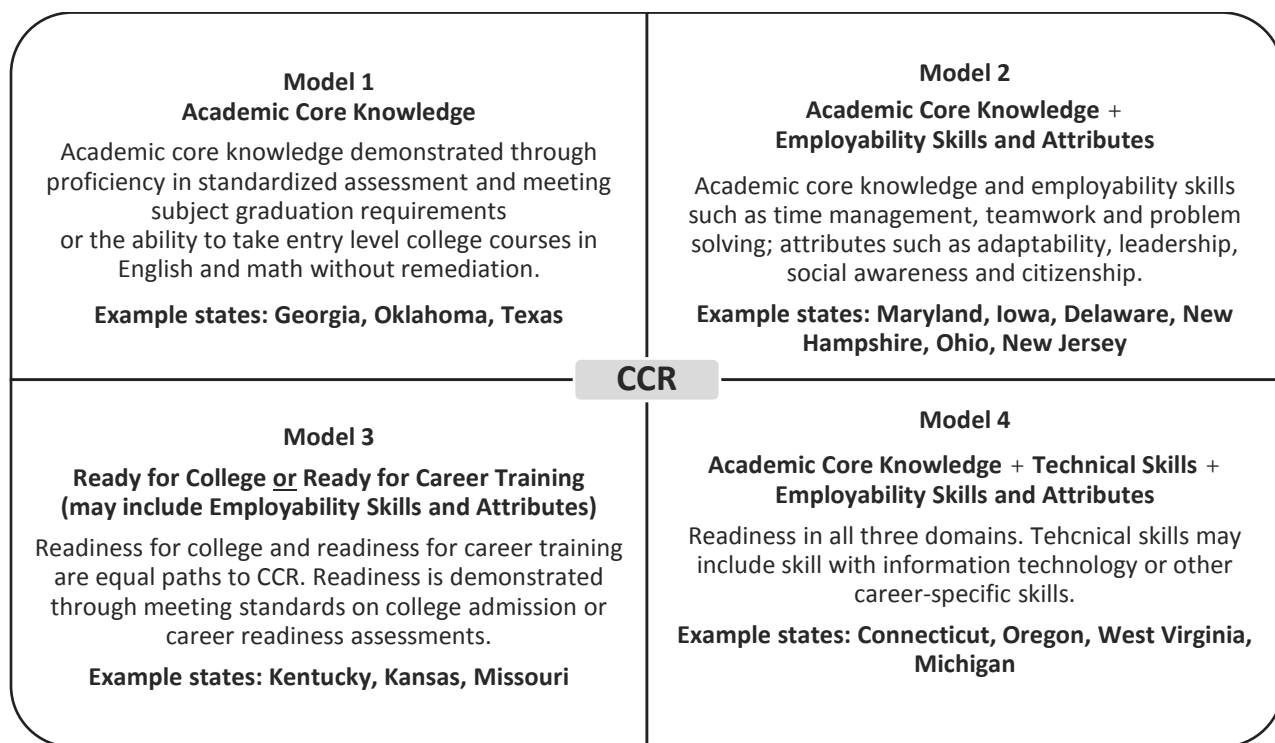
This section presents a summary of models of career readiness definitions. It is intended as a way of organizing and analyzing the elements of state definitions of career readiness and their relationship to

career readiness standards and policy, to inform Washington’s considerations in examining policies that support career readiness. Like Washington, other states are discussing career readiness within the context of career and college readiness (CCR). The definitions and standards that other states have developed may inform Washington’s considerations, and may provide a starting point for discussions with the Workforce Board at the January 2017 joint meeting.

This summary is based on a closer look at 1) states identified as having actionable definitions of college and career readiness in the American Institutes for Research (AIR) [2014 Overview: State Definitions of College and Career Readiness](#), and 2) states identified by National Association of State Boards of Education (NASBE) staff as lead states that incorporate employability skills and attributes in their definitions. Among these states, definitions of career and college readiness tend to fall into one of four basic models. Figure 4 summarizes the models and lists example states. The basis for each of the models is described in greater detail below. Different states’ definitions and standards that are used as examples are included at the back of this memo in Table 4.

It should be noted that states are at different levels of implementing their definitions of career readiness, and the development of strategies for implementing definitions are still in-process in many cases.

Figure 4: Models of States’ Career and College Readiness Definitions



Model 1—Academic core knowledge, with students demonstrating mastery of academic standards through proficiency in standardized assessments and through meeting subject graduation requirements.

- Definitions of this type were used by a number of states in their Elementary and Secondary Education Act flexibility applications.
- A supporting argument used for this type of model is that most living-wage jobs require postsecondary education and training, and therefore being ready for college, broadly defined as universities, 2-year colleges, and training programs, means being ready for most careers.

- Several states have moved away from this model within the past few years for reasons that may include:
 - A recognition among states that have adopted Common Core standards that proficiency on assessments is important but not sufficient to define readiness for postsecondary options.
 - An interest in deeper learning and social and emotional learning, supported by the leadership of such organizations as the National Association of State Boards of Education (NASBE), the Council of Chief State School Officers, and the Southern Regional Education Board.
 - The transition from No Child Left Behind to the Every Student Succeeds Act (ESSA) provides an opportunity for states to reexamine their definitions of readiness.

Model 2—Academic core knowledge + employability skills and attributes. Under this model, both an academic knowledge base and higher order, deeper learning skills and attributes are fostered in all students.

- “Employability skills and attributes” means skills such as problem solving, time management, teamwork and attributes such as adaptability, leadership, social awareness, citizenship.

Model 3—Readiness for college or readiness for career training. In this model there are two equal paths to career and college readiness.

- For these types of definitions, readiness is often defined in terms of students being able to take postsecondary college or career training courses without remediation, or in meeting standards on college admissions tests or career readiness assessments, such as ACT’s WorkKeys.
- In different states, this model may or may not also include employability skills and attributes.

Model 4—Core academic knowledge + employability skills and attributes + technical or career-specific skills. These types of definitions identify three areas of cross-cutting knowledge and skills that all students should know.

- Aligns with the Association of Career and Technical Education (ACTE) and the National Association of State Directors of Career and Technical Education Consortium definitions.

Each of these models have possible advantages, disadvantages, and have implied or stated values, which are summarized in Table 3.

Table 3: Advantages, Disadvantages, and Values of Career and College Readiness Definitions

Model	Possible Advantages	Possible Disadvantages	Stated or Implied Values
1: Academic Core Knowledge	Simple—there is a clear, direct connection between the definition, graduation requirement policies and accountability in the system.	Possible over-emphasis on proxies for the complex goals of career- and college-readiness for all students.	All students need to master academic subjects at the level of achievement necessary to succeed in college courses.
2: Academic core knowledge + employability skills and attributes	The addition of employability skills and attributes encourages innovative teaching practices, such as project based learning and competency-based learning.	The system will need to meet the challenge of not only bringing all students to the level of achievement required but also to intentionally teach and assess the employability skills and attributes across the system.	All students need to master academic subjects at the level of achievement necessary to succeed in college courses. Employability skills and attributes should be taught across the curriculum, not just in CTE courses.

3: Ready for college or ready for career training	Recognizes the value of different pathways and student choices.	Lends itself to a two-track system or multiple-track system, which may sometimes unfairly track students.	A two-track or multiple track system is OK if all tracks are valued and supported.
4: Academic core knowledge + technical skills + employability skills and attributes	Recognizes the value of both academic and technical and career-specific skills. The addition of employability skills and attributes encourages innovative teaching practices, such as project based learning and competency-based learning.	The system will need to meet the challenge of increasing capacity and and the range and depth of learning for all students. Increases content knowledge and skills all students need to master.	All students need to master both academic knowledge and skills and technical knowledge and skills. Employability skills and attributes should be taught across the system, not just in CTE courses.

The choice of a particular model of a definition of career and college can affect the characteristics of the career readiness standards that states have developed. For states with definitions of career and college readiness that conform to Model 1, academic core knowledge, academic learning standards are the career readiness standards—no additional career standards are needed. For states that have definitions of career and college readiness that include employability skills and attributes (Models 2, 4 and sometimes 3), these attributes and skills may be described in standards. Some such standards emphasize critical thinking and problem solving, while other emphasize social and emotional learning, and some include both. For states with career and college readiness definitions that conform to Model 3, ready for college or ready for career training, the career readiness standards generally are CTE standards and CTE course frameworks.

Another variation in career ready standards is how specific they are by grade level. A number of states such as California, Kansas, and Michigan articulate career ready standards concisely for all students, giving latitude to districts, schools and teachers for deciding how to implement the standards in classrooms at all grade-levels across the system. These concise standards are often able to be articulated on a double-sided sheet of paper or on a simple webpage. This may aid in widely communicating the standards. Additional communication or professional development might be needed to help teachers address these standards at a developmentally appropriate level for students and to incorporate the standards into curricula and lesson plans. Iowa has among the most integrated standards, with both academic and 21st Century career readiness skills specified for each grade level.

Action

The Board will consider approval of a resolution on career readiness jointly with the Workforce Board. A draft resolution is included in this section of the Board packet. The draft resolution expresses support for the development of policy and legislation that:

- Develops and identifies career readiness standards intended to inform and guide educators in teaching career readiness knowledge and skills.
- Restores enhanced Career and Technical Education funding.
- Strengthens high school and beyond planning through the development of a model framework for a high school credit-bearing course in career exploration and social studies personal finance or civics.

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

DRAFT Joint Resolution on Career Readiness

WHEREAS, the Workforce Training and Education Coordinating Board (Workforce Board) was created by the state Legislature to provide planning, coordinating, evaluation, and policy analysis for the state training system as a whole and to provide advice to the Governor and the Legislature concerning alignment of the training system in cooperation with the agencies that comprise the state training system and the Washington Student Achievement Council; and

WHEREAS, the Workforce Board is a unique partnership of business, labor, education, and training organizations dedicated to creating a highly skilled workforce that meets the needs of Washington businesses and workers; and

WHEREAS, the State Board of Education consists of members both elected by school directors and appointed by the Governor, charged with advocacy and strategic oversight of public education, implementing a standards-based accountability framework, providing leadership in personalizing education and ensuring respect for diverse cultures and abilities, promoting achievement of basic education goals, and articulate with higher education, workforce, and early learning, coordinating and unifying the public education system; and

WHEREAS, one of the goals of Basic Education is for every student to develop the knowledge and skills essential to understanding the importance of work and finance; and

WHEREAS, the purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, citizenship, and gainful employment and is equipped with the skills to be a lifelong learner; and

WHEREAS, recent surveys of Washington employers have found that employers struggle to identify and recruit an adequate number of qualified candidates in-state with employability skills and attributes, such as time management, leadership, teamwork, problem-solving, and adaptability; and

WHEREAS, the State Board of Education and the Workforce Board jointly endorse collaboration to define career readiness and identify policy frameworks that build pathways to economic self-sufficiency for Washington students, while ensuring that employers have access to a skilled workforce;

THEREFORE BE IT RESOLVED that the Workforce Board and the State Board of Education, along with partners and stakeholders, will work to align the education system to support all students becoming career ready by:

- Requesting that the Legislature create and empower a Career Ready Policy Work Group to identify and recommend career readiness learning standards to help guide educators, students and parents in preparing all students for gainful employment in the 21st Century.
- Working together to develop a high school credit-bearing course framework incorporating High School and Beyond planning, career exploration, career connected learning, and Career and Technical Education equivalency with social studies civics or financial literacy, which might in the future be accessed in middle-school.

DRAFT Joint Resolution on Career Readiness

- Focusing advocacy in the upcoming legislative session on the importance of adequately funded career and technical education programs and creating multiple pathways for students to develop skills and achieve economic self-sufficiency.



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Title: Executive Director Update (Part 1)		
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:	The Board will be briefed on a series of items. This first section addresses a required update on the performance of districts under Required Action. See separate cover.	
Relevant to business item:	There are a number of items in the executive director update that will be on the action sheet.	
Materials included in packet:	Update on the performance of districts under Required Action. (Linda D) Other ED update items will be addressed under a separate cover.	

Synopsis: The Board will be briefed on a series of items requiring the Board’s review. Some of the items are included in the Board’s list of actions for the January meeting. The first section addresses a statutorily-required update on the performance of districts under Required Action.

The executive director update as a whole addresses a number of items which may appear on the action sheet but which may not warrant a full, separate briefing segment on the Board’s agenda. Board members are encouraged to notify the Chair in advance of any items which appear during this segment for which you may desire a longer briefing, or for which you may have research-oriented questions.

In addition to the Required Action Districts update, items to be briefed include:

1. Consideration of Proposed Amendments to Washington Administrative Code (Basic Education Act Waivers and School Improvement Goals). (Kaaren H & Ben R)
2. A review of basic education compliance data – graduation requirements, by district. (Parker T)
3. Update on revisions to the 2015-18 SBE Strategic Plan (Ben R and Parker T)
4. Review of the Board’s Business Item Procedures and Legal Counsel’s Role (Opportunity to ask questions of our Assistant Attorney General on process and procedures). (Ben R & Linda S.C.)
5. Review of Private School Compliance Report from OSPI (Linda D)
6. Score-setting for SAT as an Alternative Assessment (Linda D)



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Title: As Part of the Executive Director Update: Required Action District Cover Sheet

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

Relevant to Board roles:	<input checked="" 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:	How is the progress of Required Action Districts (RAD) compared to the rest of the state? Are they improving at a rate that will allow for exit from required action status?
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Relevant to business item:	None
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Materials included in packet:	<ul style="list-style-type: none">• State Board of Education data memo showing a comparison of the accountability system• Data and responses to questions on each of the Required Action Districts.
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Synopsis:	<p>The first part of this section makes comparisons to different parts of the accountability system through data on proficiency and growth. Thereby, it allows comparison of Priority and RAD school improvement to that of the rest of the state.</p> <p>RCW 28A.657.100 directs the Office of the Superintendent of Public Instruction to provide a report twice per year to the SBE on progress made by required action school districts. The information provided here will partly fulfill this legislative responsibility.</p> <p>The questions that districts responded to included:</p> <ul style="list-style-type: none">• What were significant successes and challenges of required action for your districts during the past year?• What changes, if any, were made to your required action plan and why?• Please describe any new or recent efforts you are implementing to address student achievement as part of your required action plan. <p>Marysville, Tacoma, Yakima, and Wellpinit school districts were identified for required action in 2014. The data being reported here is the second year of data since their required action plan started being implemented.</p> <p>Soap Lake District was originally identified for required action in 2012, and was redesignated to remain in required action in 2015.</p> <p>The information provided by OSPI on the required action districts contains color graphs. Please go to the online packet to view the graphs in color:</p> <p>http://www.sbe.wa.gov/materials.php#.WFnKOGwzV2I</p>
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ACCOUNTABILITY SYSTEM COMPARISON CHARTS FOR REQUIRED ACTION DISTRICT UPDATE

This memo features Washington Achievement Index data on schools receiving supports and interventions in the accountability system. The data provides board members an opportunity to examine the performance of schools in Required Action District status.

Summary

Even though all groups of schools dropped in proficiency Index ratings from the 2014 Index to the 2015 Index, Priority and Required Action District schools declined less than the rest of the state over the past four years and for the change in rating from 2014 to 2015. That is good news. Unfortunately the news is mixed for growth. Growth Index ratings increased for Priority schools, particularly for the Targeted Subgroups. Unfortunately, growth Index Ratings fell for both Required Action District Cohort I and II.

Guide to the Charts

The charts in this update focus on four-year change in Index Ratings for proficiency and growth

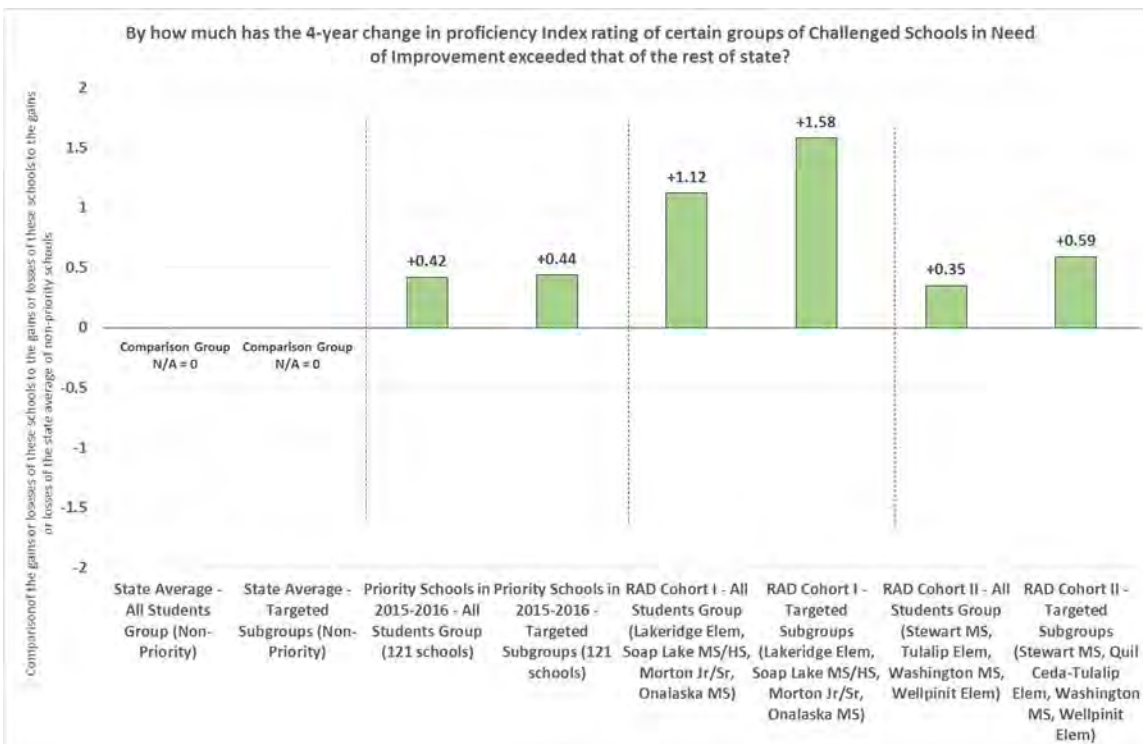
Please note that the 2015 Index ratings are based on assessments taken during the spring of the 2014-2015 school year, thus are the first year of implementation of the Smarter Balanced Assessment. Similar to other states that have implemented the Smarter Balanced Assessment, proficiency levels have dropped due to the increased rigor of the test and the first year of implementation.

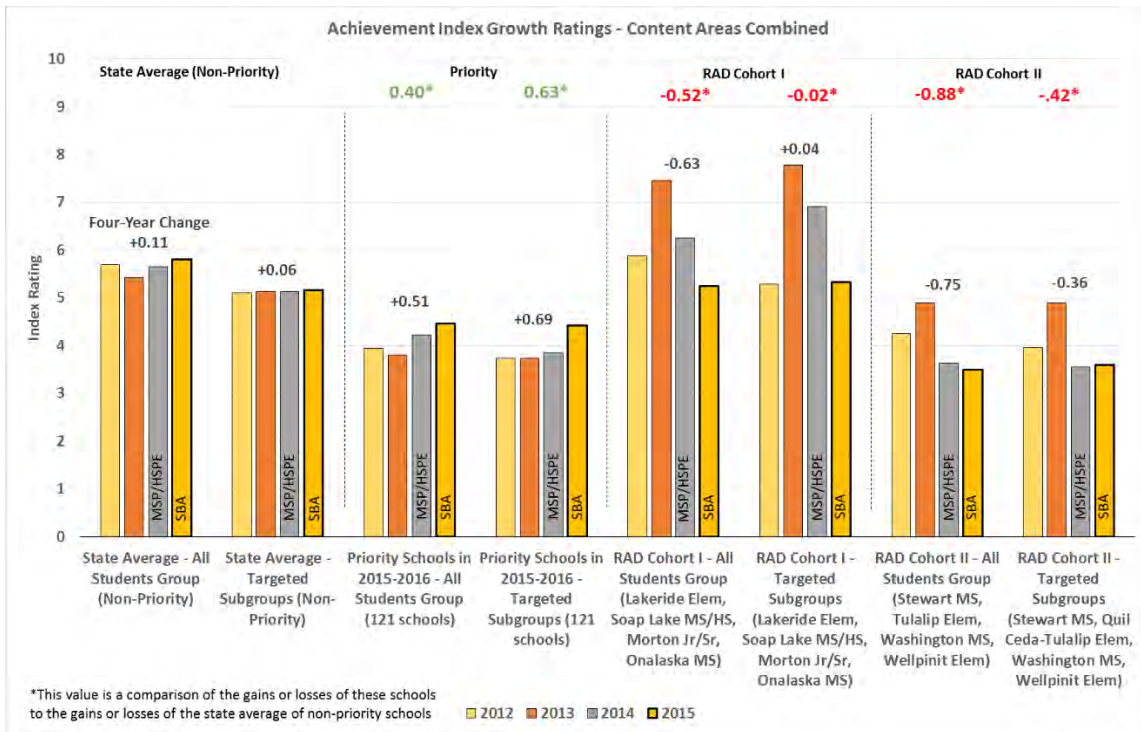
Note the numbers with asterisks near the top of the page. Those show the comparison of the four-year change for each group of schools to the state average of non-priority schools.

For the purpose of this analysis, Required Action District Cohort I includes all four schools that received support. Soap Lake Middle and High School remains in Required Action District status and the other three schools have exited from Required Action District status.

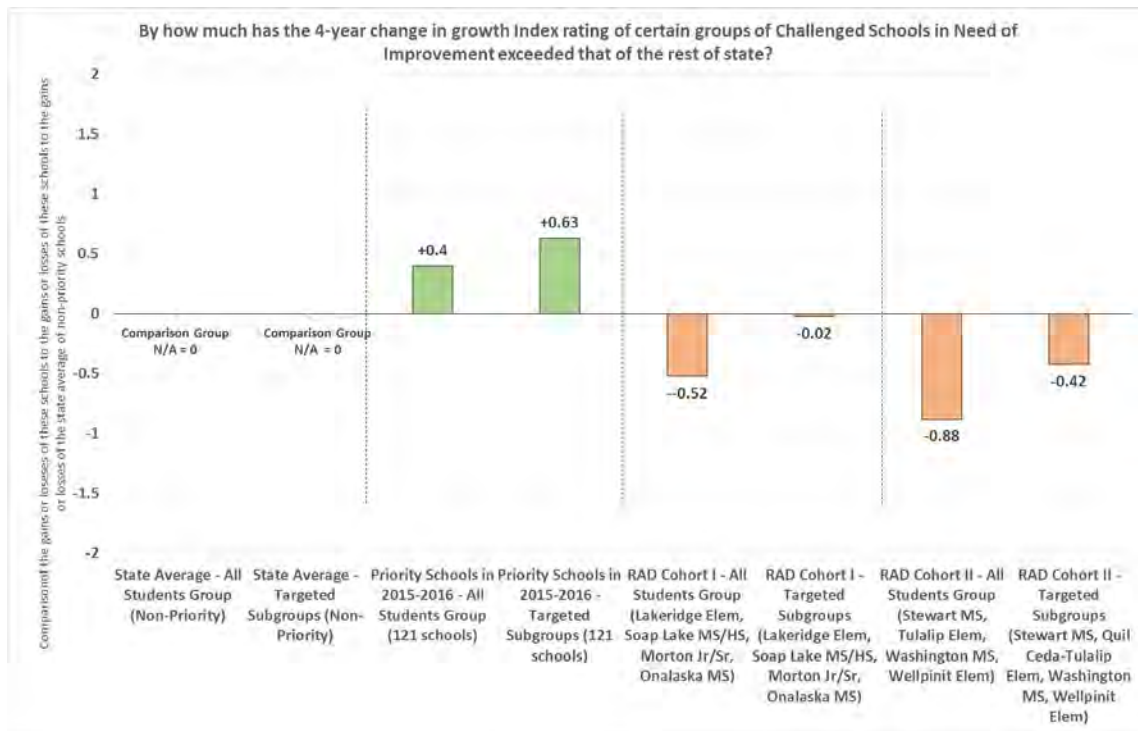


In the proficiency chart above, you will see a sharp decline in Index Ratings from 2014 to 2015 for all groups of schools due to the implementation of the Smarter Balanced Assessment. However, the schools in Priority or Required Action District status did not decline as much as the rest of the state. As shown in the chart below, Required Action District Cohort I had very impressive performance, particularly for the targeted subgroup students that Cohort I is serving. Priority and Required Action District Cohort II schools declined the least for the Targeted Student Groups. Thus, there is good news that the gap in proficiency ratings is closing for Priority and Required Action District schools.





Priority schools gained in growth compared to the rest of the state over the past four years. The largest gains were for the targeted student groups in Priority schools compared to the rest of the state. Unfortunately, Index Ratings for growth in Required Action Cohort I and Cohort II schools declined in growth compared to the rest of the state.



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



SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

December 20, 2016

Isabel Muñoz-Colón, Executive Committee Chair
Washington State Board of Education
PO Box 47206
600 Washington ST SE
Olympia, WA 98504-7206

RE: Semi-Annual Update on Required Action Districts

Dear Ms. Muñoz-Colón,

The superintendent of public instruction is required to provide a report twice per year to the State Board of Education (SBE) regarding the progress made by all school districts designated as required action districts (RCW 28A.657.100). Five school districts are currently designated for required action: Marysville School District, Soap Lake School District, Tacoma Public Schools, Wellpinit School District, and Yakima Public Schools.

Attached please find the following for each required action district and its identified school:

- Demographics for the identified school
- Achievement data on state assessments in Reading/English Language Arts and Mathematics from baseline (2014) to 2016 for the identified school
- District responses to the following prompts provided to our office by SBE staff
 1. What were significant successes and challenges of required action for your districts during the past year?
 2. What changes, if any, were made to your required action plan and why?
 3. Please describe any new or recent efforts you are implementing to address student achievement as part of your required action plan.

Please do not hesitate to let us know if more information would be supportive. You may contact me at michael.merrin@k12.wa.us or 360-725-4960.

Sincerely,

Michael Merrin
Assistant Superintendent, Student and School Success

Attachment A: Marysville School District Report
Attachment B: Soap Lake School District Report
Attachment C: Tacoma Public Schools Report
Attachment D: Wellpinit School District Report
Attachment E: Yakima Public Schools Report



Quil Ceda Tulalip Elementary School

Becky Berg | *Superintendent*

Cory Taylor | *Principal*

Anthony Craig | *Director of Equity, Access, &
School Support*

Tamera Shannon-Wright | *Leadership Coach*

Quil Ceda Tulalip Elementary School Summary – Marysville School District

Student Demographics

Source: OSPI State Report Card

Table 1. The table below provides a profile of students who attended the school in the 2015–16 school year.

Enrollment		
October 2015 Student Count		555
May 2016 Student Count		556
Gender (October 2015)		
Male	274	49.4%
Female	281	50.6%
Race/Ethnicity (October 2015)		
Hispanic / Latino of any race(s)	106	19.1%
American Indian / Alaskan Native	206	37.1%
White	154	27.7%
Two or More Races	79	14.2%
Special Programs		
Free or Reduced-Price Meals (May 2016)	466	83.8%
Special Education (May 2016)	93	16.7%
Transitional Bilingual (May 2016)	51	9.2%
Migrant (May 2016)	64	11.5%

Student Achievement

Source: OSPI State Report Card

Note: The data for 2014 are from the Measurements of Student Progress (MSP)

Assessments in Reading and Math. The data represent the simple average of the proficiency rates for Quil Ceda ES students and Tulalip ES students.

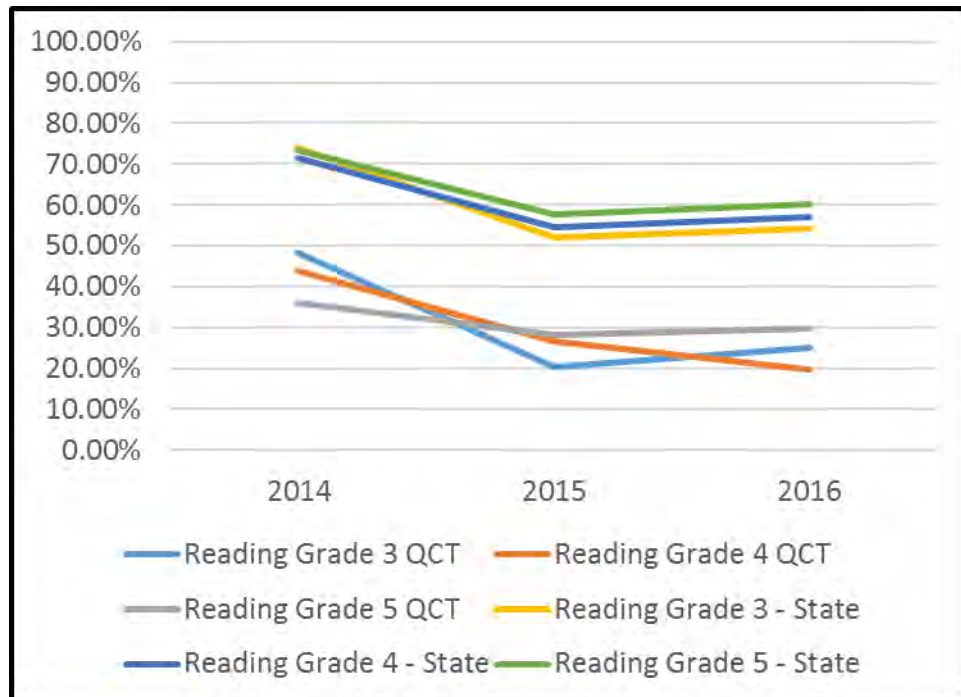
In 2014–15, Washington State transitioned to Smarter Balanced Assessments in English Language Arts (ELA) and Mathematics.

The data in Tables 2 & 3 and Figures 1 & 2 for 2015 and 2016 are from the Smarter Balanced Assessments in ELA and Math for Quil Ceda Tulalip ES.

Table 2. Achievement Data on State Assessment in Reading/ English Language Arts (ELA) from Baseline (2014) to 2016

	Reading Grade 3 - School	Reading Grade 4 - School	Reading Grade 5 - School	Reading Grade 3 - State	Reading Grade 4 - State	Reading Grade 5 - State
2014	48.30%	43.97%	36.13%	73.90%	71.61%	73.34%
2015	20.20%	26.60%	28.10%	52.00%	54.50%	57.60%
2016	25.20%	19.70%	29.80%	54.30%	57.00%	60.10%

Figure 1. Achievement Data on State Assessment in Reading/English Language Arts (ELA) from Baseline (2014) to 2016

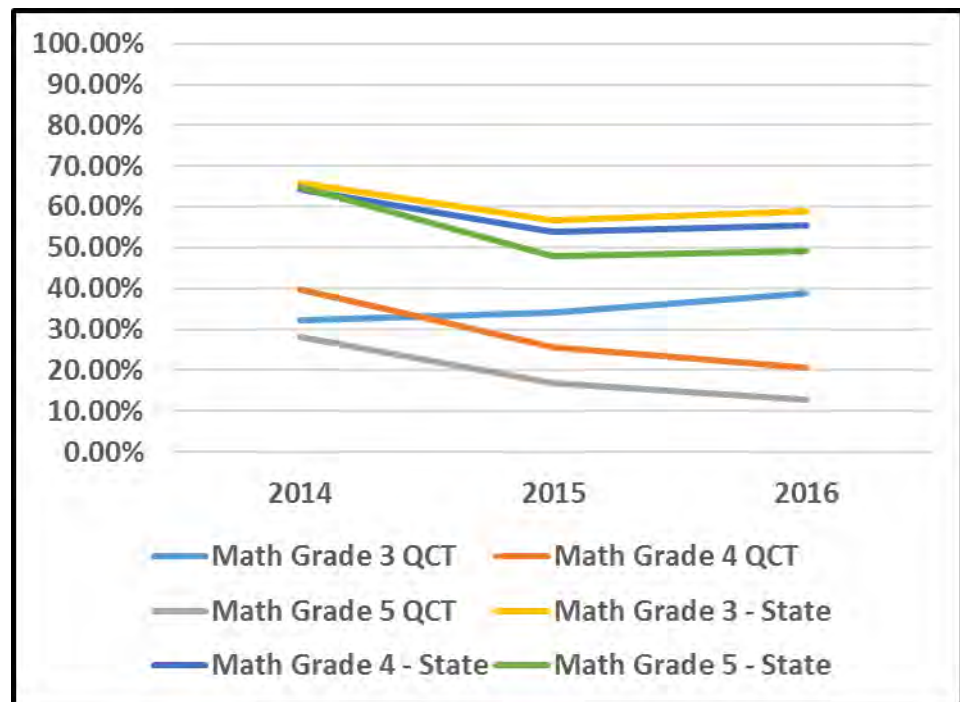


Please see next page for Mathematics data (Table 3) and graph (Figure 2).

Table 3. Achievement Data on State Assessment in Math from Baseline (2014) to 2016

	Math Grade 3 - School	Math Grade 4 - School	Math Grade 5 - School	Math Grade 3 - State	Math Grade 4 - State	Math Grade 5 - State
2014	32.35%	39.72%	28.06%	65.84%	64.23%	65.02%
2015	34.00%	25.60%	16.90%	56.60%	54.00%	48.00%
2016	38.90%	20.60%	12.90%	58.90%	55.40%	49.20%

Figure 2. Achievement Data on State Assessment in Math from Baseline (2014) to 2016



The following answers respond to the prompts regarding Marysville School District's Required Action Plan.

1. What were significant successes and challenges of required action for your districts during the past year?

Successes:

- Pockets of improved performance in SBA (3rd grade: 5% increase on ELA and 6% increase in Math)
 - Staff shifted practice in instruction in several ways: emphasis on teaching to the CCSS and differentiating instruction based on particular student needs; effective analysis and response to interim assessment
- QCT hired new staff early in year to ensure stronger candidate pool with teachers who were best fit for QCT
- A pathway into education careers has been started. A former paraprofessional who had worked at QCT for several years has been hired as a classroom teacher; three current, effective paraprofessionals are in teacher certification programs, have requested to do practicum/internship work at QCT and are seeking teaching positions at QCT. This pathway is also an attempt to recruit members of the local community into the field.
- Student recognition program (for attendance, academics, citizenship) has become part of school culture
- 2 assistant principals staffed from district
- over all retention of effective staff engaged in improvement work; MOU supported movement/replacement of teachers who were not a fit for QCT/engaged in the improvement initiatives
- BEST Grant (OSPI) to support teachers in first two years of profession
- On RAD/School Improvement plan, many improvement efforts moving from “limited implementation” to “effective implementation” and “sustainable”
- MOU negotiated and in place for 2016-17 school year
- Continued implementation of comprehensive improvement plan that addresses Cultural, Social-Emotional, and Academic needs of students

Challenges:

- Given changes in staff, supporting teachers new to the school in understanding work that has been done and the direction/focus of the school at large. An adjustment time for those teachers has been a challenge.
- Teacher association input on budget (RAD) has not always been in alignment with district/school direction
- Professional learning time with staff given Collective Bargaining Agreement for teacher plan time has become a challenge.

2. What changes, if any, were made to your required action plan and why?

- Focus on RTI, implementation of new ELA curriculum, improving attendance, progress monitoring and PBIS
- We are monitoring the impact of our School Improvement Plan on educator practice and student learning (i.e. Walkthrough tool used to evaluate the implementation of effective instructional practices - vocabulary acquisition, question stems, standards aligned instruction, differentiation etc.) and student learning outcomes through immediate feedback/coaching conversations to inform us of effective practices
- SWIS & Expectation Reminder data are reviewed by the school's Behavior team on a monthly basis and is communicated to the Leadership Team on a quarterly basis to inform effective practices and next steps
- Have increased student recognition for attendance, Guidelines for Success “GROWS” in an effort to celebrate successes
- Reaching out to families to strengthen relationships/learning partners in regards to supporting school attendance
- Sustaining interventions for social emotional well-being and academics—schoolwide focus; district support for staff members for Restorative Justice to improve outcomes for students

3. Please describe any new or recent efforts you are implementing to address student achievement as part of your required action plan.

- Newly adopted ELA curricula implemented K-5
- 1.0 Curriculum Implementation Specialist hired for QCT
- Increased number of days on site for OSSS content specialist (ELA, Math, PBIS)
- Shift in support from UW Bothell Math professor on math instruction to job-embedded, in-classroom support for teachers (building coach) rather than out of class professional learning
- Walkthrough tool used by administrative team to monitor instruction and provide timely and relevant feedback on high-yield strategies and provide appropriate supports to teachers (*Tool helps monitor: Posted Learning Objective, Visual Schedule, Evidence of Culturally Responsive Teaching, Depth of Knowledge Levels, Making Sense of Math, Assessment of Student Comprehension, Use of Technology, Classroom Expectations Posted (PBIS)*)
- Parent/family involvement: Natural Leaders (parents) meet at least monthly at school; school committee developed a year-long plan for family engagement including new events and previous events (New: Billy Frank Day study and celebration; STI Symposium for broader Tulalip Community); data tracked to monitor increased family engagement
- Additional Social-Emotional curriculum supports (RIPPLES)
- Additional .5 Resource Room teacher allocation to QCT
- District-wide focus on improving attendance with specific support to attendance data analysis for QCT
- In response to OSSS feedback on 2015-16 End of Year Report, QCT staff will include tasks to monitor impact of all actions on educator practice and student learning (i.e. impact two assistant principals on student time in class vs. out of class and ability for principal to focus on school improvement beyond student discipline; impact of implementation of CCSS-aligned ELA curriculum/materials; impact of technology integration, etc.)
- Use of student assessments: Easy CBM, DIBELS, STAR, interim SBA



SOAP LAKE

SCHOOL DISTRICT #156

Soap Lake Middle/ High School

Rick Winters | *Superintendent*

Jacob Bang | *Principal*

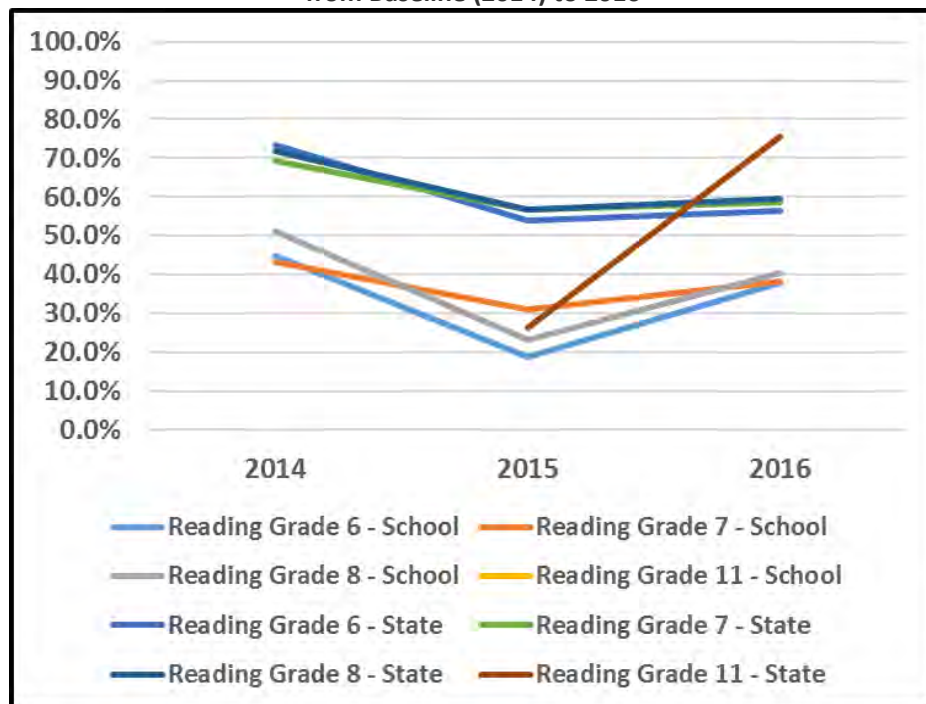
Carolyn Lint | *Leadership Coach*

Soap Lake Middle and Senior High School Summary – Soap Lake School District

<p>Student Demographics</p> <p>Source: OSPI State Report Card</p>	Table 1. The table below provides a profile of students who attended the school in the 2015–16 school year.	
	Enrollment	
	October 2015 Student Count	259
	May 2016 Student Count	240
	Gender (October 2015)	
	Male	138 53.3%
	Female	121 46.7%
	Race/Ethnicity (October 2015)	
	Hispanic / Latino of any race(s)	84 32.4%
	White	166 64.1%
	Special Programs	
	Free or Reduced-Price Meals (May 2016)	174 72.5%
Special Education (May 2016)	23 9.6%	
Transitional Bilingual (May 2016)	18 7.5%	
Migrant (May 2016)	14 5.8%	
Other Information (more info)		
Adjusted 4-Year Cohort Graduation Rate (Class of 2015)	100.0%	

<p>Student Achievement</p> <p>Source: OSPI State Report Card</p> <p>Note: The data for 2014 are from the Measurements of (MSP) Assessments in Reading and Mathematics.</p> <p>In 2014–15, Washington State transitioned to Smarter Balanced Assessments in English Language Arts (ELA) and Mathematics.</p> <p>The data in Tables 2 & 3 and Figures 1 & 2 for 2015 and 2016 are from the Smarter Balanced Assessments in ELA and Mathematics.</p>	Table 2. Achievement Data on State Assessment in Reading/ English Language Arts (ELA) from Baseline (2014) to 2016								
	Year	Reading Grade 6 - School	Reading Grade 7 - School	Reading Grade 8 - School	Reading Grade 11 - School	Reading Grade 6 - State	Reading Grade 7 - State	Reading Grade 8 - State	Reading Grade 11 - State
	2014	44.7%	43.2%	51.2%	NA	73.5%	69.4%	71.8%	NA
	2015	18.7%	31.0%	23.2%	30.7%	53.9%	56.7%	56.8%	26.3%
	2016	38.0%	38.2%	40.5%	Suppressed	56.5%	58.5%	59.7%	75.5%

Figure 1. Achievement Data on State Assessment in Reading/English Language Arts (ELA) from Baseline (2014) to 2016

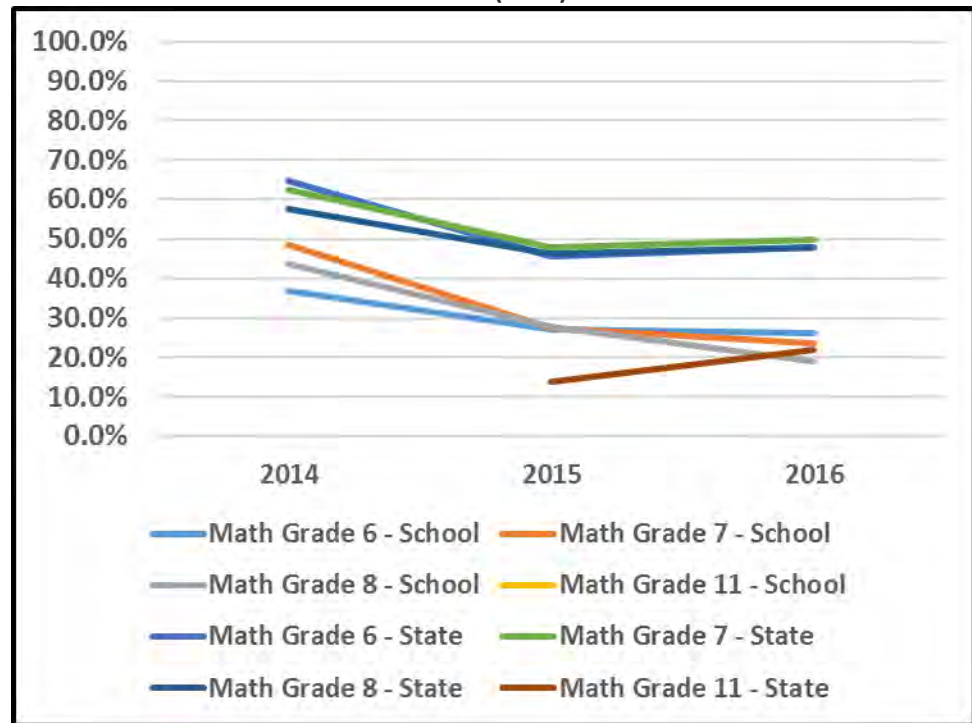


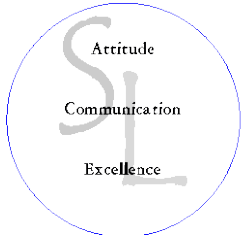
Please see next page for Mathematics data (Table 3) and graph (Figure 2).

Table 3. Achievement Data on State Assessment in Math from Baseline (2014) to 2016

	Math Grade 6 - School	Math Grade 7 - School	Math Grade 8 - School	Math Grade 11 - School	Math Grade 6 - State	Math Grade 7 - State	Math Grade 8 - State	Math Grade 11 - State
2014	36.8%	48.6%	43.5%	NA	64.6%	62.5%	57.6%	NA
2015	27.2%	27.5%	27.9%	19.2%	45.5%	48.0%	46.1%	13.7%
2016	26.1%	23.5%	18.9%	Suppressed	48.0%	49.8%	47.8%	21.8%

Figure 2. Achievement Data on State Assessment in Math from Baseline (2014) to 2016





Soap Lake School District No. 156

410 Ginkgo St S
 Soap Lake WA 98851
 509.246.1822
 509.246.0669 Fax

The following are answers to the prompts provided regarding Soap Lake School District's Required Action Plan.

1. What were significant successes and challenges of required action for your districts during the past year?

Successes for Soap Lake MS/HS continue to work in conjunction with the strengthening of the AVID program. The school trains new staff on AVID strategies, and emphasizes the building wide application of key AVID techniques in every classroom. Professional development offerings during weekly late start meetings regularly include teacher lead sessions on AVID strategies, and increasing the use of AVID techniques. This is evident during classroom walkthroughs. The school is also offering three AVID elective classes. The student interest and retention continues to grow. There is also emerging evidence of increased attendance at 2 and 4 year colleges by Soap Lake graduates, particularly in the past two years.

AVID implementation is an example of another success in Soap Lake's improvement efforts – the continued collaboration and alignment of efforts between the MS/HS program and the elementary program. The elementary school is now also implementing AVID in grades 3-5 and has trained over half the staff in AVID strategies.

A growing challenge continues to be the shortage of qualified teachers both for permanent positions, particularly in math and special education, and for certified substitute needs. For the past two years the MS/HS has been unable to hire a qualified HS math teacher, and has had to provide instruction in this area through emergency means, with personnel not as well prepared as we would like. There has been a new special education teacher each year for the past 5 years, and there is a continual struggle to recruit and hire teachers with appropriate skills and background to teach this important population. The shortage of qualified substitute teachers makes professional development efforts especially challenging, and frequently causes us to have to cancel participation in important trainings.

2. What changes, if any, were made to your required action plan and why?

An important change in our required action plan has been the growing influence and skill of the teacher leadership team at the MS/HS. Creating and working with a teacher leadership team was very challenging in Soap Lake for many years. There was reluctance on the part of the staff to step into a role of leadership among their peers, as well as a hesitancy to use teachers in a leadership role on the part of the administration. For the past two years we have a strong committed group of teachers who meet regularly with the building principal, and who now hold an important role in the development and monitoring of our required action plan. They have participated in additional training both inside and outside the district to build their skills, and continually share new learnings with other staff through both formal training and collaboration. They embrace the responsibility of improving achievement for the students in the school.

3. Please describe any new or recent efforts you are implementing to address student achievement as part of your required action plan.

There is a renewed effort to provide staff-wide professional development in instructional strategies that will help increase rigor and student talk in the classroom combined with ongoing support and professional development around the use of the Interim Block Assessments building wide in the MS/HS. This is linked with a similar effort at the elementary level. Staff received extensive training in the early years of the required action process, but this was focused on small groups of teachers, and most often content specific.

Ongoing staff training that includes professional development sessions, as well as classroom modelling, classroom observation, and lesson plan collaboration is now being provided by Robin Kirkpatrick from ESD 171. She has supported other ESD ELA, and the science staff at the ESD, and has been an OSPI Math instructional coach. The goal of this approach to professional development is to: 1) provide training in strategies that can be used across content areas, bringing a common focus to the staff, and 2) allow the staff to develop a relationship with ESD staff with expertise in these areas to allow for sustainability of these efforts once the grant support ends. In the past, Soap Lake has had limited involvement with ESD services and personnel. Growing this relationship will be critical to continued access to support from people they trust as they move out of the support provided to schools designated as needing improvement.

Sincerely,

Rick L Winters, Superintendent



Stewart Middle School

Carla Santorno | *Superintendent*

Joshua Garcia | *Deputy
Superintendent*

Zeek Edmond | *Principal*

Angela Brooks-Rallins |
Leadership Coach

Stewart Middle School Summary – Tacoma School District

Student Demographics

Source: OSPI State Report Card

Table 1. The table below provides a profile of students who attended the school in the 2015–16 school year.

Enrollment		
October 2015 Student Count		321
May 2016 Student Count		340
Gender (October 2015)		
Male	179	55.8%
Female	142	44.2%
Race/Ethnicity (October 2015)		
Hispanic / Latino of any race(s)	72	22.4%
American Indian / Alaskan Native	9	2.8%
Asian	49	15.3%
Black / African American	65	20.2%
White	114	35.5%
Special Programs		
Free or Reduced-Price Meals (May 2016)	272	80.0%
Special Education (May 2016)	41	12.1%
Transitional Bilingual (May 2016)	29	8.5%

Student Achievement

Source: OSPI State Report Card

Note: The data for 2014 are from the Measurements of Student Progress (MSP)

Assessments in Reading and Mathematics.

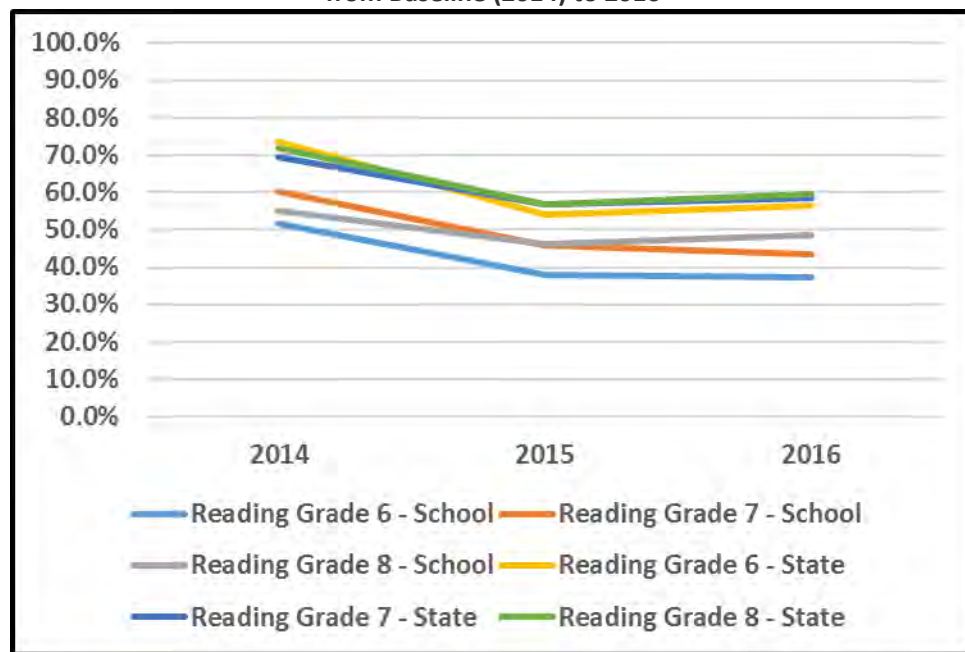
In 2014–15, Washington State transitioned to Smarter Balanced Assessments in English Language Arts (ELA) and Mathematics.

The data in Tables 2 & 3 and Figures 1 & 2 for 2015 and 2016 are from the Smarter Balanced Assessments in ELA and Mathematics.

Table 2. Achievement Data on State Assessment in Reading/ English Language Arts (ELA) from Baseline (2014) to 2016

	Reading Grade 6 - School	Reading Grade 7 - School	Reading Grade 8 - School	Reading Grade 6 - State	Reading Grade 7 - State	Reading Grade 8 - State
2014	51.8%	60.2%	55.1%	73.5%	69.4%	71.8%
2015	38.0%	45.8%	46.1%	53.9%	56.7%	56.8%
2016	37.3%	43.4%	48.5%	56.5%	58.5%	59.7%

Figure 1. Achievement Data on State Assessment in Reading/English Language Arts (ELA) from Baseline (2014) to 2016

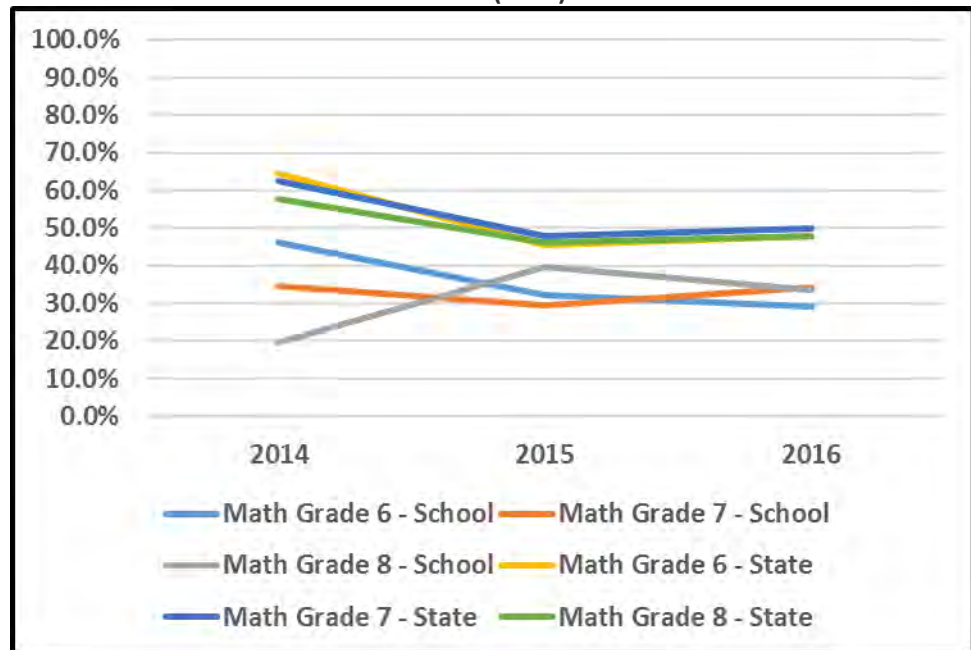


Please see next page for Mathematics data (Table 3) and graph (Figure 2).

Table 3. Achievement Data on State Assessment in Math from Baseline (2014) to 2016

	Math Grade 6 - School	Math Grade 7 - School	Math Grade 8 - School	Math Grade 6 - State	Math Grade 7 - State	Math Grade 8 - State
2014	46.2%	34.7%	19.8%	64.6%	62.5%	57.6%
2015	32.1%	29.5%	39.8%	45.5%	48.0%	46.1%
2016	29.2%	34.3%	33.5%	48.0%	49.8%	47.8%

Figure 2. Achievement Data on State Assessment in Math from Baseline (2014) to 2016





1. What were significant successes and challenges of required action for your districts during the past year?

Successes:

- Stewart Middle School allowed to swap out district data day (October) for two early release days which allowed for staff in-service and student/parent conferences.
- Stewart Middle School leadership team were selected to attend the Harvard Leadership 2016 Summer Institute.
- Stewart staff was given extra time for collaboration and professional development during Summer 2016.
- Stewart staffing model (additional FTE) is specific to Stewart and its unique needs to deliver rigorous standards based instruction and curriculum.

Challenges:

- SBA ELA and math scores continue to fall below state average. The goal is the SBA proficiency will begin to mirror the growth found in Stewart's student growth percentile.

2. What changes, if any, were made to your required action plan and why?

- While not a change to the Indistar plan specifically, the district is addressing the needs of Stewart's Culture and Learning Environment by expediting their move from their temporary (and out of neighborhood) school to their newly remodeled location which is back in their neighborhood area. The initial intent was to move students and staff to their new school at the end of the 2016-17 school year. However, considering the needs of the students' and community the district is planning for the move in February 2017. This move is projected to impact student attendance positively by having the students attend their neighborhood school.

3. Please describe any new or recent efforts you are implementing to address student achievement as part of your required action plan.

- The district has adopted a new diagnostic assessment tool for the 2016-17 school year. The assessment tool called iReady measures student proficiency in both ELA and math. The data acquired allows staff to plan for specific interventions for each student depending on their level of proficiency. Students were tested initially in September and another benchmark assessment will take place in January. These two data points will allow Stewart staff to continue or modify instructional practices to meet the individual needs of the students. In addition, the Stewart students are completing goal sheets to make explicit their proficiency in each subject area. Students are setting formative and summative goals in math and literacy.
- The CEL 5D instructional framework is continuing to drive the professional development of both Stewart administration and teaching staff. Teachers are regularly submitting lesson and unit plans to administration who then provide specific and targeted feedback aligned with the indicators found in the framework.
- The district is supporting Stewart's implementation of AVID for all students. The Stewart principal and assistant principal recently attended the National AVID Conference in Dallas, TX.



Wellpinit

John Adkins |
Superintendent

Kim Ewing |
Principal

Karen Estes |
*Leadership
Coach*

Wellpinit Elementary School Summary – Wellpinit School District

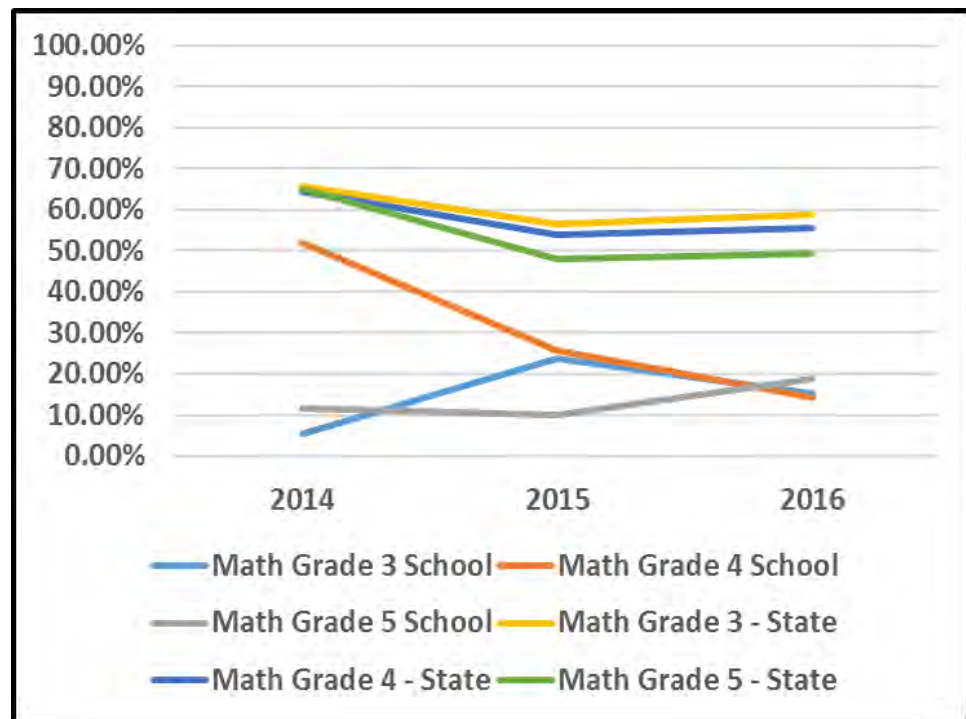
<p>Student Demographics</p> <p>Source: OSPI State Report Card</p>	Table 1. The table below provides a profile of students who attended the school in the 2015–16 school year.		
	Enrollment		
	October 2015 Student Count		201
	May 2016 Student Count		200
	Gender (October 2015)		
	Male	105	52.2%
	Female	96	47.8%
	Race/Ethnicity (October 2015)		
	Hispanic / Latino of any race(s)	9	4.5%
	American Indian / Alaskan Native	159	79.1%
	White	4	2.0%
	Two or More Races	28	13.9%
Special Programs			
Free or Reduced-Price Meals (May 2016)	167	83.5%	
Special Education (May 2016)	24	12.0%	

<p>Student Achievement</p> <p>Source: OSPI State Report Card</p> <p>Note: The data for 2014 are from the Measurements of Student Progress (MSP)</p> <p>Assessments in Reading and Mathematics.</p> <p>In 2014–15, Washington State transitioned to Smarter Balanced Assessments in English Language Arts (ELA) and Mathematics.</p> <p>The data in Tables 2 & 3 and Figures 1 & 2 for 2015 and 2016 are from the Smarter Balanced Assessments in ELA and Mathematics.</p>	<p>Table 2. Achievement Data on State Assessment in Reading/ English Language Arts (ELA) from Baseline (2014) to 2016</p>							
		Reading Grade 3 - School	Reading Grade 4 - School	Reading Grade 5 - School	Reading Grade 3 - State	Reading Grade 4 - State	Reading Grade 5 - State	
	2014	16.60%	64.00%	19.20%	73.90%	71.61%	73.0%	
	2015	17.30%	21.80%	14.20%	52.00%	54.50%	57.60%	
	2016	24.20%	14.20%	34.30%	54.30%	57.00%	60.10%	
	<p>Figure 1. Achievement Data on State Assessment in Reading/English Language Arts (ELA) from Baseline (2014) to 2016</p>							
	<p>Please see next page for Mathematics data (Table 3) and graph (Figure 2).</p>							

Table 3. Achievement Data on State Assessment in Math from Baseline (2014) to 2016

	Math Grade 3 - School	Math Grade 4 - School	Math Grade 5 - School	Math Grade 3 - State	Math Grade 4 - State	Math Grade 5 - State
2014	5.50%	52.00%	11.50%	65.84%	64.23%	65.02%
2015	23.80%	25.70%	10.00%	56.60%	54.00%	48.00%
2016	15.10%	14.20%	18.70%	58.90%	55.40%	49.20%

Figure 2. Achievement Data on State Assessment in Math from Baseline (2014) to 2016



**Wellpinit School District
State Board Education Report
January 2017**

1. What were significant successes and challenges of required action for your district during the past year?

The superintendent clearly set the stage this year with the following two overarching leadership priority commitments:

1) Practice Sound Human Dynamics with a high quality and nature of thinking and relationships. Celebrate, be happy, and have fun and enjoy the best profession in the world. Always remember that we get to work with kids and prepare them to be lifelong learners and successful people. With implementing Servant Leadership, you will put others first. Build trust, listen, be genuine, patient, courageous, transparent, responsive, empathetic, and empowering with everyone working in a unified fashion towards realistic solutions.

2) Establish Hope by doing what is best for all kids K-12 with clear direction that builds capacity and sustained excellence. Like the Good to Great literature, do a few things (focus areas) well that we are “tight with and block out all the rest of the “noise.” Work smarter with stakeholder’s ownership and leverage resources at various levels to these things (focus areas). Have a laser like focus and be efficient and effective. Bring the best expertise to us and adhere to proven practices with respect and fidelity. Staff and students are capable and should be engaged with district wide beliefs that are part of our school improvement plans.

Both of these commitment statements along with the descriptions embody the three RAD Audit recommendations:

1. **Leadership:** Attract and retain strong leadership
2. **Instructional Program and Data-Based Inquiry Cycle:** Expand staff capacity to deliver effective, culturally relevant instruction and instructional interventions
3. **Culture and Learning Environment:** Ensure safe learning environment that honors student and family cultures

District Significant Successes

- District superintendent articulated the top expectations for principals in order to support strong leadership and school improvement efforts:
 - ✓ Strong leadership is key. Follow the AWSP Leadership Framework and strive for proficiency. Align your goals with your SIP/Indistar plans.
 - ✓ Filter all proven high rigor and high yield strategies with your coaches and staff to make sure they apply to your SIP you are tracking in Indistar. Think K-12 and once again do a few things very well with the best resources, support and interventions. Make sure the CCSS are being taught and the timely, efficient, and effective assessment measures are in place to check for clear understanding and success with all students.
 - ✓ Adhere to staff evaluation timelines and requirements using the framework and high quality tools. Once again, clearly communicate K-12. Stay on top of TPEP changes. All staff need to be highly effective – if not, then make progress immediately.
 - ✓ Make attendance matter and practice progressive discipline.
 - ✓ Be inclusive with high parent, community, and tribal engagement.
 - ✓ Maximize the leveraging of resources and partnerships in general.
 - ✓ We have exceptional support with proven success and expertise with learning organizations on our team. We need to help our staff work smarter in a progressive, unified fashion with a sense of urgency. Our kids deserve the very best.
- District updated School Board Policies in partnership with the school board to support work and sustainability.
- District updated MOU in partnership with teacher association to support school improvement efforts.
- District created incentive pay for student growth in partnership with teacher association during implementation of grant.
- The district hired two Social skills coaches, one at each building, to support K-12 social and emotional development.

- The district hired a district data coordinator and redefined Title coordinators roles to support building program implementation for struggling learners.

Wellpinit Elementary Significant Successes:

From these overarching guidelines established, Wellpinit Elementary School, with district support, had significant successes during the past year in the following years:

Strong Leadership:

- Principal and data instructional coach implemented a weekly CWT with data reports being generated to staff
- Spring 2016: 10% to 34% SBA growth
 - ✓ Specifically, 5th grade increased in both math and ELA state SBA
 - ✓ Additionally, 3rd grade also increased in ELA state SBA as well.
- Even with hiring 4 new teachers, we have grown in the four targeted instructional areas:
 - ✓ Setting learning objective and providing feedback on objective is up 11% from last spring.
 - ✓ Learning target on grade level standard is up 5% from last spring.
 - ✓ Determining Levels of student work of Application/DOK Level 2 and above is 20% from last spring.
 - ✓ Highly Engaged Classroom is up by 6% from last spring.

Instructional Program and Data-Based Inquiry Cycle:

- Implementation of training that teachers were involved in last year is showing a positive evidence of impact in the areas of Conferring (individual conferencing, goal setting and feedback) and Math Talks (Think aloud for multiple ways to solve a problem) as observed during CWTs.
- RTI – ELA was initiated solidly this year as far as placement, mobility based upon student data with fluidity.
- Adding data instructional coach has significantly increase the use of data on a daily basis in professional conversations and planning.

Culture and Learning Environment:

- Increased efforts in fine-tuning PBIS model continues with hiring a social skills specialist.
- Increased family engagement with a specific committee that works on increasing family engagement.
- 7 teachers are participating in the Native American Certificate Program through the University of Washington which will deepen the ability to teach Native American students and community communication.
- Extended the SS Native American Curriculum and Instruction using local resources into creating Science Curriculum and Instruction as well.
- Started self-manager program to recognize kids who can self-manage to support choice and peer monitoring.

Wellpinit School District/Wellpinit Elementary School Significant challenges:

Wellpinit School District is a small and very rural K-12 public school system centrally located on the Spokane Indian Reservation. The superintendent and principal work side by side to review and address the following areas of challenge:

- Kindergarten readiness in the academic areas is at an all-time low.
 - ✓ 100% of entering kindergarten students in math scored “not ready” for kindergarten
 - ✓ 65% of entering kindergarten students in literacy scored “not ready” for kindergarten
- Data is reflecting a huge summer learning loss. It took students until December to catch/regain existing spring MAP levels. While summer school was implemented, attendance has been extremely poor.
- Attendance, while slightly up this year, is still a challenge and an area of focus district wide.
- Limited staff repertoire of instructional ability to support the extreme differentiation needed in our classrooms is a challenge and is being worked on with instructional coach support.
- Recruiting highly skilled teachers in the districts remote area has been a challenge. Specifically, this last summer, Wellpinit Elementary School had four positions open. Unfortunately, there were only three applicants total for all four positions.

2. What changes, if any, were made to your required action plan and why?

While our focus continues to address the three RAD Audit recommendations, we use the PLAN-DO-STUDY-ACT model of continuous improvement in order to refine our tasks as we go. So besides continuing to refine the current action plan that exists in Indistar, the following recent additional tasks were added to the plan:

Changes	Why
Added writing focus	<ul style="list-style-type: none"> ➤ This was an area missing in curriculum. ➤ Data showed that students were struggling to put their thinking in writing for both ELA and Math. ➤ Writing perseverance and stamina to do an extended piece of writing was a struggle for students in grades 3rd – 5th grades.
Added Data Coach	<ul style="list-style-type: none"> ➤ Data coach will be guiding the increase of how to use data to drive instruction (previously limited) ➤ Data coach will provide job embedded PD with follow up support to increase intentional planning, rigor, and delivery of high yield instructional strategies (previously limited)
Added Social Skills Coach	The Social Skills Coach will support the implementation of Tier 3 behavior programs and one on one skills coaching (previously limited).
Implement self-manager program	Program will proactively recognize kids who can be self-managers to support choice and peer monitoring (previously nonexistent).
Completed disciple flow chart	Create a model for our Tier 3 behavior issues to help guide choice and positively redirect behaviors (limited edition).
Created Parent/Community Engagement Site team	A special committee has been created to increase and organize family and community involvement and follow through communication (previously nonexistent).
Updated website and Facebook page	Recently, updates to the website and Facebook have begun to increase communication with all stakeholders
Reviewed and updated District Policies	By updating District Policy, a clarity is provided to support stakeholder's rights, responsibilities, and actions.
Added a Math Audit and follow up math coach support	Math data is reflecting a deeper dive is needed in curriculum, instruction, and assessment in mathematics to the CCSS. A math audit was conducted and recommendations and follow-up support will be crafted to support student academic performance growth and staff instructional delivery.

3. Please describe any new or recent efforts you are implementing to address student achievement as part of your required action plan?

The specific changes listed above that are being implemented to address student achievement as part of our required action plan are adding a writing component (implemented an all school write three times a year -- narrative, informational, and persuasive focus to our ELA curriculum), conducting a math audit to dive deeper into our math alignment, refining and/or completing our pacing guides with an instructional coach, conducting data dialogues with data instructional coaches, providing mentors for new/struggling teachers, and implementing social emotional programs for students. In addition, our work to support culturally embedded instruction continues to be a top priority as staff continue to participate in the SS Native American Curriculum and Instruction using local resources and now are creating Science Curriculum and Instruction as well. In addition, seven of our staff members are participating in the Native American Certificate Program through the University of Washington which will deepen the ability to teach Native American students and community communication. Effort in the refinement of the extended learning opportunities and a collaborative partnership with the local tribe for an intentional summer school program is deepening in order to accelerate learners and decrease summer learning loss.



Yakima School District
Building Community Through Education

Washington Middle School

Jack Irion | *Superintendent*

William Hilton | *Principal*

Jim Ridgeway | *Leadership Coach*

Washington Middle School Summary – Yakima School District

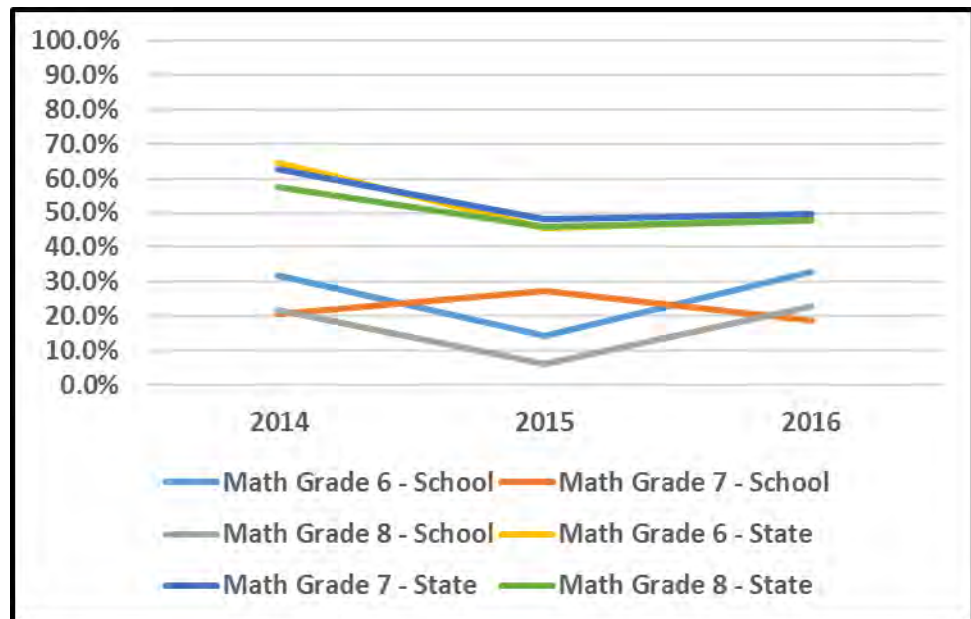
<p>Student Demographics</p> <p>Source: OSPI State Report Card</p>	Table 1. The table below provides a profile of students who attended the school in the 2015–16 school year.		
	Enrollment		
	October 2015 Student Count		761
	May 2016 Student Count		749
	Gender (October 2015)		
	Male	371	48.8%
	Female	390	51.2%
	Race/Ethnicity (October 2015)		
	Hispanic / Latino of any race(s)	717	94.2%
	White	24	3.2%
	Two or More Races	8	1.1%
	Special Programs		
	Free or Reduced-Price Meals (May 2016)	640	85.4%
Special Education (May 2016)	65	8.7%	
Transitional Bilingual (May 2016)	338	45.1%	
Migrant (May 2016)	180	24.0%	

<p>Student Achievement</p> <p>Source: OSPI State Report Card</p> <p>Note: The data for 2014 are from the Measurements of Student Progress (MSP) Assessments in Reading and Mathematics.</p> <p>In 2014–15, Washington State transitioned to Smarter Balanced Assessments in English Language Arts (ELA) and Mathematics.</p> <p>The data in Tables 2 & 3 and Figures 1 & 2 for 2015 and 2016 are from the Smarter Balanced Assessments in ELA and Mathematics.</p>	<p>Table 2. Achievement Data on State Assessment in Reading/ English Language Arts (ELA) from Baseline (2014) to 2016</p>																																		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="color: blue;">Reading Grade 6 - School</th> <th style="color: blue;">Reading Grade 7 - School</th> <th style="color: blue;">Reading Grade 8 - School</th> <th style="color: blue;">Reading Grade 6 - State</th> <th style="color: blue;">Reading Grade 7 - State</th> <th style="color: blue;">Reading Grade 8 - State</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2014</td> <td style="text-align: center;">38.6%</td> <td style="text-align: center;">26.1%</td> <td style="text-align: center;">44.7%</td> <td style="text-align: center;">73.5%</td> <td style="text-align: center;">69.4%</td> <td style="text-align: center;">71.8%</td> </tr> <tr> <td style="text-align: center;">2015</td> <td style="text-align: center;">24.7%</td> <td style="text-align: center;">23.5%</td> <td style="text-align: center;">23.5%</td> <td style="text-align: center;">53.9%</td> <td style="text-align: center;">56.7%</td> <td style="text-align: center;">56.8%</td> </tr> <tr> <td style="text-align: center;">2016</td> <td style="text-align: center;">32.4%</td> <td style="text-align: center;">21.9%</td> <td style="text-align: center;">34.6%</td> <td style="text-align: center;">56.5%</td> <td style="text-align: center;">58.5%</td> <td style="text-align: center;">59.7%</td> </tr> </tbody> </table>								Reading Grade 6 - School	Reading Grade 7 - School	Reading Grade 8 - School	Reading Grade 6 - State	Reading Grade 7 - State	Reading Grade 8 - State	2014	38.6%	26.1%	44.7%	73.5%	69.4%	71.8%	2015	24.7%	23.5%	23.5%	53.9%	56.7%	56.8%	2016	32.4%	21.9%	34.6%	56.5%	58.5%	59.7%
		Reading Grade 6 - School	Reading Grade 7 - School	Reading Grade 8 - School	Reading Grade 6 - State	Reading Grade 7 - State	Reading Grade 8 - State																												
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	<p>Please see next page for Mathematics data (Table 3) and graph (Figure 2).</p>																																		

Table 3. Achievement Data on State Assessment in Math from Baseline (2014) to 2016

	Math Grade 6 - School	Math Grade 7 - School	Math Grade 8 - School	Math Grade 6 - State	Math Grade 7 - State	Math Grade 8 - State
2014	31.9%	20.7%	21.8%	64.6%	62.5%	57.6%
2015	14.1%	27.4%	6.1%	45.5%	48.0%	46.1%
2016	32.8%	18.7%	22.8%	48.0%	49.8%	47.8%

Figure 2. Achievement Data on State Assessment in Math from Baseline (2014) to 2016



The following answers respond to the prompts regarding Yakima Public Schools' Required Action Plan.

1. What were significant successes and challenges of required action for your districts during the past year?

Successes – related to distributive leadership – Washington Middle School's (WMS) Instructional Leadership Team (ILT) continues to build their leadership capacity. The members are working together in a collaborative way. There is a focus on looking at student data to guide decisions that are aligned with the building's three Theories of Action. The team has established some routines for their deliberations – norms, protocols, problem-solving process. These are the result of the training that the District has provided with Cognitive Solutions' and Mari Fedrow who has been leading our training.

Challenges – finding the time for the ILT to meet together in sessions that are long enough to be productive. Currently, the ILT meets twice a month, one afternoon meeting of an hour and a half and a morning meeting of 45 minutes. The morning meeting precludes most lengthy, involved discussions, because classroom teachers on the team have to get to class. The ILT is currently analyzing this issue to generate additional meeting time. We also have the challenge of ensuring distributive leadership sustainability, while continuing to provide for opportunities to modify the work that is currently happening. To address these challenges, the ILT is in the process of developing an Interactive Notebook that leadership team members that can use to monitor the team's work, while assuring better long-term sustainability.

2. What changes, if any, were made to your required action plan and why?

In terms of the 3 RAD Recommendations: 1. Leadership is improved and is now distributive: The district included WMS in the team leadership training being provided by our partnership with Cognitive Solutions. This didn't change the required action plan as much as it added value to the plan for improved and distributed leadership at WMS. 2. Improved instruction and with all students in grade level courses: The district added an ELL coach/co-teacher to further support WMS ELL focus for long-term English Learners and newcomers. The district also provided support for backwards planning by providing release days for all content areas. We provided priority hiring for better teacher recruitment, along with preferential status for substitute teachers in order to support WMS's professional development. The district continues to support the school's math coaching along with the addition of a district math director to guide work around planning and data. 3. Climate/ safety improved: The district has now implemented a plan for PBIS for the entire school district, and we have added a district-level Social-Emotional Specialist that provides ongoing training, support and guidance for students' social and emotional well-being.

3. Please describe any new or recent efforts you are implementing to address student achievement as part of your required action plan.

WMS has added additional staff to specifically address the core instructional needs of students. The district added additional staff at WMS this year, which included an ELL coach/coordinator/teacher. That person is working with all teachers to help them address the literacy and language needs of the ELL students. This is the second year WMS has had a Data Specialist. That person compiles, distributes, and enhances teacher capacity to interpret data to identify learning misconceptions. He also develops and facilitates professional development opportunities that analyzes data to identify gaps between present results and expected standards. WMS has refined their Theory of Action plans to include an emphasis on vocabulary development. This has become a school-wide emphasis that includes Marzano's *Six-Step Process for Vocabulary Instruction*."

WMS's administration and teaching staff have set aside specific times and opportunities for teams of teachers to do backward planning aligned with the Washington State Learning Standards. This work has clarified the standards and provided opportunities to develop language objectives for English Language Learners.



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title: Executive Director Update (Part 2)		
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:	The Board will be briefed on a series of items, including updates and briefings on matters related to the Board’s strategic plan. This second section of the update addresses several topics, listed below.	
Relevant to business item:	There are a number of items listed in this section that will be on the action sheet. Please refer to the annotated list included below.	
Materials included in packet:	See enclosed	

Synopsis: The Board will be briefed on a series of items requiring the Board’s review. Some of the items are included in the Board’s list of actions for the January meeting. This first cover sheet and memo addresses a required update on the performance of districts under Required Action.

The executive director update addresses a number of items which may appear on the action sheet but which may not warrant a full, separate briefing segment on the Board’s agenda. Board members are encouraged to notify the Chair in advance of any items which appear during this segment for which you may desire a longer briefing, or for which you may have research-oriented questions.

The items to be briefed include (with the relevant staff person’s name):

1. Consideration of Proposed Amendments to Washington Administrative Code (Basic Education Act Waivers and School Improvement Goals). (Kaaren H & Ben R)
2. A review of basic education compliance data – graduation requirements, by district. (Parker T)
3. Update on revisions to the 2015-18 SBE Strategic Plan (Ben R and Parker T)
4. Review of the Board’s Business Item Procedures and Legal Counsel’s Role (Opportunity to ask questions of our Assistant Attorney General on process and procedures). (Ben R & Linda S.C.)
5. Review of Private School Compliance Report from OSPI (Linda D)
6. Score-setting for SAT as an Alternative Assessment (Linda D)

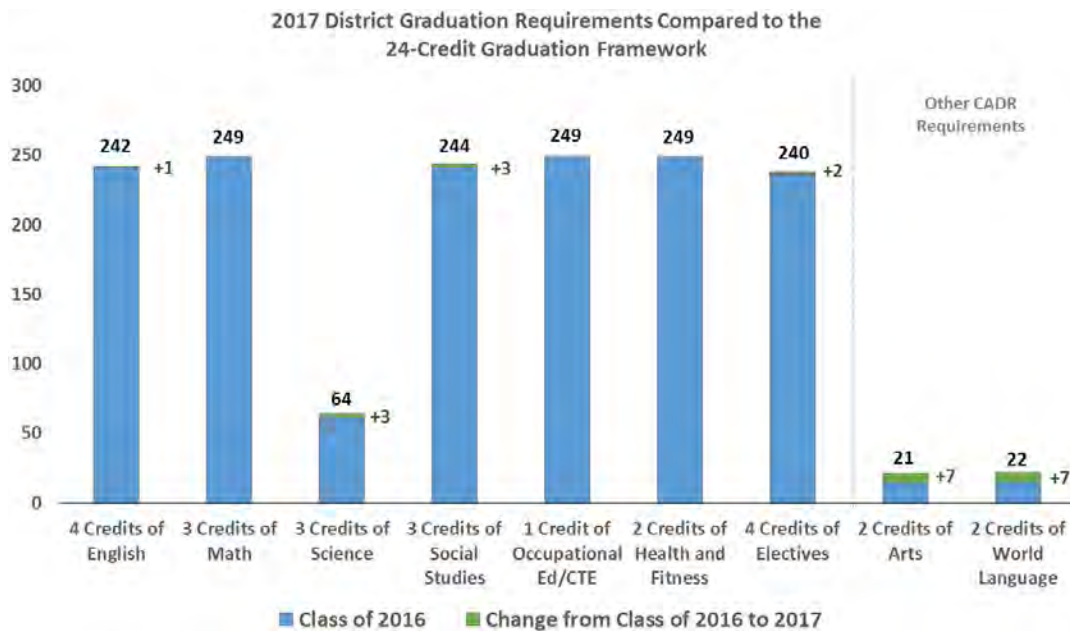


THE WASHINGTON STATE BOARD OF EDUCATION

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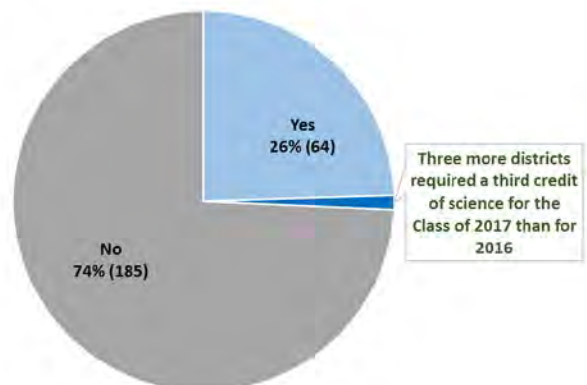
CLASS OF 2017 GRADUATION REQUIREMENTS DATA FROM BASIC EDUCATION COMPLIANCE

Every year, the Board reviews data on graduation requirements from all school districts in the state that offer high school. The data come from data that is reported to SBE from each district during the certification of compliance with the program of Basic Education. The analysis focuses on changes from the previous year and is meant to inform the state on implementation of 24-credit graduation requirements.

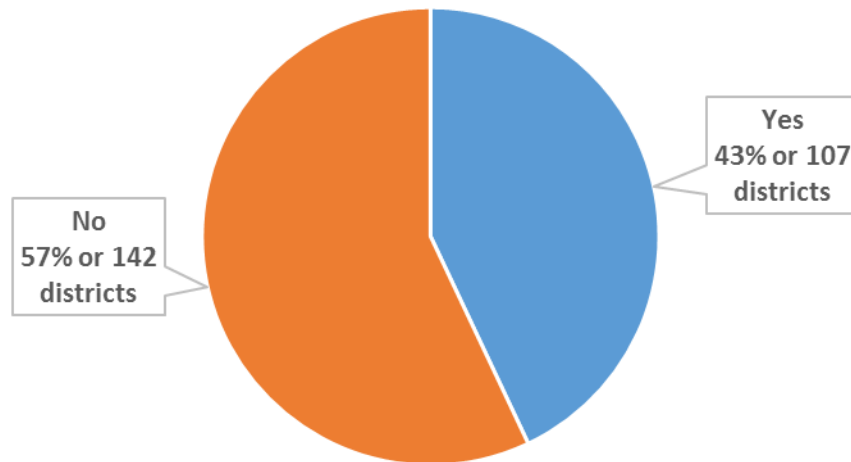


An increasing number of districts are meeting the subject area credit components of the 24-credit graduation requirements early. The number of districts requiring a third credit or more of science has increased by three districts to 64. The number of districts requiring two or more credits of laboratory science has remained the same for the last two years at 72. Of 21 districts that had waivers to delay implementation of the fourth credit of English and the third credit of social studies until the Class of 2018, only seven continue to use their waiver for English and only five continue to use their waiver for social studies. The number of districts requiring the arts and world language components of the College Academic Distribution Requirements went up by seven.

High School Districts Already Requiring a Third Credit of Science for the Class of 2017

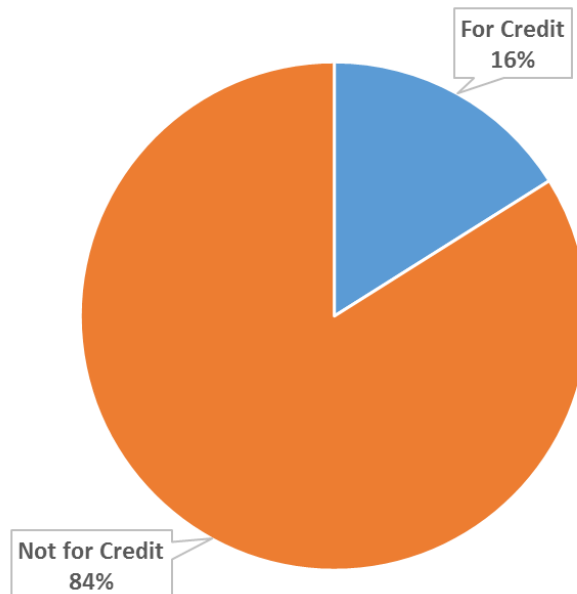


Districts reporting that they require 24 or more credits for the Class of 2017

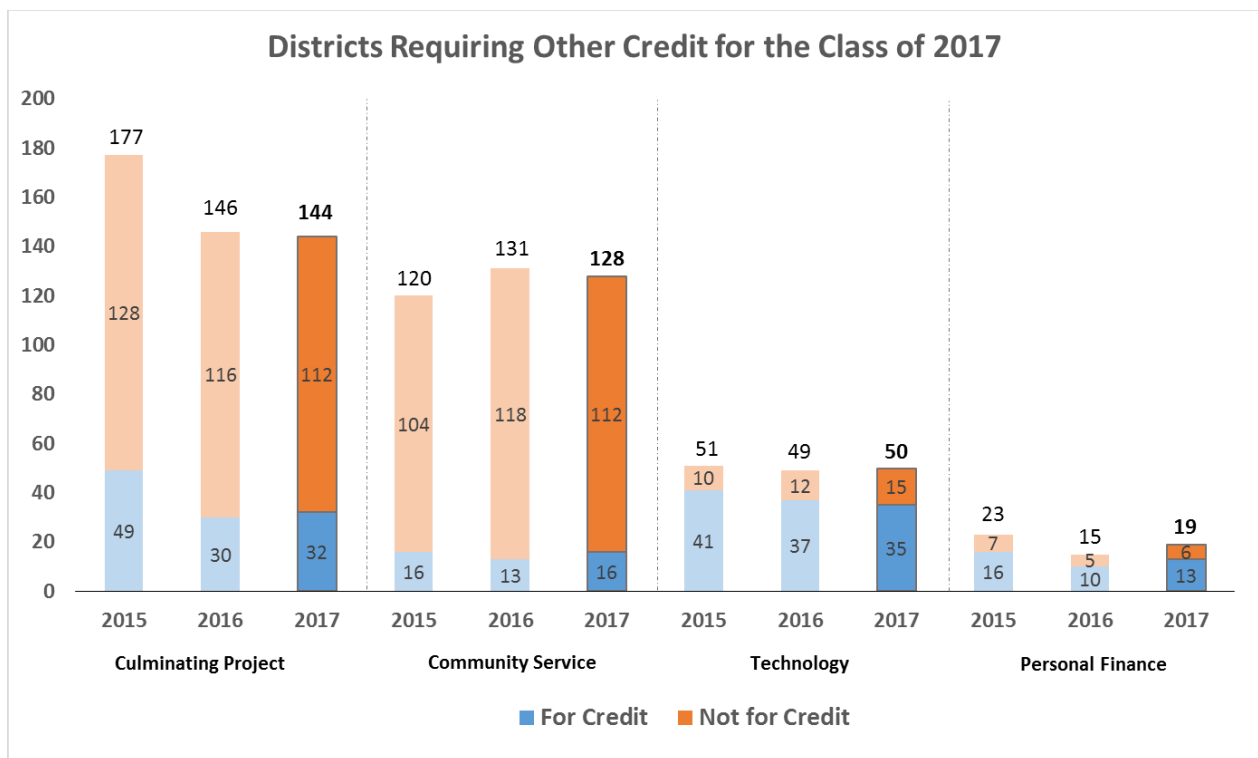


The number of districts requiring 24 or more credits did not increase for the Class of 2017 from the Class of 2016. Based on requests for waivers delaying the implementation of 24-credit graduation requirements, 2018 and 2019 will have a moderate increase of approximately 30 districts requiring 24 or more credits. For the Class of 2020, there will be a small increase of three or more districts as per waiver requests that have been approved and, potentially, districts that received waivers to implement for the Class of 2021 but decided to increase credit requirements early. In 2021, the number of districts are likely to sharply increase by approximately 70 districts to 100%.

What Proportion of Districts Require the High School and Beyond Plan for Credit for the Class of 2017?



The number of districts requiring the High School and Beyond Plan for credit increased by five percentage points to 84% from the Class of 2016 to the Class of 2017.



Many districts that offer high school continue to go above and beyond the minimum state graduation requirements.

- **58% of districts still require the culminating project** even though it is no longer a state-mandated graduation requirement. The total number of districts requiring a culminating project went down slightly, while, the number requiring the project for credit went up.
- **51% of districts require community service** as a graduation requirement. Similarly to the culminating project, the number requiring it for credit went up while the overall number went down slightly.
- **20% of districts require technology** as a graduation requirement. The number of districts requiring technology has stayed relatively constant, but the number requiring technology for credit has continued to drop over the last three years.
- **8% of districts require personal finance** as a graduation requirement. The number of districts requiring personal finance rebounded for the Class of 2017 after having dipped considerably from the Class of 2015 to the Class of 2016.

Action

No action is expected on this information.

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

DRAFT REVISIONS TO THE 2015- 2018 STRATEGIC PLAN



DECEMBER 12, 2016
WASHINGTON STATE BOARD OF EDUCATION

Goal 1: Develop and support policies to close the achievement and opportunity gaps.**Outreach and Engagement****Strategy 1.A: Engage diverse stakeholders to advance our understanding of achievement and**

Action Step	Timeline	Measure	Member Feedback
1.A.1 Engage with racially, ethnically, and economically diverse communities to gather input, build relationships and develop policies related to closing the opportunity and achievement gaps.	Ongoing	Focused Forums and Requests for Input in Addition to General Forums-Track Plan Completion	<ul style="list-style-type: none"> Received feedback
1.A.2 Integrate Create a policy decision-making framework rooted in equity in opportunity for all students.	2017	Equity Tool for policy decisions	<ul style="list-style-type: none"> Received feedback
1.A.3 Participate in training and other experiences to deepen cultural competence.	2017	Personal Growth of Board and Staff	<ul style="list-style-type: none">
1.A.4 Utilize the perspective and experiences of our high school student representatives to shape board policymaking to to identify and address opportunity gaps.	Ongoing	Presentation and Outreach Student Input	<ul style="list-style-type: none"> Received feedback Moved from what was 1.B.3
Analysis and Promotion of PracticesPolicies			
Strategy 1.B Analyze data and promote practices policies for closing achievement and opportunity gaps.			
1.B.1 Analyze achievement and opportunity gaps through deeper disaggregation of student demographic data with intentional connection to policy opportunities.	Annual - March	Achievement Index Results	<ul style="list-style-type: none"> Feedback received above on Strategy 1.B
1.B.2 Research and promote policy to reduce the loss of instructional time resulting from exclusionary discipline, absenteeism, and disengagement.	Annual - September	5491 Additional Indicators	<ul style="list-style-type: none">
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 by promoting coherent state-wide transition policies.	Annual - December	5491 Report	<ul style="list-style-type: none">
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 Policy Proposal	<ul style="list-style-type: none"> Received feedback
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 to understand trends and underlying causes in students successfully completing a high school diploma.	Annual - January	Data Analysis and OSPI Report on Practices	<ul style="list-style-type: none"> Received feedback
1.D.2 Analyze and address non-normative school transitions for traditionally underserved student populations and students with special educational needs through analysis of data and identification of gaps in policy.	2017	Completion of Analysis and Policy Proposal	<ul style="list-style-type: none"> Received feedback

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

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

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.	Annual – On or before March	Identification of Challenged Schools in Need of Improvement	•
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 consideration of approval of Required Action Plans.	Annual - Spring	Adherence to Rule	•
2.B.3 Publicly recognize schools through the Washington Achievement Awards.	Annual - May	Washington Achievement Awards	•

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

2.C.1 Collaborate with stakeholders and peer agencies in identifying reforms for Washington's unique context.	Biennial - October	Convene Achievement and Accountability Workgroup	•
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.	Annual – December, Biennial Report to Legislature	5491 Report	•
<u>2.C.3 Engage in a process of inquiry on the capacity to connect the use of data on inputs, score-setting, and opportunities to changes to outcomes.</u>			• Received feedback

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

Action Step	Timeline	Measure	Notes
3.A.1 <u>With OSPI, p</u> Partner with stakeholders to examine and address implementation issues of the 24 credit career- and college-ready graduation requirements.	Ongoing	<u>Guidance for Counselors on Website</u> <u>School Counselor Conferences and ESD Outreach</u>	<ul style="list-style-type: none"> Received feedback
3.A.2 <u>With OSPI, D</u> evelop guidance on competency-based crediting for use by guidance counselors and administrators.	2017	Guidance on Website	<ul style="list-style-type: none"> Received feedback

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	<ul style="list-style-type: none">
3.B.2 In partnership with OSPI and the Workforce Training Board, explore definitions of career readiness and adopting and implementing career readiness learning standards in accordance with the NASBE Deeper Learning grant.	2017	Definition of Career Readiness, Career readiness Learning Standards	<ul style="list-style-type: none">
3.B.3 In partnership with OSPI, explore the development of a model High School and Beyond course.	2017	Model High School and Beyond Course	<ul style="list-style-type: none">

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	<ul style="list-style-type: none">
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	<ul style="list-style-type: none">

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

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

Action Step	Timeline	Measure	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	•

Basic Education Compliance and Waivers

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

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 Provide quality review and approval of 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	•

Charter Schools

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

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

Strategic Plan Terms

In response to challenges in using diverse strategic planning terms, staff have developed a set of definitions so that members and staff have a common understanding.

**Broader scope, higher-level,
visionary, strategic on a system-
wide level**



Vision: An aspiration of where you want the educational system or Board to be at the end of the Strategic Plan; what success would look like.

Mission: The work that the Board is charged with doing; the means of reaching the vision.

Goal: The result of the effort of the Board that advances the educational system towards the vision; an aim; an outcome. The goal falls within the means described in the mission statement.

Strategy: How the goal will be reached; an intentional method for reaching the goal.

Action Step: An accomplishment that is done in furtherance of the strategy; an achievable step in the strategic direction towards achieving the goal.

**Narrow scope, project-level,
detailed, tactical on a SBE
action-level**

Measure: The product or data point by which the SBE will assess progress towards completing the action step.

Educational Terms

Opportunity Gap: Inputs – the unequal or inequitable distribution of resources and opportunities.¹

Achievement Gap: Outputs – the unequal or inequitable distribution of educational results or benefits.¹

¹The Glossary of Education Reform. (2013). *For journalists, parents, and community members*. Retrieved from: <http://edglossary.org/>



THE WASHINGTON STATE BOARD OF EDUCATION

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THEORY OF ACTION UPDATE

As part of the strategic planning of the Board, members to create a Theory of Action (TOA) for each of the four goals in the Strategic Plan. This work will engage members to consider and then express:

1. “If the policy work happens like this...”
In other words, if this policy work is operationalized with regards to certain values or characteristics....
2. “Then this intended outcome will occur...”
In other words, this outcome is the Board’s expectation due to the values stated in part one...
3. “And that intended outcome will be noticeable or measurable as this.”
In other words, the intended outcome will be observed when this happens.

During the discussion of whether one or more TOAs should be used. The group discussed the following options:

- Using only one TOA for the entire Strategic Plan.
 - The downside of using one TOA is that it would be very broad and would be more similar to a vision statement than an exercise in figuring out the values and assumptions that underlie particular policy goals.
- Using a TOA for each of the four goals in the plan.
 - This was the most favorable option. The Board would not have to work with too many TOAs but would still delve into the values, intentions, and assumptions that go into work on closing the achievement and opportunity gap, accountability, college and career readiness, and strategic oversight. The downside of only using four TOAs is that certain strategies within goals one and three are varied in nature and harder to fit into a specific TOA for their respective goals.
- Using a TOA for each of the dozen strategies.
 - Developing a dozen TOAs would be time-consuming and could lose momentum during a public meeting. Although it would be good to consider what should happen to arrive at an intended outcome for each of the strategies, this level did not seem feasible.
- Using a TOA for dozens of action steps.
 - This seemed to be far too many TOAs and would not be a sustainable strategic planning exercise.

After this deliberation, participants felt that four TOAs focused on each goal was the right number. You will hear more about the Theory of Action exercise at the board meeting.

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



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Title: Approval of Private Schools Saddle Mountain School and Alger Learning Center	
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:	The Board will consider approval of two private schools for the remainder of the 2016-2017 school year. These schools were provisionally approved at the July 2016 meeting.
Relevant to business item:	Approval of Private Schools Saddle Mountain School and Alger Learning Center for the remainder of the 2016-2017 School Year.
Materials included in packet:	Memo from OSPI to the Board concerning monitoring of the schools and August 2016 letters from Executive Director Rarick to each of the schools.
Synopsis:	At the July 2016 meeting, the State Board of Education heard from the Office of the Superintendent of Public Instruction (OSPI) concerning two private schools with major deviations. The SBE provisionally approved the schools and requested that OSPI monitor the two schools to ensure compliance with school policies that addressed the deviations. Included in the packet is a memo to SBE from OSPI that describes the results of monitoring. Based on monitoring, both schools appear to be complying with policies that address the major deviations.



SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

December 13, 2016

To: Washington State Board of Education Members and Staff

From: Dan Newell, Assistant Superintendent, Secondary Education & Student Support
Laura Moore, Program Specialist, Private Education

Re: Report on Alger Learning Center and Saddle Mountain School as Requested by
the Washington State Board of Education

In August 2016, the State Board of Education (Board) requested the Office of Superintendent of Public Instruction (OSPI) to monitor two provisionally approved Washington State private schools, Alger Learning Center (Alger Learning) and Saddle Mountain School (Saddle Mountain), to assist the Board in determining whether to approve the schools for remainder of the 2016-17 school year.

OSPI has concluded its monitoring of the schools. This memorandum provides the update the Board requested.

Alger Learning

The Board asked OSPI to monitor Alger Learning's compliance with new school policies designed to mitigate the major deviations OSPI identified in April 2016. Accordingly, OSPI requested the school to report the number of students attending the school, the number of credits the students attempted, the number of credits earned, and information regarding student attendance.

Alger Learning responded to the requests by providing OSPI a list of students and their fall 2016 courses, copies of course lists and daily attendance records. In this submission, Alger Learning reported that it has three students attending the school full time. The remainder of the school's students are reported to be in home-based extension program as authorized in WAC 180-90-160.

Alger Learning also confirmed by letter that it is complying with its new school policies.

Saddle Mountain

The Board asked OSPI to monitor (1) Saddle Mountain's compliance with its new school attendance policy, and (2) student engagement in a program of educational activity planned by and under the direction of the school for a total of at least 1,000 instructional hours.

Saddle Mountain responded to the requests by, among other things, providing OSPI copies of course lists and daily attendance records. In its submission, Saddle Mountain reported that it has three students attending the school full time, under the direction of the school for a total of at least 1,000 instruction hours.

Attachments

- ✓ Attendance Records Requests 1 & 2—Saddle Mountain
- ✓ Courses being attempted—Saddle Mountain
- ✓ Attendance Records Request 2—Alger Learning Center
- ✓ Courses being attempted—Alger Learning Center
- ✓ Letter of Confirmation—Alger Learning Center
- ✓ Course list—Alger Learning Center
- ✓ Course list—Saddle Mountain



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August 2, 2016

John Lackey
Alger Learning Center
121 Alder Drive
Sedro Woolley, Washington 98284-8862

Dear Mr. Lackey,

At the July 13-14, 2016, State Board of Education meeting, the Board provisionally approved Alger Learning Center for the 2016-2017 school year, through the January 2017 Board meeting. At that time, the Board will consider approval for the rest of the 2016-2017 school year.

In a letter to you from the Office of the Superintendent of Public Instruction (OSPI) dated April 29, 2016, OSPI identified major deviations from RCW 28A.195 and WAC 180-90. The letter noted that students at the school did not appear to be in attendance full time as required under WAC 180-90-160(1)(b), and it did not appear that Alger Learning Center was offering a full curriculum of instruction to all students to meet graduation requirements established by the State Board of Education. Following identification of major deviations, Alger Learning Center provided OSPI copies of school policies which, if followed, will mitigate the major deviations identified. The State Board of Education has asked OSPI to monitor the school's compliance with the mitigating school policies and provide an update to the Board prior to its January 11-12, 2017 meeting. OSPI's monitoring will focus on confirming that the mitigating school policies are being implemented. Depending on the information the Board receives, the Board will decide whether to approve Alger Learning Center for the rest of the 2016-2017 school year at the January 2017 meeting.

Sincerely,

Ben Rarick
Executive Director

cc: Dan Newell, OSPI
Laura Moore, OSPI

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

*Janis Avery • Mona Bailey • MJ Bolt • Jeff Estes • Connie Fletcher • Baxter Hershman • Bob Hughes • Judy Jennings • Holly Koon
Kevin Laverty • Peter Maier • Dr. Daniel Plung • Lindsey Salinas • Randy Dorn, Superintendent of Public Instruction*

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THE WASHINGTON STATE BOARD OF EDUCATION

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August 2, 2016

Phyllis Magden
Saddle Mountain School
2451 West Bench Road
Othello, WA 99344-8901

Dear Ms. Magden,

At the July 13-14, 2016, State Board of Education meeting, the Board provisionally approved Saddle Mountain School for the 2016-2017 school year, through the January 2017 Board meeting. At that time, the Board will consider approval for the rest of the 2016-2017 school year.

In a letter to you from the Office of the Superintendent of Public Instruction (OSPI) dated May 6, 2016, OSPI identified major deviations from RCW 28A.195 and WAC 180-90. The letter noted that students enrolled at the school were not required to be in attendance at the school's physical facilities. In addition, students were not required to be engaged in a program of educational activity planned by and under the direction of the school for a total of at least 1,000 instructional hours. Following identification of major deviations, Saddle Mountain School provided OSPI with documentation indicating adoption of a new attendance policy. The State Board of Education has asked OSPI to monitor the school's compliance with the mitigating school attendance policy and student engagement in a program of educational activity planned by and under the direction of the school for a total of at least 1,000 instructional hours. The Board has asked OSPI to provide an update prior to the Board's January 11-12, 2017 meeting. Depending on the information the Board receives, the Board will decide whether to approve Saddle Mountain School for the rest of the 2016-2017 school year at the January 2017 meeting.

In addition to identifying deviations, OSPI's letter expressed the view that State Board of Education approval of a private school does not grant the school legal authority to issue high school diplomas to adults. The State Board of Education's counsel concurs with this interpretation of law, and Board staff will work on developing guidance for private schools clarifying this issue.

Sincerely,

Ben Rarick
Executive Director

cc: Dan Newell, OSPI
Laura Moore, OSPI

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

*Janis Avery • Mona Bailey • MJ Bolt • Jeff Estes • Connie Fletcher • Baxter Hershman • Bob Hughes • Judy Jennings • Holly Koon
Kevin Laverty • Peter Maier • Dr. Daniel Plung • Lindsey Salinas • Randy Dorn, Superintendent of Public Instruction*



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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 checked="" type="checkbox"/> PowerPoint	
Synopsis:	Student presentations allow SBE board members an opportunity to explore the unique perspectives of their younger colleagues. Student Representative Lindsey Salinas will present on cultural competency and equity.	

Lindsey Salinas

Eastern Washington Student Representative of the State

Board of Education

Wellpinit School District

Student Update

- Junior at Wellpinit High School
- Completed my first two running start classes and passed them
- Involved with Tribal Youth Council
- In ASB we are trying to get more student involved in activities

Wellpinit School District on The Spokane Indian Reservation

- ✓ Wellpinit School District (WSD)
 - 79 students in the high school
 - 87% of WSD are Native
- ✓ Spokane Indian Reservation (SIR)
 - 2500 tribal members
 - 1700 live on the reservation
 - 53% unemployment on the reservation



Elder/Student Drumming Group

- ✓ Cultural Competency
 - What does that mean for us?
 - House Bill (HB) 1541
- ✓ Equity
 - What does that mean for us?
 - Senate Bill (SB) 5433



Equity

- ✓ Curriculum Development (Spokane Tribe Specific)
 - History
 - Science
 - Experiential and Immersive
 - Community Involvement
 - Tribal Departments with Expertise
 - Community Members
 - Elders
 - Subject Matter experts
- ✓ Student Engagement
 - Exit Tickets
 - Student Feedback
 - Input on lessons taught (what do "we" want to see!!)
 - McCoy Visit: discussion with students after field visit



Art work by Diane Covington

Cultural Competency

✓ Native Education Certificate Program

- University of Washington
 - Culturally responsive teaching
 - Language Class– Goats Moccasins
 - McCoy Visit
 - Culturally responsive understanding of needs of community

✓ Community involvement

- Culturally relevant curriculum
 - Being developed in collaboration with the community
- GONA



G
O
N
A

Thank you!!



THE WASHINGTON STATE BOARD OF EDUCATION

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Title: ESSA Consolidate Plan Update		
As related to:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.
	<input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system.
		<input type="checkbox"/> Other
Relevant to Board roles:	<input checked="" type="checkbox"/> Policy leadership	<input type="checkbox"/> Communication
	<input checked="" type="checkbox"/> System oversight	<input type="checkbox"/> Convening and facilitating
	<input type="checkbox"/> Advocacy	
Policy considerations / Key questions:	What is the status of the development and submission of the ESSA Consolidated Plan?	
Relevant to business item:	None	
Materials included in packet:	A link is provided to the draft ESSA plan. It is not included in the packet, due to the volume of the document and the Board's previous briefing on its contents.	

Dr. Gil Mendoza has been invited to speak to the Board about the status of the ESSA consolidated plan. Dr. Mendoza was given the following prompts in advance to frame his remarks to the Board. They include:

1. Impacts of the finalized US Department of Education accountability regulations on the current ESSA Consolidated draft plan.
2. Developments in the extension of the public comment period.
3. Next steps for WA in preparing for submission in April review cycle.
4. Remaining issues for consideration by the Board and OSPI in finalizing the Consolidated Plan.
5. Early indications as to how the new USED organized and potentially led by Betsy DeVos, named as an appointee of the incoming presidential administration, may operate differently on matters pertaining to ESSA implementation.

Relevant Materials:

The draft ESSA Consolidated Plan can be accessed [here](#)

The Board's letter to Superintendent Dorn in November can be accessed [here](#)

An overview of the final USED Accountability regulations under ESSA can be accessed [here](#)



THE WASHINGTON STATE BOARD OF EDUCATION

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Title:	Statewide Indicators of the Education System – Next Steps	
As Related To:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Key Questions: 1. What have been the stakeholder’s overall responses and reactions to the 2016 Biennial Report on the Statewide Indicators of the Education System Health? 2. How can the Board members use the report and related materials to support and advance the State Board of Education 2017 legislative agenda?	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The Board delivered the 2016 Biennial Report on the Statewide Indicators of the Education System Health to the Education Committees of the Legislature on December 1, as required in law. Of the six indicators specified in law, four indicators (Kindergarten Readiness, 4th Grade Reading, 8th Grade Math, and High School Graduation) are not on track to meet endpoint goals, are not in the top ten percent nationally, or are not comparable to peer states.</p> <p>The Board and partner agencies recommended reforms that would be expected to improve performance on the indicators. The underperforming indicators are indicative of an educational system that is responsible for producing disparate outcomes for some student groups due in a large part to inequitable inputs or opportunities for many students.</p> <p>Additional material, including handouts, slides and a video are located on our website: http://www.sbe.wa.gov/edsystemhealth.php.</p>	



THE WASHINGTON STATE BOARD OF EDUCATION

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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 the 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 ten percent nationally or are comparable to results in peer states with similar characteristics as Washington.

In the event 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 2016 biennial report to the Education Committees of the Legislature was submitted on Dec. 1.

Summary

The SBE submitted the 2016 Report on the Statewide Indicators of the Educational System (click [here](#)) to the Education Committees of the Legislature on December 1, as specified in RCW 28A.150.550. Four of the six specified indicators (Kindergarten Readiness, 4th Grade Reading, 8th Grade Math, and High School Graduation) are not on track to meet endpoint goals, are not in the top ten percent nationally, or are not comparable to peer states.

As required in statute, the SBE and partner agencies included four recommendations that would be expected to improve the underperforming indicators.

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 underperforming indicators are indicative of an educational system that is responsible for producing disparate outcomes for some student groups due in a large part to inequitable inputs or opportunities for many students. The recommendations in the report are aligned with the notion to **intervene early and intervene often** as a means to bolster the performance of underperforming indicators and support student learning.

Indeed, our emphasis on early learning was noticed when we published the report broadly on Dec. 2. Of particular note, the Seattle Times interviewed Executive Director Rarick and published an article online on Dec. 6. The article stated in part, "The report emphasizes early-learning programs as a way out of this longstanding pattern, noting that 'it will be easier (and cheaper) to prevent gaps initially, rather than to attempt to close them years later.'"

The SBE’s website and social media analytics show this year’s report and associated materials seemed to receive several times the attention of our previous version in 2014, which had the same overall recommendations. In addition to publishing the report via email, we continued highlighting many of the key charts found in this memo through social media, which resulted in on-going website traffic and led to two additional media requests connected to the report. It is likely that our digital strategy and the timeliness of the report as a prelude to the coming legislative session helped the Board deliver its message fairly effectively in December.

Background

RCW 28A.150.550 specifies and generally describes the six statewide indicators that the SBE is required to monitor and report on. The most recent results for each of the specified indicators are presented on Figure 1. While the indicators improved in 2016 as compared to 2015, the improvement was insufficient to meet the high expectations described in the statute.

Figure 1: shows the targets and most recent results for the specified statewide indicators.

Indicators of Educational System Health

This figure depicts the statutorily required indicators

Indicator	Trend	2016 Actual	2016 Target
Kindergarten Readiness	Improving	44.2%	51.8%
4 th Grade Reading	Improving	57.0%	59.0% ⁺
8 th Grade Math	Improving	47.8%	50.7% ⁺
High School Graduation	Improving	78.1%	81.9%
Readiness for College Coursework	Improving	73.6%*	75.2%
Post-Secondary Attainment and Workforce	One Year of Data	42%*	44%

*Note: represents the most recent year of data.

⁺Note: represents the 2016-17 target that was reset because of the transition to the Smarter Balanced Assessments.

Kindergarten Readiness

Approximately 44 percent of kindergarten students are “kindergarten-ready” as defined by meeting the standard on the six domains of the Washington Kindergarten Inventory of Developmental Skills (WaKIDS). Less than one in three Hispanic students and less than one-third of children who qualify for the Free and Reduced Price Lunch (FRL) program are kindergarten ready. Enrolling in and attending high quality early childhood education would improve children’s chances of being kindergarten ready, but only about 40 percent of three- and four-year olds in Washington were enrolled in early childhood education in 2014. This preschool enrollment rate places Washington in the bottom quartile of the 50 United States.

Only About 4 in 10 kids enter school “Kindergarten-ready.”



4th Grade Reading

Washington students look good on Smarter Balanced tests

Washington students in grades 3-8 performed at or near the top among the 15 states that administered the Smarter Balanced test in 2015.

A selection of the top performing states:

ENGLISH/LANGUAGE ARTS TEST

STATE	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
New Hampshire	56.0%	57.0%	63.0%	59.0%	62.0%	62.0%
Washington	55.4%	58.0%	61.2%	57.6%	60.0%	61.5%
Vermont	53.8%	53.8%	58.2%	56.2%	57.6%	58.5%
Connecticut	54.0%	55.6%	58.8%	55.0%	55.2%	55.5%
Delaware	53.8%	55.9%	60.3%	51.8%	52.7%	54.2%

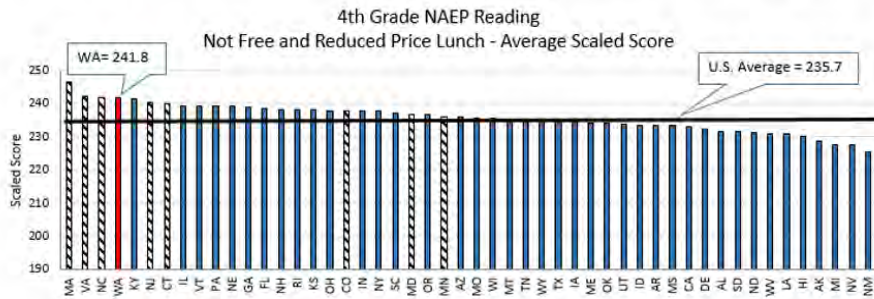
According to the December 5, 2016 Seattle Times (adjacent image), Washington students met the standard at the highest rate (58.0 percent) in the 2015-16 school year of the 15 states using the Smarter Balanced, 4th Grade, English/language arts assessment. The fact that 4th graders who do not qualify for the Free and Reduced Price Lunch (Not FRL) program helped to make Washington the 4th highest performing state on the 2015 National Assessment of Educational Progress (NAEP) in reading is news to celebrate. However, Washington 4th grade students who qualify for FRL performed only average on the 2015 NAEP in reading which results in a large performance gap

in reading based on poverty (FRL) status. The performance gap of 31.4 scaled score points based on poverty status in Washington is the 5th largest of the 50 United States.

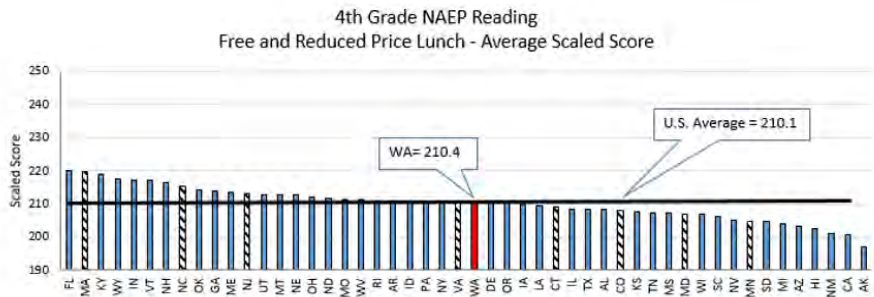
Students with a disability in Washington posted an average scaled score of approximately 191.2 on the 2015 NAEP in reading, which was the 21st best in the country. English Language learners posted an average scaled score of approximately 193.9 on the 2015 NAEP in reading, which was the 22nd best of the 37 states with a reportable value. While the All Students group performs very well on the Smarter Balanced assessment, the students with a disability group and English language learner group perform only average in comparison to their respective groups on the 2015 NAEP in reading (Appendix A).

4th Grade NAEP in Reading

Students in Poverty Fare Worse than Students Not in Poverty



Washington ranks in the top 5 states in 4th grade Reading for non-low Income students



However, Washington ranks near average for low-income students.

8th Grade Math

Approximately one-half (49.4 percent) of Washington 8th grade students met the standard on the Smarter Balanced math assessment for 8th graders in the 2015-16 school year. This was the best of the 15 states who use the assessment. On the 2015 8th grade NAEP in math (Figure 2), Washington Not-FRL students were the 4th best in the country and the FRL students were the 11th best in the nation.

Washington had the 12th highest average scaled score in the nation on the 8th grade NAEP in math for the All Students group. The 28.8 scaled score point performance gap based on poverty status on the 8th Grade NAEP in math is a little higher than the national average.

Washington students look good on Smarter Balanced tests

Washington students in grades 3-8 performed at or near the top among the 15 states that administered the Smarter Balanced test in 2015.

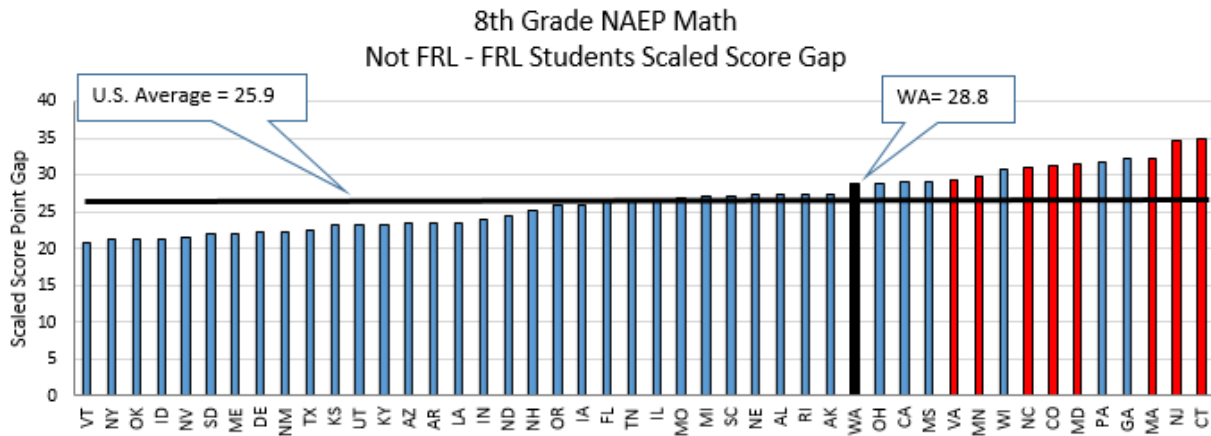
A selection of the top performing states:

MATH TEST						
STATE	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
Washington	60.0%	56.5%	50.1%	49.0%	51.1%	49.4%
New Hampshire	57.0%	51.0%	48.0%	47.0%	52.0%	47.0%
Vermont	55.8%	49.9%	43.3%	40.9%	46.0%	43.9%
South Dakota	54.0%	48.5%	38.2%	41.0%	42.6%	41.9%
Delaware	55.1%	50.6%	41.5%	37.0%	39.6%	37.7%

Source: Office of Superintendent of Public Instruction

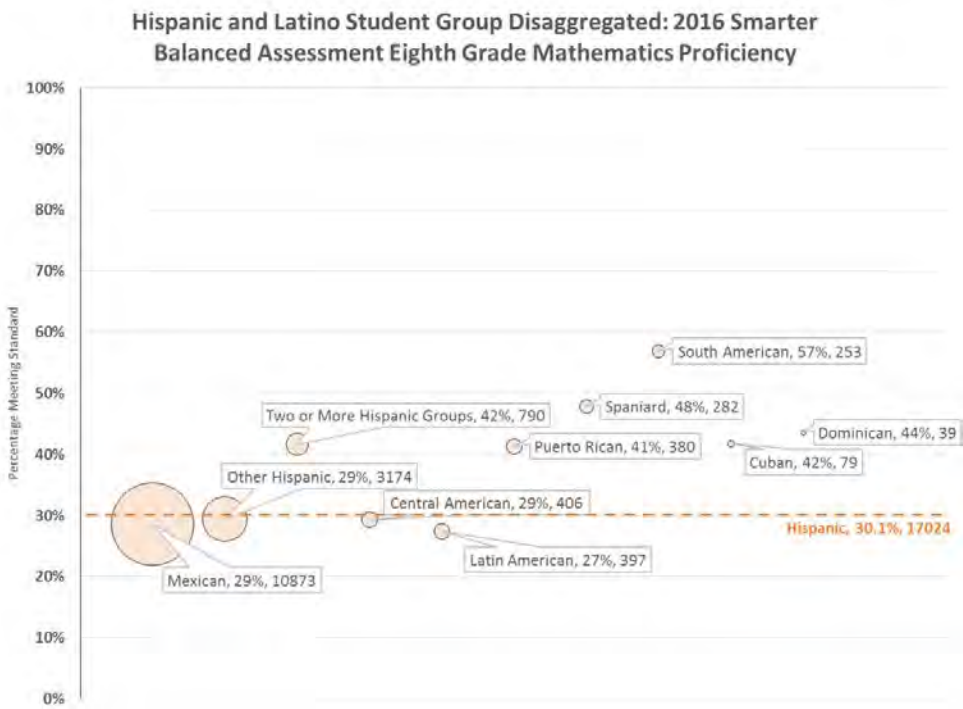
Students with a disability in Washington posted an average scaled score of approximately 240.7 on the 2015 NAEP in math, which was only the 42nd best in the country. English Language learners posted an average scaled score of approximately 250.2 on the 2015 NAEP in math, which was the 19th best of the 28 states with a reportable scaled score. While the All Students group performs very well on the Smarter Balanced assessment and the NAEP, the students with a disability group and English language learner group perform only average in comparison to their respective groups on the 2015 NAEP in math (Appendix A).

Figure 2: shows the 8th Grade NAEP in math scaled score performance gap based on poverty status.

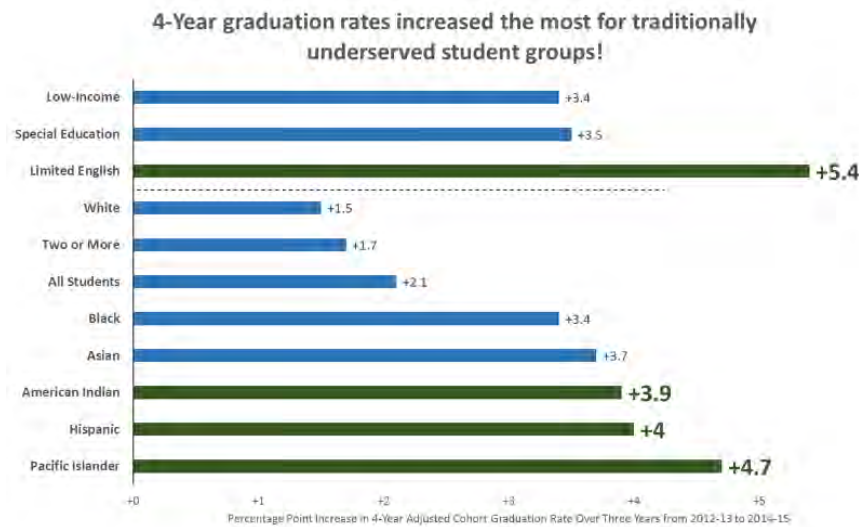


Deeper Disaggregation of Data

In fall 2016, the OSPI provided the SBE with new and improved data that was disaggregated beyond the seven race/ethnicity groups required for federal reporting. The new data are just now being analyzed by the SBE. However, a preliminary analysis of the 8th grade Smarter Balanced math assessment shows that Hispanic students from the Caribbean Islands and South America outperform Hispanic students from Mexico, Central America, and Latin America. Expect to see more work on this in the near future.



High School Graduation



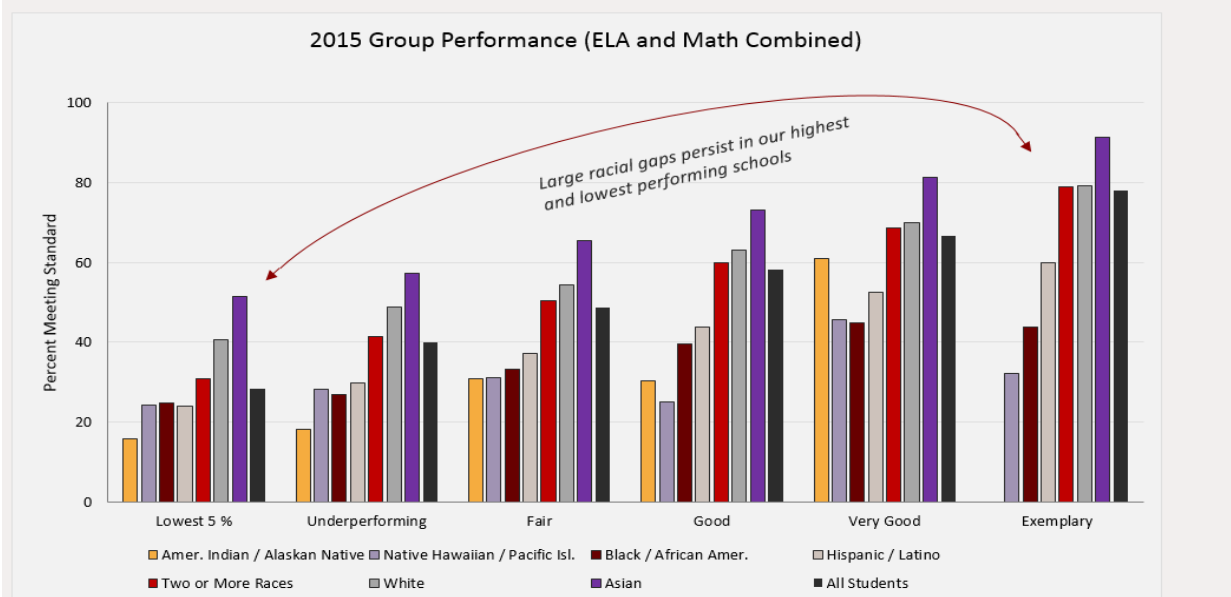
Over the three most recent years, the on-time graduation rate increased by 1.5 to 5.4 percentage points for all student groups reported on for federal accountability. For the race/ethnicity reporting groups, the largest gains were made by the Native American/Alaskan Native, Hispanic/Latino, and Pacific Islander/Native Hawaiian student groups. Substantial increases in the graduation rate were made by low

income students, students with a disability, and students with limited English. Over this time period, the graduation gap has been reduced by up to one percentage per year, depending on the race/ethnicity student group. However in the latest national comparison, the on-time graduation rate for Washington is in the bottom quartile nationally.

Access to Quality Schools

Over the previous three years, Washington used the school Achievement Index to numerically rate and place schools in one of six performance tiers. Student performance on math and ELA assessments increased in 2016 and graduation rates are improving, which are contributing to higher school ratings for many schools. However, large performance gaps based on race and ethnicity continue to persist at all school levels.

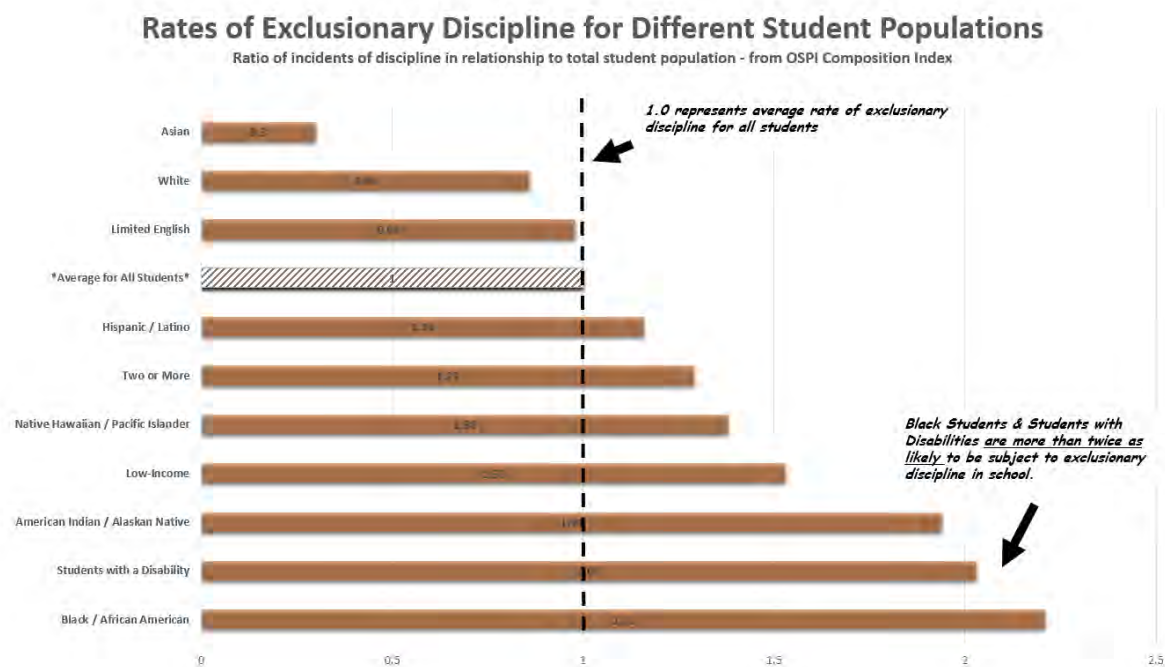
Achievement Gaps by Race Are Apparent in All Achievement Index School Tier Ratings



Exclusionary Discipline

After learning about the exclusionary discipline Composition Index developed by the OSPI, the SBE recommended that Student Discipline be included in the Statewide Indicators of the Education System Health. In a perfectly equitable educational system, the Composition Index for all student groups would be 1.0, which would indicate that no student group was experiencing disproportionately high exclusionary discipline events.

When placed in a race/ethnicity context, the White and Asian student groups are subject to exclusionary discipline at a disproportionately low rate while the Black/African American, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, Two or More, and Hispanic/Latino student groups are subject to exclusionary discipline at a disproportionately high rate. Students with a disability and students qualifying for Free and Reduced Price Lunch are also subject to exclusionary discipline at disproportionately high rates.



Action

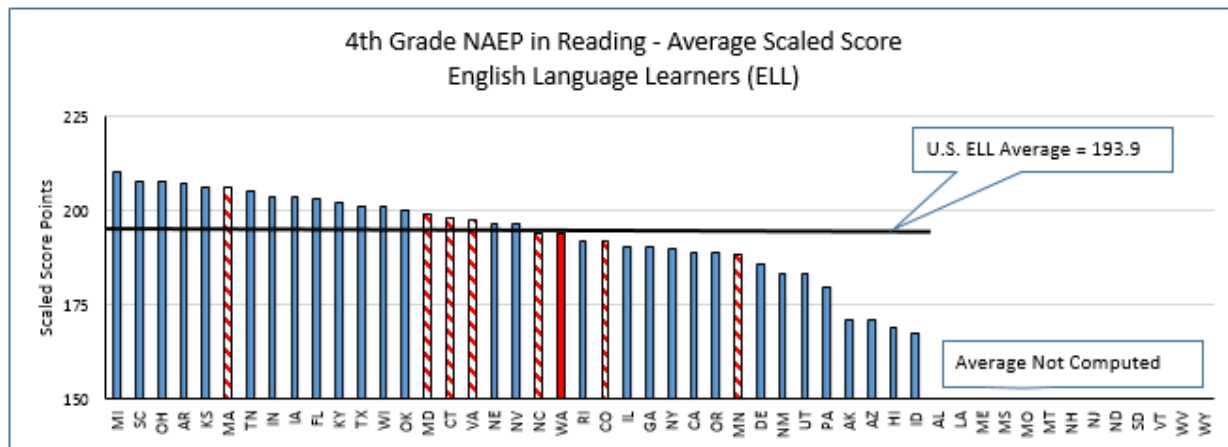
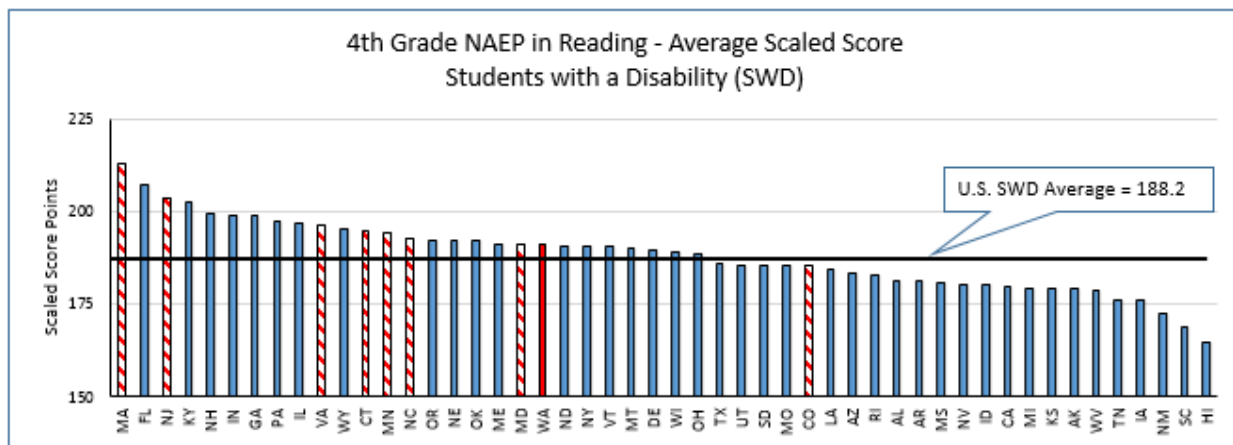
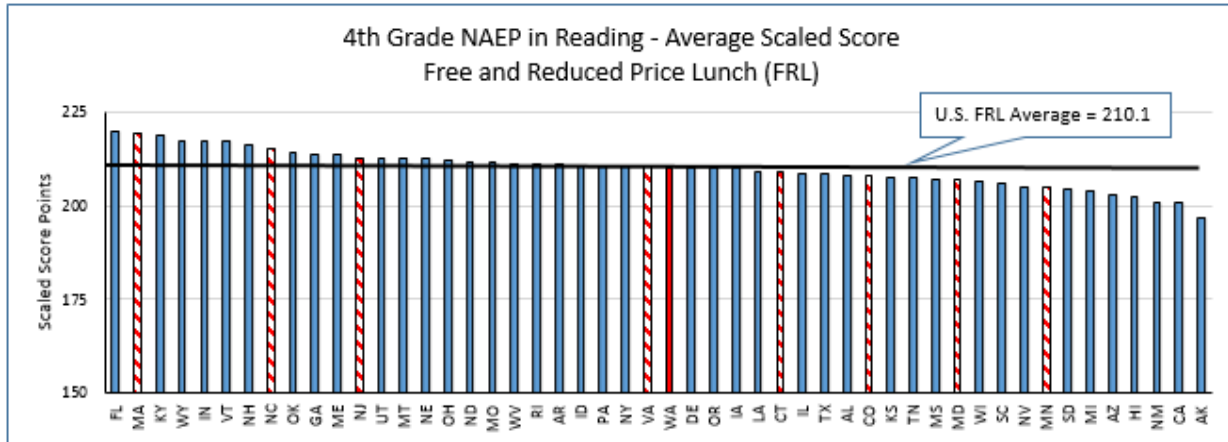
The Board is expected to discuss then manner in which to use the report and related materials to support and advance the State Board of Education (SBE) 2017 legislative agenda and for the ultimate purpose of reducing and eliminating the disparate educational outcomes caused by inequitable inputs or opportunity.

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

Appendix A

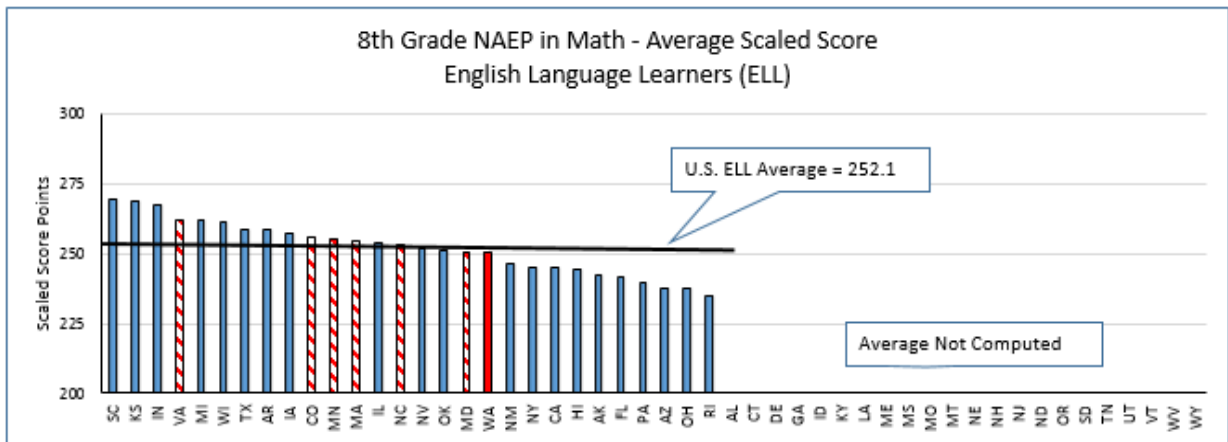
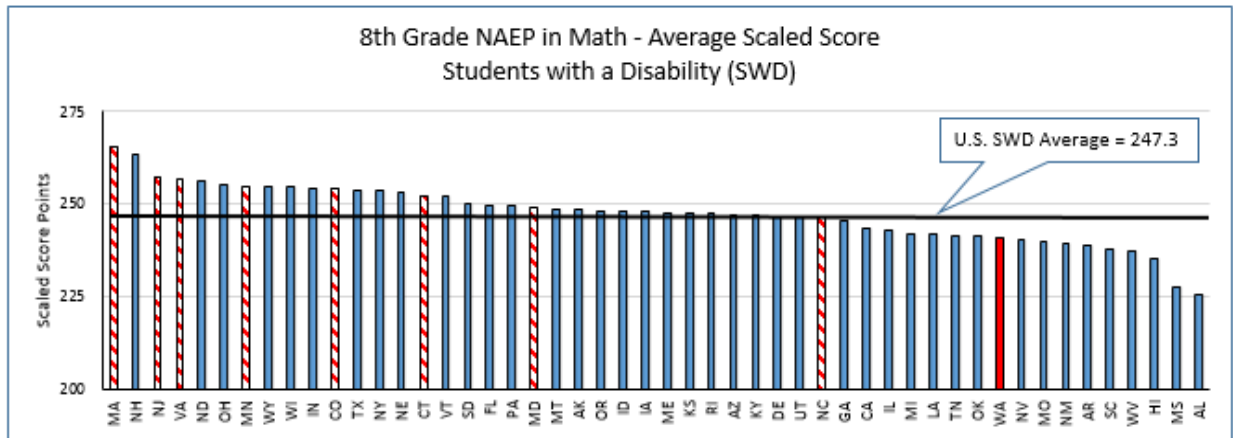
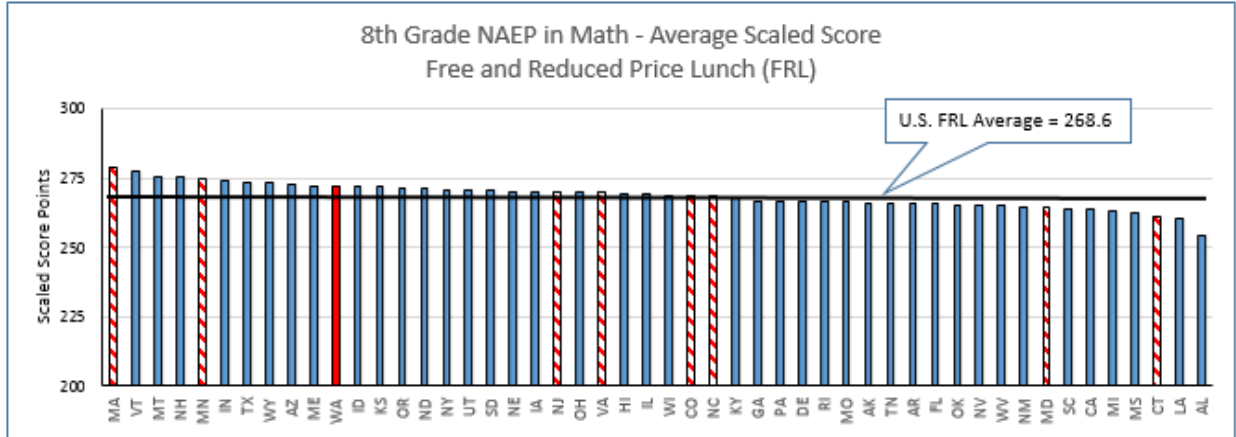
4th Grade NAEP in Reading

Washington students who qualify for the Free and Reduced Price Lunch program, are a student with a disability, or an English language learner perform near the national average and similar to the peer states on the 4th grade NAEP in reading.



8th Grade NAEP in Math

Washington students who qualify for the Free and Reduced Price Lunch program perform near the national average and better than most peer states on the 8th grade NAEP in math. Students with a disability or an English language learner perform near or a little lower than the national average and the lowest of the peer states on the 8th grade NAEP in math.



STATEWIDE INDICATORS OF EDUCATIONAL HEALTH 2016 REPORT

EXECUTIVE SUMMARY

The State Board of Education herein submits its third report on the Indicators of Educational System Health. Established in 2013 by the Washington State Legislature, the indicators were designed to create a common framework upon which to evaluate the success of the educational system.

The Board is honored to have been given this responsibility by the Legislature, and believes that the project has, to a great degree, had its intended effect. The establishment of key indicators in statute has helped us achieve some consistency in our year-to-year assessment of system progress, and helped ensure that all partners in the educational governance landscape are sharing common strategies, and working toward common goals.

While this report contains technical data, we should be clear that the focus is squarely on students and their needs. The Board merely views the data as a means to focus on the hope that each student has for realizing their potential in life through the opportunities afforded them in our public education system. In this respect, career and college readiness should not be viewed as a technical term, but something that is integral to the challenges and circumstances of each student in our system. Fundamentally, this project helps us ask, “How do we need to support *all* students in our system to prepare them for fulfilling, living-wage career pathways?” There is much about the answer that is deeply personalized and individualized, but there are also common, system-wide commitments that we can make to enable those personalized career pathways to be successfully realized.

By law, the Board has two important responsibilities in this report. First, to report on the state’s progress in meeting the goals established for each indicator, and second, to recommend appropriate investments and reforms in the event that we are not on track as a state to achieving our goals. In each case, we have sought to undertake this work collaboratively with our peer agencies and partners in education. In this report, you will see separate chapters dedicated specifically to these two major responsibilities.

The major conclusion of this report is a good news, bad news message. While Washington is improving on most key performance indicators, the rate of improvement is not enough to achieve the goals established. It is also worth noting that gaps in performance remain a persistent problem. As you will see, gaps are present early in our kindergarten readiness data, and persist all the way through to our post-secondary degree attainment data. In some cases, our gaps are getting wider over time, and in some cases, the gaps are noticeably wider than what we observe in other states. While it is appropriate to acknowledge the incremental successes we have experienced, it is also important to retain our sense of urgency about the size and scope of our achievement and opportunity gaps, which present as early as age five, and persist in the data to age 25 and beyond. We can and must do better.

Indicators of Educational System Health

This figure depicts the statutorily required indicators

Indicator	Trend	2016 Actual	2016 Target
Kindergarten Readiness	Improving	44.2%	51.8%
4 th Grade Reading	Improving	57.0%	59.0% ⁺
8 th Grade Math	Improving	47.8%	50.7% ⁺
High School Graduation	Improving	78.1%	81.9%
Readiness for College Coursework	Improving	73.6%*	75.2%
Post-Secondary Attainment and Workforce	One Year of Data	42%*	44%

*Note: represents the most recent year of data.

⁺Note: represents the 2016-17 target that was reset because of the transition to the Smarter Balanced Assessments.

The Board has recommended a series of investments and reforms to address the areas where we have fallen short in our goals. In doing so, the Board sought to work from a shared unifying framework, rather than making single recommendations for separate policy areas. The Board's thinking was shaped in part by the work of a number of authors, most notably Sawhill & Karpilow (2014) in their article *How much could we improve children's life chances by intervening early and often?* The researchers theorize that evidence-based reforms or interventions have a cumulative effect, and show how higher levels of academic achievement can be attained and sustained over time. Essentially, they contend that success at each critical stage of schooling and life greatly enhances the opportunity for success at the next stage. Accordingly, a child who is kindergarten-ready is far more likely to meet or exceed the third grade reading standards, and those who meet third grade reading standards are more likely to complete middle school with the academic skills required for high school, and to graduate on time. In short, they make a case for *intervening early and intervening often* to achieve long-term goals. This led the Board to an important insight: The most important investment or reform to improve K-12 outcomes may not in fact be in the K-12 system, but in our system of early learning.

Based on this approach and dialogue with stakeholders, the Board recommends the following four major reforms and investments in the report. A detailed explanation of the rationale for each can be found in the body of the report:

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

In conclusion, the Board understands the difficult decisions that the Legislature needs to make regarding funding for the public school system. We do not take these recommendations lightly. Ultimately, however, the Board had to come to an informed opinion about the relationship between the goals we establish for our educational system and the resources provided by the state to support those goals. In nearly every major endeavor, either public or private, one can reasonably assume a relationship exists between the goals that one sets and the amount of resources one devotes to a task. This is not to imply that funding is the *only* thing that matters. But in the view of the Board, it certainly does matter. Adequate funding is seen as necessary but not sufficient to achieving a high standard of career and college readiness for all students.

This report is timely. Washington is taking on the essential question of how to make ample provision for its public school system. We hope this report is given due consideration in that process. In our review of the literature, we are encouraged by the experiences of states like Massachusetts and New Jersey, two states that took seriously the paradigm of “intervening early, and intervening often.” As a result, they have seen significant improvements, and rank ahead of us on several key outcome measures. Like us, they struggle with achievement and opportunity gaps. Nonetheless, their experience may suggest that an aggressive and sustained campaign of resources and intentional reforms can create positive changes for students in Washington.

School Facilities Citizen Advisory Panel (CAP)

Description for the State Board of Education Recruitment on School Facilities CAP Membership

Purpose

To maintain citizen oversight on issues pertaining to school facilities and funding for school construction and to advise and make policy recommendations to the Superintendent of Public Instruction regarding:

- A. School facilities in areas such as appropriate use of construction management techniques value engineering, constructability review, building commissioning, and construction management, preparation and use of modifiable basic or standard plans.
- B. Allocation, prioritization and distribution of funds for school plant facilities.
- C. Planning by school districts specifically as it applies to the Study and Survey.
- D. Joint planning and financing of educational facilities.
- E. Capital fund aid by nonhigh school districts procedural requirements and provisions of law;
- F. Determinations of remote and necessary schools.

Time Requirements

- 1. Initial training session with periodic updates;
- 2. Generally quarterly meetings;
- 3. Meetings to average 3- 6 hours in length;
- 4. Review of pre-meeting materials;
- 5. Travel time to meeting sites throughout the state (may require overnight lodging);
- 6. Available to participate in ongoing Email discussions;
- 7. Available for ad hoc conference calls as needed.

Time and Travel Compensation

Lodging and meal per diem paid at state rates;
Private vehicle usage reimbursed at state rates.

Desired Characteristics / Qualifications

1. Not current employee of a school district or current practitioner in school construction or engineering (though experience in these areas is helpful);
2. Experience with schools or other government construction activities is beneficial but not necessary;
3. Proven ability to participate in strategic/long-range planning;
4. Readily adaptable to emerging issues and changes in focus or direction;
5. Commitment to performing an advisory role in a collaborative setting;
6. Willingness to balance current industry practices with results from new research to enhance perspectives and approaches to topics;
7. Experience with or significant knowledge of education policy and practices;
8. Ability to contribute or entertain creative proposals/solutions;
9. Capacity to understand and apply basic principles of public financing and fiscal policy;
10. Commitment to being understanding and respectful of state ethics rules, state law, agency rules and varied administrative processes and supportive of the adherence to them by all participants.

Additional Desired Characteristics

1. Dedication to the principle that all children deserve the very best educational experience possible;
2. Respectful of others' participation and contributions regardless of unique communication styles;
3. Willingness to accept and abide by group decisions;
4. Commitment to both confidentiality and transparency as appropriate;
5. Understanding and appreciation of the fact that school facilities can be a primary if not sole positive focal point of many communities regardless of population sizes of the town or city;
6. Respectful and supportive of the efforts of communities to develop and maintain unique educational programs related to local culture and industry (e.g. farming, ranching, logging, mining, fishing and waste management);
7. Primary education obtained in a public school system or the ability to let private school experience inform improvements to schools in a public policy environment.

Please send a cover letter and resume to parker.teed@k12.wa.us